

Dynamic capabilities and organisational routines

The case of the UK Higher Education Institutions

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Dynamic capabilities are

Identifiable processes such as product development, strategic decision making, and alliancing (Eisenhardt & Martin, 2000). They govern organisational activities, to sense and seize opportunities by packaging the resources available to enhance product and service delivery (Tece, 2014).

Organisational routines are

Repetitive recognizable patterns of interdependent action, carried out by multiple actors in an organisation (Pentland & Hærem, 2015). The concept of routines has moved drastically from an organization that is static to phenomenon of continuous change (Feldman and Pentland, 2003).

Research aims & objectives

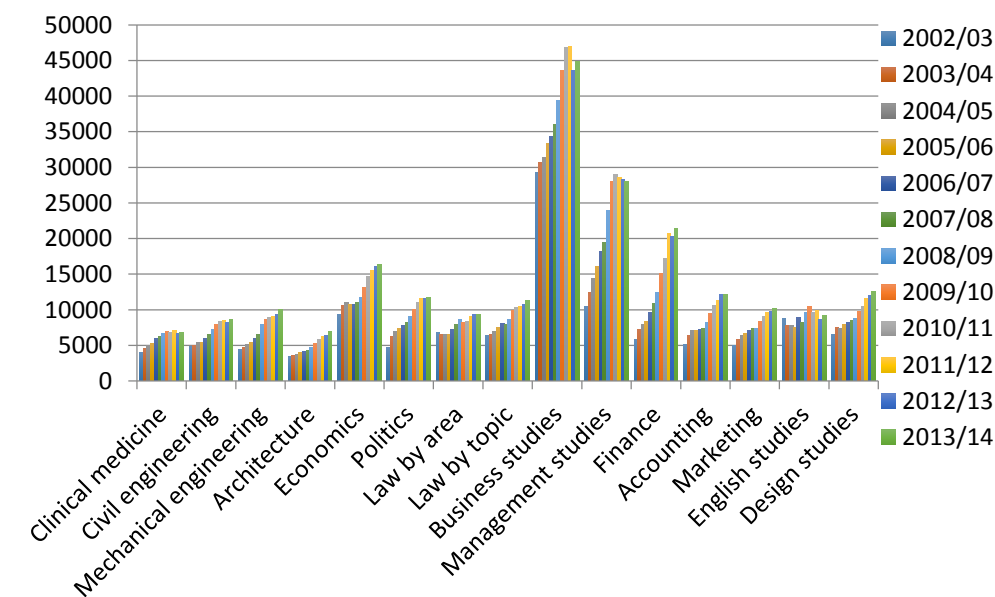
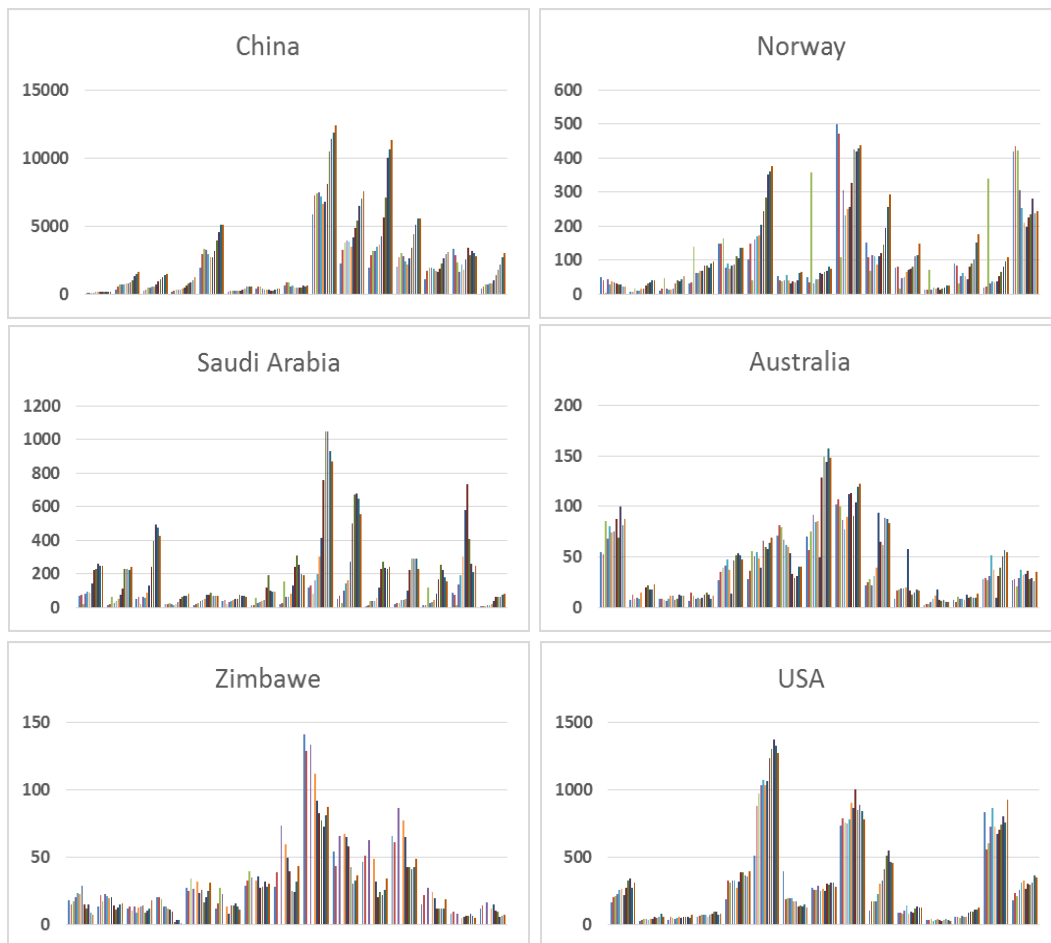
To critically evaluate the theoretical and empirical literature on dynamic capabilities and operating routines, and delineate the connections between the two sets of literatures;

- To develop a conceptual framework that maps the interplay between dynamic capabilities and operating routines;
- To advance and test a set of hypotheses about the association between dynamic capabilities and operating routines;
- To produce three interrelated data sets, ranging from coarse-grained to fine-grained, that would provide a reliable and valid test of the identified hypotheses;
- To identify the distinctive features of dynamic capabilities and operating routines and their intersection within the international function of a large UK university;
- To contribute to the theoretical and empirical literatures on dynamic capabilities and operating routines by introducing an intervention mechanism that is endogenous to the system of dynamic capabilities and exogenous to the system of operating routines;
- To contribute to strategic management policy and practice in the UKHE sector.

How

Multi-method research approach. Semi-structures interview with the top-management teams at a university in the North-west of England.

Data from Higher Education Statistics Agency spanning 12 years for top 100 UK universities and their internationalisation activities explored for student intake, subject disciplines and overall student intake trends from 100 countries around the world. Survey data from 31 UK HEIs.



References

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