



## BUSINESS SCHOOL

### Course Outline 2019 INFOSYS 701: GLOBAL OUTSOURCING (15 POINTS) Semester 2 (1195)

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#### Course prescription

Focuses on global outsourcing through the multiple lenses of information technology governance and operations and supply chain management. Examines outsourcing from a wide range of perspectives, including economic, cultural, and political. Addresses the main areas surrounding outsourcing and offshoring including organisational outsourcing, post outsourcing monitoring and control and evaluation.

#### Course advice

None

#### Goals of the course

The course will offer a broad perspective of various issues relating to the outsourcing of strategic IT and business services in a global context. In this regard the key goal of this module are (i) to assess the role that sourcing plays in shaping business and IT strategy in a global context, (ii) how to make sourcing decisions and engage in outsourcing initiatives, and (iii) how to manage outsourcing to achieve superior performance. The course will examine in depth both sides of the equation: client and supplier perspectives, and will discuss the role of intermediaries.

We will discuss various decisions and strategies relating to outsourcing, among them which activities and systems to outsource and which to retain in house? which country to select? how to select a supplier? what capabilities to develop in house to successfully manage the outsourcing relationship? how to leverage knowledge from external sources to innovate?

We will review and challenge best practices and methodologies in outsourcing of IT and business services using examples from most recent research. Furthermore, we will discuss changes and future trends in the outsourcing marketplace reflecting on (i) recent events and economic trends in wealthy, emerging and developing nations and (ii) threats and benefits for clients and suppliers. For example, we will discuss most recent trends such as (i) back-sourcing (that is bringing back in-house services previously outsourced to a third party), (ii) how to achieve innovation in outsourcing, and (iii) emerging sourcing models such as crowdsourcing and multi-sourcing.

Students will be able to apply many theoretical concepts in practice and develop hands-on experience in outsourcing through engaging in real-life outsourcing project that will be their group assignment for this course.

#### Topics covered:

1. Overview of the global sourcing marketplace
2. Sourcing models and sourcing decisions
3. Country attractiveness for sourcing
4. The vendor landscape: supplier configurations, supplier selection strategy
5. The outsourcing lifecycle, transition phase and governance
6. Leveraging knowledge from external sources: crowdsourcing for innovation
7. Cross-cultural and social issues

8. Innovation in outsourcing
9. Robotic Process Automation and Cognitive Automation

## Learning outcomes (LO)

#	Learning outcome	Graduate profile capability*
LO1	Make strategic decisions related to outsourcing	1. Disciplinary knowledge and practice 4a. Communication (Oral) 4c. Engagement
LO2	Apply theoretical models and frameworks to analyze various sourcing scenarios.	1. Disciplinary knowledge and practice 2. Critical thinking 3. Solution seeking
LO3	Demonstrate hands-on experience in managing supplier(s)	1. Disciplinary knowledge and practice 3. Solution seeking 6a. Social responsibilities
LO4	Relate to and analyze full outsourcing lifecycle	1. Disciplinary knowledge and practice 4c. Engagement 4b. Communication (Written)
LO5	Gain competence in critical analysis and synthesis of articles published in leading academic journals	4b. Communication (Written) 5a. Independence 2. Critical thinking

\* See the graduate profile this course belongs to at the end of this course outline.

## Content outline

Week / Module	Topic	Relevant learning resources/activities	Assessment due this period
Week 1	<b>Topic 1:</b> Introduction and overview of the global sourcing market place	- Chapter 1 from the Handbook <sup>1</sup>  - Oshri, I and Van Uhm, B (2012) "A historical review of the information technology and business process captive centre sector", <i>Journal of Information Technology</i> , 27(4), pp.270- 284.	
Week 2	<b>Topic 2:</b> Developing a global sourcing strategy: Part 1: Sourcing models and sourcing decisions	- Chapter 2 from the Handbook - Dedrick, J., E. Carmel and K. L. Kraemer (2011) "A dynamic model of offshore software development", <i>Journal of Information Technology</i> , 26, pp. 1-15.  <b>Teaching case:</b> Carmel, E. (2013) "Ayudarum: an Austrian crowdsourcing company in the Startup Chile accelerator program" (questions are at the end	Analysis of the Ayudarum case study (in groups)

<sup>1</sup> Course textbook: Oshri, I., Kotlarsky, J. and L.P. Willcocks (2015) "[The Handbook of Global Outsourcing and Offshoring](#)", 3<sup>rd</sup> edition, Palgrave Macmillan, London.

Week / Module	Topic	Relevant learning resources/activities	Assessment due this period
		of the case)	
Week 3	<b>Topic 2 (cont):</b> Developing a global sourcing strategy: Part 2: Sourcing decisions	- Gottfredson, M., R. Puryear and S. Phillips (2005) "Strategic sourcing from periphery to the core", Harvard Business Review, 83(2), pp. 132-139. <b>Teaching case:</b> Ranganathan, C., Krishnan, P. and Glickman, R. (2007) "Crafting and executing an offshore IT sourcing strategy: GlobShop's experience", Journal of Information Technology, vol. 22, pp. 440-450.	Analysis of the GlobShop case (in groups)
Week 4	<b>Topic 3:</b> Sourcing in different geographies: country attractiveness for sourcing	- Chapter 3 from the Handbook	
Week 5	<b>Topic 4:</b> The vendor landscape: Part 1: supplier configurations, multi-sourcing	- Chapter 5 in the Handbook Wiener, M. and C. Saunders (2014), "Forced coepetition in IT multi-sourcing." Journal of Strategic Information Systems, 23, pp. 210-225.	Country attractiveness exercise (in groups)
Week 6	<b>Topic 4 (cont):</b> The vendor landscape: Part 2: supplier selection strategy	- Chapters 6 and 7 in the Handbook	
Week 7	<b>Topic 5:</b> The outsourcing lifecycle, transition phase and governance	- Chapters 8 and 9 in the Handbook	
Week 8	<b>Topic 6:</b> Cross-cultural and social issues in outsourcing relationships and distributed teams	- Chapter 10 in the Handbook - Brett, J., Behfar, K., and Kern, M. C. (2006) "Managing Multicultural Teams," Harvard Business Review, 84(11), pp. 84-91. <b>Teaching case:</b> Jaiswal, V. and N. Levina (2012). "J-TRADING: full circle outsourcing." Journal of Information Technology Teaching Cases, 2, pp. 61-70.	Analysis of the J-Trading case study (in groups)
Week 9	<b>Topic 7:</b> Leveraging knowledge from external sources: crowdsourcing for innovation	- Boudreau, K. J., and Lakhani, K. R. (2013) "Using the Crowd as an Innovation Partner," Harvard Business Review (91:4), pp. 60-69. - MacCormack, A., Murray, F., and Wagner, E. (2013) "Spurring Innovation through Competitions," MIT Sloan Management Review, 55(1), pp. 25-32. - Nevo, D., and Kotlarsky, J. (2014) "Primary Vendor Capabilities in a Mediated Outsourcing Model: Can It Service Providers Leverage Crowdsourcing?," Decision Support Systems, 65, pp. 17-27. - Malhotra, A., Majchrzak, A., Kesebi, L., and Looam, S. (2017) "Developing Innovative Solutions through Internal Crowdsourcing," MIT Sloan Management Review, 58(4), pp. 73-79.	Analysis of the movie "Outsourced" (in groups)
Week 10	<b>Topic 8:</b> Innovation in	- Chapter 12 in the Handbook	Analysis of

Week / Module	Topic	Relevant learning resources/activities	Assessment due this period
	outsourcing	- Oshri, I., Kotlarsky, J. and A. Gerbasi (2015) "Strategic Innovation Through Outsourcing: The Role of Relational and Contractual Governance", Journal of Strategic Information Systems, 24 (3), pp. 203-216.	examples of innovation in crowdsourcing and outsourcing contexts (in groups)
Week 11	<b>Topic 9:</b> Robotic Process Automation and Artificial Intelligence	TBC	
Week 12	Outsourcing project presentations		Group project presentations

## Learning and teaching

The course will combine lectures, group work that involves case study analysis, exercises and discussion, real-life outsourcing project, guided reading, a guest speaker.

Readings include textbook, articles, case studies, and a multi-media case.

Attendance and participation will help you enormously when you work on your group and individual assignments. They will equip you with analytical skills and theoretical frameworks which you need to use in your assignment to get a high mark.

### Workload:

Contact hours (including and group presentation)	36
Group work (to prepare group tasks and assessed group work)	50
Guided reading and preparation for exam	64
<b>Total</b>	<b>150</b>

## Teaching staff

Professor Julia Kotlarsky

Email: j.kotlarsky@auckland.ac.uk

## Learning resources

Course textbook: Oshri, I., Kotlarsky, J. and L.P. Willcocks (2015) "[The Handbook of Global Outsourcing and Offshoring](#)", **3<sup>rd</sup> edition**, Palgrave Macmillan, London.

## Assessment information

Assessment task	Weight %	Group and/or individual	Submission
Case study / exercises (5 in total, 3% each)	15%	Group	Power Point presentation during the session
Real-life outsourcing project	25%	Group	Power Point presentation with notes (hardcopy to hand on at the start of the session, week 12)
Final exam	60%	Individual	

## Pass requirements

Indicate pass requirements and any other assessment related information such as late submission penalties, plussage, and make-up opportunities.

## Description of assessment tasks

Assessment task	Learning outcome to be assessed
<b>Case study analysis and exercises:</b> You will have 6 group tasks, 5 of which are assessed (worth 3% each, 15% in total). These tasks involve case study analysis and exercises that would allow you to apply theoretical concepts and frameworks to solve real-life problems.	LO1, LO2 and LO4
<b>Outsourcing project:</b> This is the main group task – real-life outsourcing project that you will need to accomplish in groups. This project would enable you to get hands-on experience in devising and managing an outsourcing project.	LO2, LO3 and LO4
<b>Final exam:</b> The final exam will require answers in essay format to demonstrate wide range of knowledge on the topic of global outsourcing. It also reinforce the attention this course pays to developing students' academic writing skills in order to prepare them for success in their subsequent courses.	LO1, LO2 and LO5

## Inclusive learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses convenor/lecturer and/or tutor.

## Academic integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student's assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

## Student feedback

- Students will be asked to complete formative fast feedback early in the semester, and course and teaching evaluations at the end of the course. In addition, each course will seek volunteers to serve as class reps.

## In the event of an unexpected disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies, In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

## Graduate profile for

The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.

### 1. Disciplinary knowledge and practice

Graduates will be able to demonstrate an advanced understanding of theory and practice and apply this in the context of sourcing information technology and business processes in the global environment.

### 2. Critical thinking

Graduates will be able to synthesise and critically evaluate ideas and information from multiple

sources to develop coherent and evidence-based arguments.

3. **Solution seeking**

Graduates will be able to creatively and systematically address complex business and management issues and develop practical and innovative solutions.

4. **Communication and engagement**

Graduates will be able to work effectively in teams and engage diverse audiences by communicating professionally using multiple formats.

5. **Independence and integrity**

Graduates will be able to work professionally and ethically as well as demonstrate self-management in complex situations.

6. **Social and environmental responsibility**

Graduates will be able to demonstrate respect for the principles underpinning the Treaty of Waitangi, as well as diversity, equity and sustainability, when operating in a global business environment.