

## Module 1: International Strategy

<b>Module title</b>			
International Strategy			
<b>Module NFQ level</b>	<b>Module number / reference</b>	<b>ECTS Value</b>	<b>Duration</b>
9	MSC-PBM-IS	5	12 Weeks
<b>Parent programme(s)</b>		<b>Stage of parent programme</b>	<b>Semester No.</b>
Master of Science in Pharmaceutical Business Management		1	1 or 2
Postgraduate Diploma in Science in Pharmaceutical Business Management		1	1 or 2
Certificate in Pharmaceutical Business Management		1	1 or 2
<b>Teaching and Learning modes</b>		<b>Proportion (% of Total Directed Learning)</b>	
Classroom / Face to Face		80%	
Workplace			
Online			
Other (Identify)		Blended: 20%	
<b>Entry requirements (statement of knowledge, skill and competence)</b>			
Learners should normally hold an honours (NFQ Level 8) degree in a cognate or non-cognate discipline or equivalent qualification, from an approved tertiary/or professional institution.			
<b>Maximum number of learners per instance of the module</b>		100	
<b>Average (over the duration of the module) of the contact hours per week</b>		3	
<b>Pre-requisite module title(s) (if any)</b>			
<b>Co-requisite module title(s) (if any)</b>		N/A	
<b>Is this a capstone module? (Yes or No)</b>		No	
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>			
Lecture room with internet access, audio-visual equipment and whiteboard, Moodle access.			
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>			
<b>Role e.g. Tutor, Mentor etc</b>	<b>Qualifications &amp; experience required:</b>		<b># of Staff with this profile (WTEs)</b>
Lecturer	Lecturing staff are required to hold at least a master's degree in a related discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).		0.25

<b>Analysis of required learning effort</b>		
<b>*Effort while in contact with staff</b>	<b>Minimum ratio teacher / learner</b>	<b>Hours</b>
Classroom and demonstrations	1:100	24
Mentoring and small-group teaching	1:20	12
Other (specify)		
<b>Independent Learning</b>		
Directed e-learning (hours)		-
Independent Learning (hours)		89
Other hours (specify)		-
Work-based learning hours of learning effort		-
<b>Total Effort (hours)</b>		<b>125</b>

<b>Allocation of Marks</b>					
	<b>Continuous Assessment</b>	<b>Supervised Project</b>	<b>Proctored Practical Exam</b>	<b>Proctored Written Exam</b>	<b>Total</b>
<b>Percentage Contribution</b>	100%	-	-	-	<b>100%</b>

### **1.1.1 Module aims and objectives**

This module introduces and develops the concepts, perspectives and tools associated with the discipline of strategy formulation and development. It provides conceptual understanding and places the concepts and tools within the complexities of undertaking business in different industrial and market contexts, countries and cultures. As well as providing the learner with a core body of knowledge of strategy, the module aims to go beyond the prescriptive “toolbox” approach to strategy making and develop and instil in the learner an appreciation of the complexities, subtleties and behavioural factors that fundamentally shape what businesses do and why. This central aim of the module is consistent with the level of a master’s programme.

On completion of the module, learners are expected to: possess the knowledge and critical skills needed to appreciate the influences on strategy formulation and development in an international business. Identify and critically assess the variety of forces at work both within and outside an international business from markets and institutions to competition and consumers, from the nature of value and advantage to the importance of resources. Identify and critically evaluate the choices faced by a firm doing business on an international level; from considerations of control and risk to appropriate modes of market entry, from the extent to which businesses need to respond to local conditions to the complexities of constraints and developments for particular industries.

### **1.1.2 Minimum intended module learning outcomes**

On successful completion of this module the learner will be able to:

- MIMLO 1.1 Critically appraise the issues and factors that influence the variety of strategic decision taken by management within an international business context.
- MIMLO 1.2 Engage with and critically evaluate the strengths and limitations of the various theoretical frameworks and key debates within the field of international strategy.
- MIMLO 1.3 Employ a range of models and frameworks to assess external and competitive forces and influences and their implications for strategic choices and firm performance, particularly within an international business context.
- MIMLO 1.4 Distinguish strategic management from operational management and articulate the role of an international business strategy in the modern organisation.
- MIMLO 1.5 Critique an organisation’s competitive strategy and evaluate the ability to provide a sustainable advantage through strategy development.

### 1.1.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

International organisations exist in dynamic, often complex and challenging contexts that pose many difficulties for management trying to do the best they can to ensure organisational survival and achieve good performance in the future. Many organisations face various challenges and difficult choices that can even undermine their business models work.

This module attempts to equip learners with the kind of insights based on recognising the various tensions that exist in international strategy that challenge the idea of the long-term planning and prescriptive approach that has been traditional in the discipline. It emphasises the importance of dealing with complex and uncertain circumstances, the role of happenstance and the “wilful others” that challenge the traditional assumption of certainty and control over situations that managers often assume they have when approaching strategic decisions.

It attempts to encourage a more reflective and multi-perspective approach to identifying, analysing and resolving multi-layered strategic situations in an attempt to influence the future of a business’s performance by thinking through moves open to the organisation.

It examines ways to create power in order to get more out of a situation than might otherwise be expected and to result in a “triumph over uncertainty and chaos” through the allocation of resources to achieve the best outcome in a set of given circumstances. It seeks to equip learners to identify and diagnose relevant information and global trends that might be useful in ensuring the future performance of the business. It seeks to enable learners to think about the kind of decisions and methods that are required to guide the activities in a coherent way that result in the future performance of the international business while ensuring that the firm remains sufficiently adaptable to deal with adverse developments and take advantage of emerging opportunities.

In this context, this module supports the achievement of the following MIPLOs (per each award):

Programme Title	MIPLOs achieved
MSc in Pharmaceutical Business Management	(i), (ii), (iv) to (viii), (x), (xi), (xiv)
PgDip in Science in Pharmaceutical Business Management	(i) to (ix), (xi)
Certificate in Pharmaceutical Business Management	(i) to (viii), (x)

### 1.1.4 Information provided to learners about the module

This module aims to introduce you to the discipline of strategy in a business environment with an emphasis on international issues and themes. Some of the traditional, more prescriptive approaches to identifying and resolving international business problems will be challenged as people who have to think and act strategically often face uncertain, complex and challenging situations that pose many difficulties for them as they try to ensure organisational survival and achieve good performance in the future.

The delivery and content of the module encourages learners to become more reflective and appreciate different perspectives and approaches to international business problems related to performance.

This will be done in both individual and group settings where both internal reflection and group discussion lead learners to examine ways to both appreciate and resolve complex challenges when dealing with uncertainty and complexity.

The module draws on a range of frameworks and tools that enable learners to identify and diagnose relevant information and trends that might be useful in ensuring the future performance of any business situations they are challenged with in the future.

Learners are supported with resources to offer structure and guidance which will include a set of lecture notes and reading materials as well as a detailed module curriculum which includes the module learning outcomes, a class schedule, the necessary reading material and the assignment strategy. Participants also have access to Moodle, the College's Virtual Learning Environment (VLE).

### **1.1.5 Module content, organisation and structure**

#### **Introduction to Strategy, Strategic Thinking and Strategic Approaches**

- Overview of what strategy is and what strategy involves as an activity and process
- Overview of the principal concepts associated with the field of strategy
- Historical influences and dominant paradigms on conceptions of strategy and how it is done
- Review of the principal perspectives and approaches to strategic process, context and content

#### **Corporate and Business Level Strategy**

- Linking strategic analysis to strategic choices and content
- The central components of strategy content
- Achieving coherence and consistency in strategy content
- Supporting organisational arrangements for strategy implementation
- Business units and business models

#### **External Analysis**

- Identifying and assessing the implications of macro environmental forces and trends
- Issues of stability and turbulence and the problems with anticipating the future
- Understanding and evaluating the competitive environment, competitive forces, and strategic groups
- Issues in cooperation and coordination

#### **Internal Analysis**

- Understanding the importance of assessing resources, capabilities and knowledge in developing competitive advantage
- Understanding and assessing issues in value creation, value chains, value systems and achieving sustainable competitive advantage

#### **Strategic Purpose**

- Mission, values and global issues
- Goals, objectives and targets
- Long term versus short terms strategic orientation
- The implications of ownership structure on business choice and performance

### **The Context of Internationalisation**

- Understanding the rationale behind firm internationalisation
- Identifying and assessing the appropriateness of various modes of, and processes associated with, internationalisation
- Understanding the nature of risk, the desire for control and the importance of trust in an internationalised business
- Assessing the extent of responsiveness and standardisation appropriate in an international strategy
- Assessing locations for opportunities, challenges, and constraints
- Assessing modes for firm internationalisations.

### **Timetabling, Learner Effort and Credit**

The lectures in the first week will introduce the module to learners and cover an introduction and overview of strategy, strategic thinking and strategic approaches. However, some of the indicative content related to these will be reintroduced later in the semester. The aim will be to enthuse learners about the subject and, perhaps, to challenge ingrained notions about what strategy is and to open their sights on a broader, less prescriptive and truly international discipline.

The lectures and tutorials of the following five weeks will focus on the themes related to the first assessment which they will be developing on an incremental, iterative basis using an online canvas. This group assessment will facilitate lecturer commentary on progress and feedforward in order that the learners can improve their efforts and develop greater insights as the module and their assignment proceeds. The content will relate to international corporate and business level strategies and both external and internal factors and issues that currently or potentially influence firm performance.

The lectures and tutorials weeks seven to twelve will return to issues dealing with strategy, strategic thinking and strategic approaches and then overlay them with issues related to strategic purpose and put them in an international context. These lectures will also focus on issues and choices faced by firms doing business internationally and in attempting to internationalise.

The contact hours, assessment and total learner effort are reflective of, and appropriate for the module ECTS.

### **Teaching plan**

<b>Weeks 1 &amp; 2</b>	Introduction to Strategy, Strategic Thinking and Strategic Approaches
<b>Weeks 3, 4, &amp; 5</b>	Corporate and Business Level Strategy
<b>Weeks 6 &amp; 7</b>	External Analysis
<b>Weeks 8 &amp; 9</b>	Internal Analysis
<b>Weeks 10 &amp; 11</b>	Strategic Purpose
<b>Weeks 12</b>	The Context of Internationalisation

#### **1.1.6 Module teaching and learning (including formative assessment) strategy**

Along with a clear statement on the relevant learning objectives and expectations at the beginning of each topic, learners are directed to the range of relevant materials to support the deepening of their learning experience and knowledge of the topic. Lectures are delivered with an attempt to make the experience as engaging as possible in order to support the learners achieve the learning objectives.

After a review of the relevant concepts and core knowledge in an interactive lecture format, a class exercise is conducted. The aim of the exercise is to provide learners with an appreciation of applying the concepts and models to strategic issues in as-near-to-real-life as possible.

Outside the classroom, learners are expected to engage in significant preparatory and post hoc reading. As the module focuses on strategy, there is a strong emphasis on linking the content to other relevant business disciplines emphasising the overarching concerns of the discipline.

The iterative application of class content to both the development of the group-based, case study assignment and the individual case study assignment are aimed at the learner engaging with and applying the material in an incremental way. In this way, they accumulate knowledge and insights that are often not achieved in summative exam type assessments, which deals with complex and subjective issues, and concepts that are covered in strategy.

### **1.1.7 Work-based learning and practice-placement**

There is no work based learning or practical placement in the module.

### **1.1.8 E-learning**

Griffith College uses Moodle, a virtual learning environment, to support its delivery of e-learning activities in the form of peer-to-peer support based around activities where learners give and receive feedback, forums where learners must contribute, formative quizzes and video links.

### **1.1.9 Module physical resource requirements**

Normal lecture room with internet access and good-quality audio-visual equipment. All learners have access to an extensive range of “actual” and “remote access” library resources. The library monitors and updates its resources on an ongoing basis, in line with the College’s Library Acquisition Policy.

### **1.1.10 Reading lists and other information resources**

#### **Core Reference Materials**

Clegg, S.R., Pitelis, C., Schweitzer, J. and Whittle, A. (2022) *Strategy: Theory and Practice*. 4<sup>th</sup> Edition. London: SAGE Publications Ltd.

de Kluyver, Cornelius A. (2012) *Fundamentals of Global Strategy*. Saylor Foundation. Available at: <https://open.umn.edu/opentextbooks/textbooks/fundamentals-of-global-strategy> (Accessed: 11/07/2022).

de Wit, B. (2020) *Strategy: An International Perspective*. 7<sup>th</sup> Edition. Andover: Cengage Learning.

#### **Secondary Reading**

Bartlett, C. and Beamish, P. (2021) *Transnational Management: Text, Cases & Readings in Cross-Border Management*. 8<sup>th</sup> Edition. New York: McGraw-Hill Education.

Collins, J., Porras, J. and Collins, J. (2005) *Built to Last: Successful Habits of Visionary Companies*. London: Random House Business.

Faulkner, D. O. and Campbell, A. (eds) (2006) *The Oxford Handbook of Strategy: A Strategy Overview and Competitive Strategy*. Oxford: OUP Oxford.

Frynas, J. G. and Mellahi, K. (2014) *Global Strategic Management*. Oxford: OUP Oxford.

Johnson, M.W., Christensen, C.M. and Kagermann, H. (2008) ‘Reinventing Your Business Model’. *Harvard Business Review*. 87(12):52-60 Available at:

<https://www.hbs.edu/faculty/Pages/item.aspx?num=34830> (Accessed: 22 May 2018).

Kay, J. and Dept. for Business Innovation and Skills (Great Britain), (2012) *Review of UK equity markets and long-term decision-making report [an independent review, chaired by Professor John Kay]*, London: Department for Business, Innovation and Skills (UK).

Lynch, R. (2018) *Strategic Management*, 8<sup>th</sup> Edition. Harlow: Prentice Hall / Financial Times.

Mena, C., van Hoek, R. and Christoph, M. (2021) *Leading Procurement Strategy: Driving Value Through the Supply Chain*. 9<sup>th</sup> Edition. London: Kogan Page.

Northouse, P.G. (2021) *Leadership: Theory and Practice*. 9<sup>th</sup> Edition. London: SAGE  
 Wheelen, T., Hunger, D., Hoffman, A. and Bamford, C. (2018) *Concepts in Strategic Management and Business Policy: Globalization, Innovation and Sustainability*, 15<sup>th</sup> Edition. Harlow: Pearson.

**eResources**

<https://www.linkedin.com/learning/>  
*Academy of Management Journal*  
*Academy of Management Review*  
*Journal of International Business Studies*  
*Journal of Management*  
*Management Science*  
*Strategic Management Journal*

**1.1.11 Specifications for module staffing requirements**

Lecturers and other personnel should hold a Masters Level (Level 9) qualification in Strategy or Strategic Management and have at least 5 years’ experience working as a manager or consultant with responsibility for advising on reviewing organisational purpose, formulating strategic objectives, strategic analysis, developing strategic responses to context specific situations and the formulation of strategic content for private, public and non-profit organisations.

Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).

**1.1.12 Module summative assessment strategy**

No.	Weighting	Description	Learning outcomes assessed
1	50%	<b>Presentation and Oral Examination</b> “Feedforward” presentation in tutorial. Final presentation and oral exam. Peer Review	MLO2, MLO3, MLO4
2	50%	<b>Case Study</b> End-of-semester, individual case study-based assessment	MLO1, MLO5

**Reassessment/Repeat assessment strategy:** Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing components of / this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.