

MODULE DATA

MODULE TITLE		Managing Global Alliances			
MODULE LEVEL		7			
MODULE CREDIT POINTS		15			
SI MODULE CODE (if known)		25-7D07-00S			
MODULE JACS CODE		N120			
SUBJECT GROUP		International Business			
MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery) NB "Semester 3" ends on 31 July each year					
LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
Sem 1 & 2		Sem 1	✓	Start Date	
Sem 2 & 3		Sem 2	✓	End Date	
		Sem 3			
MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)					
Single Module Mark with Overall Module Pass Mark of 40%					✓
Single Module Mark - Pass/Fail only					
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%					
Up to Three Assessment Tasks - Pass/Fail only					
Other - if choosing "Other" please give further details of assessment pattern in the blank space below. "Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, eg, where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)					
Overall Module Pass Mark if other than 40% (subject to approval)					%
MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5)					
Is a timetabled examination required for the assessment of this module?					
Is a timetabled examination required for the reassessment of this module?					
Is the module delivered wholly by Distance Learning (ie. not timetabled at SHU)					
Are any staff who are responsible for teaching on this module non-SHU employees?					
MODULE STATUS (✓ as applicable to status of module in the context of current proposal)					
Unchanged: an existing module, presented as unchanged from previous years					✓
Modified: an existing module being modified as a result of this validation, e.g. changes to delivery or assessment pattern, title, credit weighting etc					
New: new module to be approved through current validation process					
If status is 'Modified', please give date when modified version is to be available from				Modified Version Available from N/A	
Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)		Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
		36		114	150
OTHER COURSES FEATURING THIS MODULE (please list below)					
MSc Managing Global Business					
MSc International Business Management					

1 AIM OF THIS MODULE

To provide managers with an understanding of the nature of the partnerships and alliances that are becoming a more prominent feature of the international business environment and to equip managers with an understanding of the skills required to manage such alliances effectively in the new global business environment.

2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO:

1. understand the main types of partnerships and alliances (including virtual alliances) and of the main motivating forces behind the formation of such business relationships;
2. evaluate the impact of such alliances and partnerships on the changing global business environment; evaluate the performance and effectiveness of the management of such alliances and partnerships in a range of industries.
3. design suitable strategies for the management and sustainability of such alliances in a range of business areas.
4. demonstrate the ability to locate and use relevant supporting material.
5. work effectively in groups and communicate effectively.

3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

- A definition of strategic alliances.
- An understanding of the historical evolution of such alliances and of the role of theories in an understanding of the phenomenon.
- A review of the main types of alliance and a consideration of the management of such alliances through a programme of case studies.
- An understanding of likely future developments in this form of business relationships and of the implications of such developments for managers.

4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

The module will be taught by a mixture of lectures and seminars. There will be a one hour lecture every week aimed at setting out the main areas of the module and a two hour student centred seminar every week aimed at monitoring and testing the ability of students to understand the module content and employ the skills being developed.

Students will be expected to develop material before the seminars both in groups and individually and to use this preparation in class discussions.

The module will be supported by a Blackboard site and the University's E-Learning facilities.

5 THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

The learning outcomes will be assessed by means of Group Work (20%) and an Individual Written Assignment (80%) To pass the module you must attain a weighted average mark of at least 40%.

Each week the group specific tasks will involve the reading of an article on and the preparation and a mini presentation of a summary of this article for the rest of the seminar. These summaries will form 20% of the mark for the assessed group work. This contribution will be marked on the basis of the clarity of the summary and its usefulness to other group members. The other 80% Of the Group Work Assessment will take the form of an assessed Group Presentation.

Written feedback based on the extent to which the students have attained the assessment criteria will be provided by the Seminar Tutor. This will normally be done within three weeks of the assessment. A sample feedback sheet for the group and individual assignments are provided at the end of this module specification.

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT STRATEGY AND METHODS

Tas k No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Practical	PR	25%	50 minutes	N
2	Coursework	CW	75%	4000 words	N

6 THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Verbal feedback will be provided at the end of the Mini Presentations.

Written feedback based on the extent to which the students have attained the assessment criteria will be provided for the Final Presentations and the Individual Assignments by the Seminar Tutor. This will normally be done within three weeks of the assessment. A sample feedback sheet for the group and individual assignments are provided at the end of this module specification.

7 THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

TJEMKES, Brian, VOS, Pepijn and BURGERS, Koen (2012). Strategic alliance management. Abingdon, Oxon ; New York, NY, Routledge.

CHILD, John, FAULKNER, David and TALLMAN, Stephen B. (2005). *Cooperative strategy: Managing alliances, networks and joint ventures*. 2nd ed., Oxford, Oxford University Press.

Supplementary texts

Harvard business review on strategic alliances. (2002). Boston, Mass., Harvard Business School. The Harvard business review paperback series. .

BARTLETT, Christopher A. and BEAMISH, Paul W. (2011). Transnational management: Text, cases, and readings in cross-border management. 6th ed., New York, McGraw-Hill Irwin.

CAULEY DE LA SIERRA, M. (1995). Managing global alliances: Key steps for successful collaboration. Addison-Wesley.

DAS, T. K. (2011). Strategic alliances in a globalizing world. Charlotte, N.C., Information Age Pub. Research in strategic alliances.

DUSSAUGE, Pierre and GARRETTE, B. (1999). Cooperative strategy: Competing successfully through strategic alliances. Wiley.

FAULKNER, David and DE ROND, Mark (2000). Cooperative strategy: Economic, business, and organizational issues. Oxford, Oxford University Press.

GOMES, Emanuel (2011). Mergers, acquisitions, and strategic alliances: Understanding the process. Houndmills, Basingstoke, Hampshire ; New York, Palgrave Macmillan.

LORANGE, P. and ROOS, J. (1993). Strategic alliances: Formation, implementation and evolution. Blackwell.

SCHAAN, Jean-Louis and KELLY, Micheál J. (2006). Cases in alliance management: Building successful alliances. Thousand Oaks, Calif. ; London, Sage. The Ivey casebook series. .

ULIJN, Jan, DUYSTERS, Geert and MEIJER, Elise (eds). (2010). Strategic alliances, mergers and acquisitions: The influence of culture on successful cooperation. [online]. GB, Edward Elgar Publishing Ltd.

Online:

Use will also be made of the SHU E- Learning Facilities including a Blackboard Site and Electronic databases.

Assessment Criteria

Group Presentation

Assessment Criteria	Below 40%	40% - 49%	50% -59%	60% - 69%	70% and over
Understanding of the task and issues covered	No evidence of understanding of the task and issues involved.	Evidence of an understanding of many of the issues.	A reasonable grasp of the issues.	A very good grasp of the issues and what is required.	An excellent grasp of the issues and what is required.
Search for relevant references	Insufficient evidence of relevant material	Evidence of access to necessary basic reading.	An adequate selection of references has been used.	A wide selection of references has been used.	A comprehensive selection of references has been used.
Critical understanding of the relevant theory	Fails to identify the relevant theory	Insufficient theory considered.	Sufficient theory considered but only partially applied.	Covers most relevant theory and makes good use of the concepts.	Reveals an excellent grasp of all relevant theory and the ability to apply concepts.
Ability to generate findings through a synthesis of theory and data and to suggest implications	No meaningful synthesis of data and theory has been identified	An attempt has been made to relate theory and data.	A good attempt has been made to use data to assess the usefulness of the theory.	A very good attempt has been made to assess the usefulness of the theory.	An excellent applied answer that relates theory and practice.
Organisation of the group and the presentation	Inadequate evidence of organisation of the group.	Adequate evidence of organisation.	A sensible approach has been made to organise the group.	A very good structure and use of group resources.	An excellent use of the resources available to the group. A creative structure.
Ability to present the findings in a coherent manner with a good delivery style and appropriate visual aids	Incoherent and badly paced with a poor delivery style and inappropriate visual aids.	Adequately coherent at an acceptable pace with a satisfactory delivery style and appropriate visual aids.	Clear with a good delivery style and good visual aids.	A very good and well-paced delivery and use of visual aids.	Excellent, lively, and innovative delivery and use of visual aids
A coherent response to questions demonstrating a deep understanding of the issues raised in the presentation.	An inability to respond appropriately to the questions asked.	A reasonable attempt has been made to at least respond to the questions.	A good understanding of the issues raised and an attempt to provide an appropriate answer.	A very good grasp of the issues raised and a clear answer.	A thorough grasp of the issues raised and a clear and appropriate answer.

Assessment Criteria	Below 40%	40% - 49%	50% -59%	60% - 69%	70% and over
Seminar-led activity.	No group dynamic. Poor participation of group members. No engagement of the class in the activity. The activity does not match with the course objectives.	Little group dynamic. One group member is leading for everyone. Lack of interaction with students. Lack of adaptation. The activity is loosely linked to the course objectives	Some group engagement and interaction with the class. Reasonably well-thought activity from either a practical or theoretical perspective.	Good group engagement in the activity. All group members lead the seminar. Questions are clearly explained to the rest of the class. The activity fits well with the course objectives.	Excellent group dynamic. Excellent interaction with the rest of the class and good support provided to other learners. The activity is lively and fits perfectly with the course objectives

Individual Assignment

Assessment Criteria	Below 40%	40% - 49%	50% -59%	60% - 69%	70% and over
Must explicitly and directly answer the question in a well-informed manner	Fails to answer the set question adequately.	Answers most aspects of the question. Minimal use has been made of the material provided and there is no evidence of significant additional reading.	Answers the question explicitly and provides reasonable evidence of knowledge of the topic and reading.	Answers the question explicitly and makes very good use of course material and set reading.	An excellent answer, detailed and comprehensive with evidence of additional research and reading.
Definition of relevant concepts and principles	Fails to define any relevant concepts and principles.	A clear definition of some relevant concepts and principles.	Detailed definition of some relevant concepts and principles.	Detailed definition of all major relevant concepts and principles.	All relevant concepts and principles clearly defined.
Application of relevant concepts and principles	Fails to apply any relevant concepts and principles.	Some attempt has been made to apply relevant concepts and principles.	Good application of some relevant concepts and principles.	Very good application of most relevant concepts and principles.	Virtually all relevant concepts and principles accurately applied.
Evidence of significant reading and research and knowledge in depth of the topic.	No evidence of significant reading or research and little evidence of knowledge on the topic.	Limited evidence of reading and research and knowledge of the topic	Evidence of a reasonable amount of reading and research and knowledge of the topic.	Clear evidence of extensive reading and research and knowledge of the topic.	Clear and wide ranging evidence of extensive reading and research and a deep knowledge of the topic.

Presentational quality of answer.	Very poor presentation with many grammatical and spelling errors.	Serious weaknesses in structure, grammar and spelling.	Reasonably clear structure with satisfactory grammar and spelling.	Logical structure and good overall quality of presentation.	Coherent and reader friendly, logical structure and good quality of all attributes.
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FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 2
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MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review