

## 6.1 Module 9 International Strategy

Module title			
International Strategy			
Module NFQ level	Module number / reference	ECTS Value	Duration
9	MSCIB-IS MBAIB-IS PDIBM-IS	5	1 semester
Parent programme(s).		Stage of parent programme	Semester No.
Master of Science in International Business Management		1	2
Postgraduate Diploma in International Business Management		1	2
MBA in International Business		1	2
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face	100%		
Workplace			
Online			
Other (Identify)			
Entry requirements (statement of knowledge, skill and competence)			
Learners should normally hold an approved honours degree in a business related discipline or equivalent qualification from an approved tertiary/or professional institution			
Maximum number of learners per instance of the module	90		
Average (over the duration of the module) of the contact hours per week	4 hours		
Pre-requisite module title(s) (if any)	None		
Co-requisite module title(s) (if any)	None		
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			
Normal lecture room with internet access and good-quality audio-visual equipment.			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			
Role e.g. Tutor, Mentor etc	Qualifications & experience required:		# of Staff with this profile (WTEs)
Lecturer	Lecturing staff are required to hold at least a master's degree in a business/ marketing discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Lecturing staff are also expected to have, or to be in the process of acquiring, a Certificate in Education, Learning and Development qualification from Griffith College or its equivalent.		

<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	1/90	48
Mentoring and small-group teaching	1/30	
Other (specify)		
<b>Independent Learning</b>		
Directed e-learning (hours)		10
Independent Learning (hours)		67
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>

### **6.1.1 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. Reflecting the uncertainty of more recent times, the module aims to provide an appreciation of the uncertainty of the external environment. It additionally seeks to equip learners, through a range of tools and concepts, particularly in terms of scenario development, to develop their critical thinking away from the assumed certainty associated with deliberate planned strategy towards a more agile, emergent approach that is considered more suitable as a response to the uncertainty and rapid developments evident in the contemporary external business environment.

As well as advancing learners' core body of knowledge of strategy, the module goes beyond the prescriptive "toolbox" approach to strategy making, and develops and instils an appreciation of the complexities, subtleties and behavioural factors that fundamentally shape what businesses do and why.

On completion of the module, learners are expected to possess the specialised knowledge and critical thinking and application skills needed for strategic business. Learners gain an appreciation of; 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; the nature of value and advantage to the importance of resources. Learners 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.

### **6.1.2 Minimum intended module learning outcomes**

On successful completion of this module, learners are able to:

- (i) Critically appraise the issues and factors that influence the variety of strategic decision taken by management within an international business context.
- (ii) Engage with, and critically evaluate, the strengths and limitations of the various theoretical frameworks and key debates within the field of international strategy.
- (iii) 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.
- (iv) Critique an organisation's competitive strategy and evaluate the ability to provide a sustainable advantage through strategy development.
- (v) Develop a range of potential scenarios that a company may need to consider in order to respond to emerging opportunities and challenges that may evolve and become clearer over time.

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

International businesses exist in dynamic, quite often uncertain, complex and challenging situations that present many challenges for management trying to enhance the business' future performance. Many of these challenges can be quite apparent with appropriate responses reasonably identifiable. However, many challenges can be quite difficult to identify and understand in terms of their implications for the business' future performance, with no readily identifiable responses from previous experience, and often with a high degree of uncertainty attached to trends and developments that can challenge the very business model of a company. Various tensions exist in international strategy that challenges the idea of traditional long-term planning and the prescriptive approach that continues to persist in the discipline, as the desire for certainty in business is often not matched by the reality.

The module examines ways to create power in order leverage more from 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 equips graduates to identify and diagnose relevant information and global trends that might be useful in ensuring the future performance of the business. It enables graduates to reflect on the decisions and methods required to guide business activities in a coherent way that results 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 that context this module supports the achievements of MIPLOS: (i) (ii) (iii) (vi) (vii) (viii) and (x).

### **6.1.4 Information provided to learners about the module**

Learners enrolled on this module initially receive a copy of the module descriptor, assessment briefs and assessment strategy. These materials are given directly by the lecturer but also by the year head as part of the Semester Schedule Handbook for award stage modules of the programme. All content is provided on Moodle as well as access to additional content through the library and online resources. The Moodle resources additionally include, but are not limited to, the grading rubric for the assignment, a series of slide decks, pre-recorded videos, applied examples, links to complimentary materials such as pertinent videos related to content covered in lectures but from a different angle, core readings and links to supplemental material. All of these are arranged in a topic-by-topic basis (outlined below) that follows the same structure as the weekly classes. There are also materials, which could best be described as 'help guides' to help learners with some of the technology and soft skills

required to complete the assignment. Some of these skills relate to programme learning outcomes such as group work skills and project management. This helps enable learners see the dynamic and current relevance of what they are learning in the module.

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

#### **Strategy, Strategic Thinking and Strategic Approaches (10%)**

- Strategy; what is it, what strategy involves as an activity and process
- Principal concepts and paradigms associated with the field of strategy
- Principal perspectives and approaches to strategic process, context and content

#### **Corporate and Business Level Strategy (15%)**

- 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 models

#### **External Analysis (15%)**

- 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

#### **Internal Analysis (15%)**

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

#### **Strategic Purpose (15%)**

- Mission, values and global issues
- Sustainability: Impact of Environmental, Social and Governance factors on international strategy.
- Long term versus short terms strategic orientation

### **The Context of Internationalisation (15%)**

- 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

### **Scenarios Development (15%)**

- Identifying issues of impact and uncertainty and avoiding the 'official future'
- The building and development of scenarios
- Assessing the reasoning and rationale for scenarios
- Linking strategy content and external and internal analysis to develop potential responses for alternative futures

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

A range of teaching methods from lectures, tutorials, case studies, class exercises, and technical workshops engage learners in the module content and associated competencies to be developed over the course of the module.

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 and support the learners to achieve the learning objectives. In order to ensure a good degree of engagement in class, pre-recorded lectures offer the opportunity for learners to review and go into more depth before or after a topic has been covered in the class.

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 some of the concepts and models to strategic issues in as-near-to-real-life as possible and is often based on each group addressing the issue in their assignment company, thus enabling formative feedback and regular progress on their assessment.

Outside the classroom, learners are expected to engage in significant preparatory and post hoc work including reading, viewing videos, listening to podcasts, and working on their assessment with their group members. 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 the development of the group-based, inferred case study assignment is aimed at the learner engaging with and applying the material in an incremental way. In this way, learners 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.

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

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

### 6.1.8 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.

### 6.1.9 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. Flexible seating is an essential requirement for the classroom setting to facilitate the regular use of group based exercises. Laptops are often required, and regularly used by learners in the class exercises, therefore the availability of charging points is important.

### 6.1.10 Reading lists and other information resources

#### Primary reading

Clegg, S. R. *et al.* (2022) *Strategy: Theory and Practice*. Fourth edition. Los Angeles ; London: SAGE Publications Ltd.

Pitt, M. and Koufopoulos, D. N. (2012) *Essentials of strategic management*. London; Los Angeles: SAGE.

Whittington, R. *et al.* (2023) *Exploring Strategy, Text & Cases*. 13th edition. Harlow, England London New York Boston San Francisco Toronto Sydney Dubai Singapore Hong Kong Tokyo Seoul Taipei New Delhi Cape Town São Paulo Mexico City Madrid Amsterdam Munich Paris Milan: Pearson.

Wit, B. de (2020) *Strategy: An International Perspective*. 7th edition. Andover, Hampshire: Cengage Learning EMEA.

#### Secondary reading

Burt, G. and Chermack, T. J. (2008) ‘Learning With Scenarios: Summary and Critical Issues’, *Advances in Developing Human Resources*. SAGE Publications, 10(2), pp. 285–295. doi: 10.1177/1523422307313334.

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

Government Office for Science (2021) *A brief guide to futures thinking and foresight*. London: UK Government Office for Science. Available at: [https://assets.publishing.service.gov.uk/media/635931b18fa8f557d066c1b1/A\\_Brief\\_Guide\\_to\\_Futures\\_Thinking\\_and\\_Foresight\\_-\\_2022.pdf](https://assets.publishing.service.gov.uk/media/635931b18fa8f557d066c1b1/A_Brief_Guide_to_Futures_Thinking_and_Foresight_-_2022.pdf).

Healey, M. P. and Hodgkinson, G. P. (2008) ‘Troubling Futures: Scenarios and Scenario Planning for Organizational Decision Making’, in Hodgkinson, G. P. and Starbuck, W. H. (eds) *The Oxford Handbook of Organizational Decision Making*, pp. 565–585. doi: 10.1093/oxfordhb/9780199290468.003.0030.

Roxburgh, C. (2009) *The use and abuse of scenarios*, McKinsey & Company. Available at: <https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/the-use-and-abuse-of-scenarios> (Accessed: 21 May 2020).

Singer, P. and Cole, A. (2023) *Stories From Tomorrow*. London: Ministry of Defence. Available: [https://assets.publishing.service.gov.uk/media/63fcc8648fa8f527fd7e23aa/Stories\\_From\\_Tomorrow\\_FINAL-web\\_issue.pdf](https://assets.publishing.service.gov.uk/media/63fcc8648fa8f527fd7e23aa/Stories_From_Tomorrow_FINAL-web_issue.pdf).

## E Resources

### Journals

Business Strategy and the Environment  
Global Strategy Journal  
Journal of International Business Policy  
Journal of International Business Studies  
Strategic Management Journal  
Strategy Science

### Podcasts and Online (sample reflecting resources to increase learner's awareness of current events and developments)

European Strategy and Policy Analysis System, (2019) *Global Trends to 2030 - Challenges and Choices for Europe*. Brussels: European Union. Available at:

[https://ec.europa.eu/assets/epsc/pages/espas/ESPAS\\_Report2019.pdf](https://ec.europa.eu/assets/epsc/pages/espas/ESPAS_Report2019.pdf).

Goldhanger (2024) *The Rest is Money, Goalhanger Podcasts*. Available at:

<https://www.goalhangerpodcasts.com/the-rest-is-money> (Accessed: 6 March 2024).

Marr, B. (2024) *The 10 Biggest Business Trends For 2024 Everyone Must Be Ready For Now*,

*Forbes*. Available at: <https://www.forbes.com/sites/bernardmarr/2023/09/25/the-10-biggest-business-trends-for-2024-everyone-must-be-ready-for-now/> (Accessed: 6 March 2024).

Monocle (2024a) *The Briefing - Radio, Monocle*. Available at:

<https://monocle.com/radio/shows/the-briefing/> (Accessed: 6 March 2024).

Monocle (2024b) *The Globalist - Radio, Monocle*. Available at:

<https://monocle.com/radio/shows/the-globalist/> (Accessed: 6 March 2024).

Mysore, M. et al. (2023) *Resilience during uncertainty in advanced industries, McKinsey &*

*Company*. Available at: <https://www.mckinsey.com/industries/industrials-and-electronics/our-insights/resilience-during-uncertainty-what-industrial-leaders-must-know> (Accessed: 6 March 2024).

Singh, S. (2023) *The Mega Trends That Will Shape Our Future World, Forbes*. Available at:

<https://www.forbes.com/sites/sarwantsingh/2023/10/30/the-mega-trends-that-will-shape-our-future-world/> (Accessed: 6 March 2024).

Statista (2024) *Topic: Global megatrends, Statista*. Available at:

<https://www.statista.com/topics/3512/global-megatrends/> (Accessed: 6 March 2024).

*The Intelligence Squared Economic Outlook with Martin Wolf (2024)*. Available at:

<https://www.youtube.com/watch?v=G6jcbKp4TN4> (Accessed: 6 March 2024).

### 6.1.11 Specifications for module staffing requirements

Lecturing staff are required to hold at least a master's degree in a business/ marketing discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Lecturing staff are also expected to have, or to be in the process of acquiring, a Certificate in Education, Learning and Development qualification from Griffith College or its equivalent.

### 6.1.12 Module summative assessment strategy

The following table indicates the module's learning outcomes' alignment with the assessment used for the module:

No.	Description	MIMLOs	Weighting
1	Group Presentation and Oral Exam based on "Inferred" Case Study	(i)-(v)	100%

**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.
- In the event of the learner failing the exam, learners will take the re-sit exam at the next available sitting, details of which will be made available to learners via Moodle.

### 6.1.13 Sample assessment materials

See sample assessments booklet for examples of assessments for this module.