



Linnéuniversitetet

Kalmar Växjö

Kursplan

Fakultetsnämnden för ekonomi och design
Ekonomihögskolan

4FE511 Business Administration IV - Knowledge Based Strategies in a Distant Market Context, 15 högskolepoäng

Business Administration IV - Knowledge Based Strategies in a Distant Market Context, 15 credits

Huvudområde

Företagsekonomi

Ämnesgrupp

Företagsekonomi

Nivå

Avancerad nivå

Fördjupning

A1N

Fastställande

Fastställd av institutionsstyrelsen vid Ekonomihögskolan 2010-08-27

Kursplanen gäller från och med höstterminen 2010

Förkunskaper

Grundläggande behörighet för studier på avancerad nivå samt särskild behörighet: Kandidatexamen i Företagsekonomi varav minst 22,5 hp i marknadsföring. Engelska B.

Förväntade studieresultat

After completing this course the student should be able to:

- Design a clear vision and knowledge-based strategic framework for strategic innovation, especially in emerging markets context
- Design a knowledge based-strategy that takes a specific market context into consideration.

In addition, this course will develop the students' managerial capability to inspire creativity, and knowledge creation in new and better ways to accomplish the students' specific business objectives. These capabilities will be conveyed through several interrelated elements:

- The management challenges that the students are asked to handle in order to design and implement new strategies in "real" companies will build their self-confidence, and interpersonal skills relevant in order to take proactive joint leadership in building a winning team
- Assertiveness and presentation skills will be greatly enhance by training the ability

- to sell a well thought through strategy to top management
- The students learning will be accelerated by discovering the practical background to important theories and applying management models and processes in a “real-life” setting

Innehåll

The course is based on research findings within the subject area in relation to the context of social sciences.

Block I: Knowledge and Knowledge Transfer Theories

In this block the student is introduced to relevant perspectives on knowledge, including organizational knowledge creation, organizational practices, and meaning structures. Thereby, the student is invited on a journey where these perspectives, put together, will present new ways for knowledge-based strategy creation, and innovation.

This block also guides the student through the basics of how to transfer knowledge between organizational units as part of knowledge based international strategy. It covers different theoretical perspectives of knowledge transfer combined with the underlying factors for a successful knowledge transfer. These include organizational learning processes and the ability of the unit receiving knowledge to identify the value of new knowledge and integrate it into existing operations. This is developed further by integrating the ability of an organization to reconfigure its bundles of resources based on new insights and new knowledge.

Block II: Applied Knowledge Based Strategies in Mature and Emerging Markets

This block shows research based scenarios from different industries and challenges companies face when implementing knowledge based international strategies. The block rests on the theoretical framework from Block I and research based teaching cases; a Swedish MNC's in the professional laundry industry development of a dynamic capability in a mature market context contrasted with two Danish MNCs, one pharmaceutical company and one wind turbine manufacturer, transferring knowledge to emerging country market contexts, to China and India respectively. The student uses the theoretical framework from Block I combined with search for industry and country specific information and applies this in a real-life setting. This is enabling the student to develop plans for how a company can pursue a similar strategy. The reason is two-fold; highlighting differences in mature and emerging markets with implications for developing knowledge based strategies and applying theoretical knowledge on live case company situations in order to develop strategies guiding managerial decision making.

Undervisningsformer

The tuition consists of lectures, classroom teaching, seminar exercises, case studies and group exercises. Participation in case study exercises, seminar exercises etc, is compulsory, as is the preparation for these. The course includes teaching material exclusively in English.

Examinationsformer

Kursen bedöms med betygen Underkänd, Godkänd eller Väl godkänd.

Assessment of the student's performance is carried out by means of active participation in the class, written examinations and by the submission of solutions to case studies achieved in groups.

The grading is based on a balanced assessment of class participation and written exam papers as well as the students' ability to present and discuss report contents. Students are offered full transparency in terms of how their detailed performance is assessed. Class performance is assessed based on:

- Written exam by the end of Block I (35 %);
- The written assignments are also assessed according to fulfillment of clearly communicated performance criteria – communicated and reviewed extensively in

class. These papers are submitted in Block II (50%):

- Presentations of reports (10 %):
- Other activities (5 %).

Results are graded using one of the terms Passed with distinction, Pass or Fail, and A-F according to the ECTS scale. The grade is set depending on how well the student has fulfilled the learning outcomes. Pass with distinction requires deeper, more elaborated and complex discussions around the same learning outcomes.

Students who do not achieve a satisfactory result in the examinations are permitted to make a second attempt approximately 5-8 weeks after the normal examination date. The student will have a minimum of five occasions for written exams in relation to the syllabus to which the student was accepted. Usually 3 occasions per academic year.

Kursvärdering

A written evaluation is conducted and compiled in a report, which is filed at the department. The result and actions, if taken, are communicated to the teacher responsible for the course and presented to the students in the way most appropriate according to the teacher responsible for the course. Other types of evaluations, such as continuous during the course or oral communication with the students, can occur and is encouraged to secure continuous quality improvement.

Kurslitteratur och övriga läromedel

Obligatorisk litteratur

Block I

Cohen, W. M., and Levinthal, D. A. (1990). Absorptive Capacity: A New Perspective on Learning and Innovation. *Administrative Science Quarterly*, 35(1), 128-152.

Easterby-Smith, M., and Prieto, I. M. (2008). Dynamic Capabilities and Knowledge Management: an Integrative Role for Learning? *British Journal of Management*, 19(3), 235-249.

Eisenhardt, K. M., and Martin, J. A. (2000). Dynamic capabilities: what are they? *Strategic Management Journal*, 21(10-11), 1105-1121.

Teece, D. J., Pisano, G., and Shuen, A. (1997). Dynamic capabilities and strategic management. *Strategic Management Journal*, 18(7), 509-533.

Winter, S. G. (2003). Understanding dynamic capabilities. *Strategic Management Journal*, 24(10), 991-995.

Zahra, S. A., and George, G. (2002). Absorptive capacity: a review, reconceptualization, and extension. *Academy of Management Review*, 27(2), 185-203.

Block II

Harryson, S. J. and Søberg, P. V. (2009) 'How transfer of R&D to emerging markets nurtures global innovation performance', *International Journal of Technology and Globalisation*, Vol. 4, No. 4, pp. 367-391.

Søberg, P. V. (Forthcoming 2010/11) 'Industrial influences on R&D transfer to China', *Chinese Management Studies*, Vol. xx, No. xx.

Timlon, J. A., and Åkerman, N. (2010). Barriers and Enablers when Transferring R&D Practices from West to China. In M. C. Lacity, L. P. Willcocks & Y. Zheng (Eds.), *China's Emerging Outsourcing Capabilities*. Hampshire: Palgrave Macmillan.