Exploring Factors that Enable Coopetition Strategy Success in Private Universities in Jordan: A Mixed Method Research Approach

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ABSTRACT

Coopetition strategy means organisations cooperate and compete with each other simultaneously. Research studies have examined this strategy in various industries in different contexts, and even though researchers have emphasised the increasing importance and benefits of coopetition for business today, there has been comparatively little attention paid to the factors that lead to successful sustainable coopetition. In addition, there have been very few studies that have reported on the strategy being used in the tertiary educational sector, and in particular in Jordan. The main objective of this research is to explore the critical success factors for coopetition strategy management in private Jordan Universities. To achieve this objective, mixed method research approach will be used based on a two-phase sequential method. The qualitative phase (Phase one) data collection will consist of semi-structured in-depth interviews organised with 18 participants, selected from the dean’s councils of nine private Jordan universities. In phase two (the quantitative phase) a questionnaire will be used to collect data from 355 participants at the management level who can be deemed to be the decision makers and business managers in the organisation. Also, to confirm and provide further understanding on the outcomes from phase one. The contribution of this study will address a gap in the research-based literature regarding the coopetition success factors studies that can contribute to improve the efficiency and effectiveness of universities performance in Higher Education Sector in Jordan.

Keywords: Coopetition, Competition, Cooperation, Coopetition success factors, Coopetition strategy model

1. INTRODUCTION

1.1. Background of study

Coopetition strategy (CS) is an emerging organisational form in the strategic management field still in its early developmental stages (Dagnino & Rocco 2009; Niemczyk & Stańczyk-Hugiet 2014). This form is used to refer to the strategies in which organisations can cooperate and compete to create common value in many aspects (Walley 2007). Nalebuff and Brandenburger (1997) described CS as two or more competing organisations that cooperate to create a bigger business pie. In addition, Luo (2005) defined CS as the phenomena of integrating cooperation and competition. Further, Bouncken et al. (2015) add that CS as an inter-organisational relationship that combines cooperation and competition, and is a reflection of the interdependence among competitors.

CS is important for organisations because of its potential to support innovation initiatives, especially in high technology environments such as universities (Carayannis & Alexander 1999). According to Bengtsson and Johansson (2012) CS can create new opportunities for organisations such as new markets, new customers and even new resources. Furthermore, successful CS has enabled organisations to expand and develop locally or internationally (Bengtsson & Kock 2000; Bigliardi et al. 2011). San Martin-Rodriguez et al. (2005) and Morris et al. (2007) argued that successful CS is an essential strategy to improve organisational performance because it enables them to cooperate in some activities when they need others and to compete when they can stand-alone. More importantly, Niemczyk and Stańczyk-Hugiet (2014) mentioned that successful CS is crucial for the educational sector because this sector needs intensive sharing of resources such as knowledge and infrastructure. This sharing may lead to enhance organisational performance and enable them to obtain sustainable competitive advantage.

Also, Ritala (2012); Ritala and Hurmelinna-Laukkanen (2013); Niemczyk and Stańczyk-Hugiet (2014) supported the finding that coopetition success factors (COSFs) are very important to improve organisational performance, however, these factors are still neglected or under researched in the higher education sector (Czachon & Mucha-Kuś 2014; Muijs & Rumyantseva 2014; Niemczyk & Stańczyk-Hugiet 2014). Therefore, this study will focus on the exploration of COSFs in the higher educational sector in Jordan.

1.2. Significance of this study

Whilst there has been recent, rapid growth of CS in many organisations, especially the business sector (Dagnino 2007; De Ngo & Okura 2008; Gnyawali, D. et al. 2008; Bengtsson et al. 2010) there has been a lack of scholarly publications examining sustainable COSFs (Adnett & Davies 2003; Muijs & Rumyantseva 2014; Niemczyk & Stańczyk-Hugiet 2014). Further, one major challenge for almost all sectors is the high cost of failure of CS management, with researchers (Sivadas & Dwyer 2000; Gerwin 2004; Wittmann et al. 2009) reporting failure rates of 70% of competitors using this strategy.

While private universities in the HESJ are using CS they need to consider success factors as the ultimate objective of such a strategy to reduce costs, sharing knowledge, obtain complementary capabilities and achieve sustainable competitive advantages. According to CS studies, improving organisational performance depends on COSFs (Chan 2007; Abdallah 2011; Park 2011; Ruijun & Zhiman 2011). Despite repeated calls that COSFs are important, little attention has been paid to this aspect in CS studies (Zineldin 2004; Chin et al. 2008; Czachon & Mucha-Kuś 2014; Petter et al. 2014; Bouncken et al. 2015).

Previous studies that examine COSFs have paid little attention to the education sector (Cheng & Li 2002; Zineldin 2004; Lam & Chin 2005; Morris et al. 2007; Perera et al. 2016). Considering that the Higher Education Sector in Jordan (HESJ) is a billion-dollar industry and plays a vital role in the Jordan’s economy (Ministry of Higher Education in Jordan 2016) and the investment in HESJ is about 9.5% per year (Badran 2014; Sabri 2011) indicates such a study would be beneficial. This is especially the case when according to a number of studies and reports (Sabri 2011; Badran 2014; Ministry of Higher Education in Jordan 2016) universities in Jordan need to undertake work to develop more cooperation with each other to reduce costs and risks, and increase the sharing of knowledge so as to improve their performance. Moreover, the dearth of the COSFs research in CS literature and the high cost of failure management and of maintaining cooperative relationships between competitors provides further justification for this research.

1.3. The Study Problem within Context

Jordan has a rapidly increasing number of students in Higher Education. The numbers have increased between the years 2000/2001 and 2006/2007 from 77,841 to 218,900 students while currently universities have 236,000 students (Sabri 2011; Ministry of Higher Education in Jordan 2016). However, while the numbers are increasing, the authorities in the Ministry of Higher Education in Jordan (MHEJ) have reduced the level of funding to this sector, persuading the sector to act like other business. The reduced level of funding as well as to the lack of resources in this sector may lead universities to increase the level of cooperation with their competitors for many benefits it has the potential to offer, especially in reduced cost and risk. However, as there are limited research studies of CS applied in higher education sectors (Adnett & Davies 2003; Czachon & Mucha-Kuś 2014; Muijs & Rumyantseva 2014; Niemczyk & Stańczyk-Hugiet 2014) especially studies that show critical factors that sustain the success in coopetition strategy, and make this inter-organisational relation successful. An exploration of these factors, which currently enable private Jordan universities to achieve and sustain the success of coopetition strategy, could inform future use of CS to develop and sustain successful growth in this sector.

1.4. Study Contribution

The contribution of this study will be for literature and practical aspects in the strategic management field. For the literature, this study will enhance the research relating to CS and COSFs in two ways. Firstly, it will address a current gap in the body of the knowledge regarding how organisations can manage successful CS. Secondly, it will make a contribution to CS research by not only exploring COSFs in education sector, but also by adding and developing a new model of COSFs and managing successful coopetition among PJUs.

For the practical, this study is expected to make a number of contributions. Firstly, it will help universities better understand COSFs that can be used to improve the efficiency and performance such as cost reductions, sharing knowledge, access to new resources and capabilities. Secondly, it will help universities in HESJ to understand and manage successful CS. Finally, the
study is useful for providing CS to Vice Chancellors and top management levels of private Jordan Universities (PJUs) who are responsible for the management of successful cooperation with competitors.

2. LITERATURE REVIEW

2.1. Coopetition Strategy

The word “co-opetition” is a combination of “cooperation” and “competition” intended to name a complex relationship of organisation interdependence between competitors where both these phenomena coexist (Dagnino 2007). Coined in the early ’90s by Raymond Noorda, Novell’s CEO, to describe a strategy where “you have to compete and cooperate at the same time” (Luo 2007; Ritala 2010) it was some time later that it appeared in the literature. Coopetition terminology was introduced to the strategic management field by Bradenburger and Nalebuff in 1996 (Bagshaw & Bagshaw 2001; Dagnino & Padula 2002a; Luo et al. 2006; Dagnino 2007; Choi et al. 2009; Ritala 2010; Stein 2010; Zhang & Frazier 2011; Katsanakis & Kossyva 2012).

More recent studies have highlighted CS definitions, for example, Dagnino (2007); Dagnino and Rocco (2009); Niemczyk and Stańczyk-Hugiet (2014). In these studies, the definitions of coopetition have been grouped in three parts. The first group based on Brandenburger and Nalebuff (1996) and Lado et al. (1997) who agreed that CS is a dynamic balance between cooperation and competition. The second group of scholars have viewed coopetition as a paradoxical relationship between independent groups cooperating and competing simultaneously, whereby they cooperate to achieve mutual goals, but at the same time compete with each other as well as with other organisations for the ultimate benefit in the marketplace (Bengtsson & Kock 2000; Zinelidin 2004; Luo 2007; Ross Jr & Robertson 2007; Ritala 2010; Gnyawali & Park 2011; Bouncken et al. 2015; Bengtsson & Kock 2015; Kedia et al. 2015; Lindström & Polsa 2015; Snow 2015; Song et al. 2015; Czernek & Czakon 2016). The third group based on Dagnino & Padula (2002b) & Niemczyk & Stańczyk-Hugiet (2014) who suggested a different definition for CS by introducing the idea of shared interest and goals as a core of the relationship between actors or interdependent organisations. After close examination of the literature, the second group provides a more comprehensive definition of a CS and will be used in this study.

2.2. Coopetition Strategy Types

The literature on CS shows that there are different types of coopetition (Abdallah 2011; Bigliardi et al. 2011). For the purpose of this research, Luo (2004) model will support the researcher in investigating the current relationships between PJUs. This model also identifies four types of CS with regard to the level of competition and cooperation adopted by the actors involved (see Figure 1). This model is adapted from many scholars such as (Luo 2004; Chin et al. 2008; Abdallah 2011; Bigliardi et al. 2011; Park 2011; Perera et al. 2016).

The universities which used coopetition strategy need to know in which type they are located and how this strategy provides success between competitors. Each type of coopetition strategy presumably needs to specific coopetition success factors and therefore every type in coopetition strategy model could be affected by different factors. In addition, there are critical factors to sustain the success and increase the chance of success. These factors could be very important to make these relationships successful. Therefore, it is useful to know the critical success factors to make these factors work.

2.3. Coopetition Success Factors

Through a comprehensive and intensive literature review of success factors for CS studies, some success factors are highlighted by previous researchers, for example, Morris et al. (2007); Ruijun and Zhiman (2011); Thomason et al. (2013);
Lindström and Polsa (2015). According to Lindström and Polsa (2015) identified COSFs become increasingly important to obtain sustainable competitive advantages and improve organisational performance. Although these factors occurred in different context such as industrial and service sectors, Ruijun and Zhiman (2011) claim it can give instructive direction for an initial exploration of the success factors of a CS for HESJ. Therefore, universities need to identify the critical success factors that increase the chances of successful rate and sustain the successful of coopetition strategy among PJUs. This research will explore the success factors of CS, which have been found in the literature as they may or may not apply to the Higher Education sector.

2.4. The Gap in the Literature

As indicated earlier, research on CS is still at a conceptual phase (Dagnino & Rocco 2009) and studies are relatively small and fragmented (Yami 2010). Previous studies have explored many aspects essential for CS, for instance, the relationship between CS and organisational performance (Ritala et al. 2008), CS and innovation (Quintana-Garcia & Benavides-Velasco 2004), CS and competitive behaviour (Gnyawali & He 2006). In the same context CS has been studied in a variety industries, such as transportation (Gnyawali & Park 2009; Himpel 2012), finance (Czakon 2009; Gonggrijp et al. 2013), tourism (von Friedrichs Grängsjö 2003; Kylanen & Mariani 2012), healthcare (Barretta 2008; Peng & Bourne 2009), aerospace (Salvetat & Géraudel 2012), as well as information technology (Gueguen 2009; Pellegrin-Boucher et al. 2013).

Previous studies have been conducted on COSFs in various sectors (Morris et al. 2007; Chin et al. 2008; Ruijun & Zhiman 2011; Thomason et al. 2013; Lindström & Polsa 2015; Perera et al. 2016). These factors have still not been examined in the educational sector (Czachon & Mucha-Kuś 2014; Muijs & Rumyantseva 2014; Niemczyk & Stańczyk-Hugiet 2014) particularly in HESJ. There were rare studies of CS applied in higher education sectors (Adnett & Davies 2003; Czachon & Mucha-Kuś 2014; Muijs & Rumyantseva 2014; Niemczyk & Stańczyk-Hugiet 2014) but they constitute only about 4% of total studies in coopetition researches in general (Czachon & Mucha-Kuś 2014). In addition, CS studies have been adopted by different scholars in different countries but these studies were still rare especially in Asia, including Jordan (Czachon & Mucha-Kuś 2014). Thus, this study will attempt to clarify the ambiguity surrounding COSFs by exploring these factors in PJUs.

3. THE PROPOSED MODEL STAGES

This study will follow three stages to provide a proposed conceptual model to guide this research in exploring the potential success factors for CS in HESJ.

3.1. Stage 1: Chin, Chan & Lam Model

On the basis of the information emerging from the literature review, stage 1 of the proposed research framework draws upon Chin model (see Figure 2). The purpose of using this model is that it covers many of the coopetition success factors, it has been applied in industrial sector in Hong Kong and had the validity and reliability as other researchers in other sectors like services sector have used the Chin model in their studies such as (Ruijun & Zhiman 2011; Alves 2013; Lindström & Polsa 2015).

3.2. Stage 2: Factors from other Studies

Based on the intensive literature review of other studies, the researcher has identified some factors that were not mentioned in Chin model. These factors such as organisational resources and capabilities, flexibility to change and management perception to coopetition (see table 1) provide a more in depth understanding for the proposed model for this study.

3.3. Stage 3: The Proposed Model

To guide the process of this research, a framework for exploring COSFs has been adapted by merging key factors and components from the two previous stages and as presented in Figure 3. This research framework is based on the assumption that COSFs have been mentioned in Chin model and in addition to the other researchers who studied CS. However, as there have been few studies in the education sector this research will adopt modified Chin model (Figure 3) to provide this research proposed conceptual framework. There is an expectation that other factors could emerge as a result of this research and assist in developing a model for success CS management.
4. RESEARCH METHODOLOGY

4.1. Research Methods

This study will use a sequential mixed methods (Venkatesh et al. 2013; Borbasi & Jackson 2015). This method has been selected because the purpose of this study is to explore and then complement and confirm information. When the purpose of the study is to explore and confirm information, mixed method can be used in order to assess the credibility of inferences obtained from one approach. According to (Greene et al. 1989; Creswell et al. 2003; Tashakkori & Teddlie 2003; Bhattacharjee & Premkumar 2004; Tashakkori & Teddlie 2008; Venkatesh et al. 2013) quantitative study is conducted to confirm the finding from a qualitative study. In addition, mixed methods approach is used in order to gain complementary views about the same phenomena. The qualitative study is used to gain additional and depth insight for the finding of study then the finding will be confirmed by quantitative study (Greene et al. 1989; Creswell et al. 2003; Tashakkori & Teddlie 2003; Bhattacharjee & Premkumar 2004; Soffer & Hadar 2007; Tashakkori & Teddlie 2008; Venkatesh et al. 2013). Therefore, as a sequence, this study has proposed a model and mentioned the success factors from different sectors except educational sector. Then the study...
will explore and then complement and confirm these factors in educational sector. There is an expectation that this study will find others factors in educational sector in Jordan.

4.2. Research Scope, Sample and Participants

There are nineteen PJUs and these universities are a very important part of HESJ (Ministry of Higher Education in Jordan 2016). Due to the financial and time constraints of this project, it is impossible to investigate the phenomena in all PJUs (Zikmund et al. 2012). Therefore, this study will focus on nine universities located in Amman, the capital of Jordan. These nine universities were selected as they are the leading of the private Jordan universities and have a significant impact of the national economy (Badran 2014; Sabri 2011). Further, as the focus of this study is on CS success factors, the researcher established which universities cooperate and compete with each other’s and the domains of this cooperation and competition by accessing the database of the Ministry of Higher Educational in Jordan MHEJ. Table 2 shows the result of this scanning and analysis.

Purposive sampling technique based on criteria will be used in this study. According to Zikmund et al. (2012):

[This technique is] ‘a nonprobability sampling technique in which an experienced individual selects the sample based on personal judgment about some appropriate characteristic of the sample member. Researchers select samples that satisfy their specific purpose, even if it is not fully representative’ (p. 393).

Furthermore, Marshall (1996) noted that if the study aims to explore or develop a framework depending on several factors, purposeful sampling is the most common technique, therefore different sample sizes will be used for each Phase in this study.

The participants in this study will be drawn from the top management level. The study justifies this selection on three grounds. First, the top management level of universities have the authority to make a strategic decisions and graft a strategic plan in universities (Durmaş & Düsün 2016) and, they have the authority for vision, actions, methods, and tactics related to actions

<table>
<thead>
<tr>
<th>Factors</th>
<th>Authors</th>
<th>Theory</th>
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<tr>
<td>Flexibility to change</td>
<td>(Burn &amp; Szeto 2000; Terry Anthony Byrd 2000); Cheng &amp; Li 2002; (Nadkarni &amp; Narayanan 2007); (Jiang et al. 2008; Wu et al. 2009; Nuoju, Tähtinen &amp; Palo 2014; Petter et al. 2014)</td>
<td>Inter-organisational theory</td>
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<td>Geographic proximity</td>
<td>(Asheim &amp; Gertler 2005; Ganesan et al. 2005; Fontana et al. 2006; Robst et al. 2007); (Abramovsky et al. 2007); Ruijun &amp; Zhiman 2011; (Laursen et al. 2011); Nuoju, Tähtinen &amp; Palo 2014; Petter et al. 2014</td>
<td>Transactional cost theory</td>
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<tr>
<td>Management perception to coopetition</td>
<td>(Cheng &amp; Li 2002; (Hornsby et al. 2002); (Elsbach 2003); (Powell et al. 2006); Walley 2007; (Wu et al. 2009); (Gnyawali &amp; Park 2011); (Jankowska &amp; Bartosik-Purgat 2012); (Bergman et al. 2017)</td>
<td>Inter-organisational theory</td>
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<td>Tension</td>
<td>(Bradford et al. 2004; Eckert &amp; Rinehart 2005; Chen et al. 2007; Gnyawali, D. R. et al. 2008; Li &amp; Ferreira 2008; Bengtsson et al. 2010; Fang et al. 2011; Tidström 2014; Bengtsson &amp; Kock 2015)</td>
<td>Inter-organisational theory</td>
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<tr>
<td>Competitive experience within the organisations</td>
<td>(Jiang et al. 2008; Pansiri 2008; Buckley et al. 2009; Luo &amp; Deng 2009; Wu et al. 2009; Chang et al. 2010; Hong et al. 2010; Osarenkhoe 2010; Fang 2011; Gnyawali &amp; Park 2011)</td>
<td>Inter-organisational theory</td>
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<td>Control and standardization</td>
<td>(Zineldin 2004); (Luo 2008; Pansiri 2008; Costa et al. 2009; Wu et al. 2009; Catalina 2010; Moeller 2010; Niu 2010; Rrank et al. 2010; Petter et al. 2014)</td>
<td>Inter-organisational theory</td>
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<tr>
<td>Interdependence and heteronomy</td>
<td>(Zineldin et al. 1997; Narula 2002; Belderbos et al. 2004; Zineldin 2004; Caglio &amp; Ditillo 2008; Sammarra &amp; Biggiiero 2008; Peng 2011)</td>
<td>Inter-organisational theory</td>
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Source: the author
to be taken (Huber & Power 1985). Second, they have a good experience in HESJ and a high level of knowledge and skills about the work in their faculties. Third, they are the main person that makes decisions related to their universities and have the governance to take these decisions (Ministry of Higher Education in Jordan 2016).

4.3. The Phases of the Sequential Mixed Method

4.3.1. Phase 1: Qualitative Method

4.3.1.1. Selection Criteria, Participants

A qualitative Phase will be used to explore factors, gain additional and depth insight for the finding of study. As the research objective is to understand the occurrence of a phenomena, then as proposed by Zikmund et al. (2012), qualitative tools are appropriate. The participants selected were required to have worked for at least three years in this position and have a PhD degree of education. This will ensure that they will be able to assist in capturing the information and to build a comprehensive picture about COSFs in HESJ. 102 Deans work in nine private universities (see Table 3) and this study takes a sample of 18 (2 Deans from each university). This size is expected to be sufficient for the purpose of this study (Zikmund et al., 2012). However, the sample will be increased or decreased according to the saturation level. The saturation level will be reached when no novel information is added (Guest, Bunce, & Johnson, 2006).

Participants will be recruited by an invitation letter sent to the dean councils by email, requesting their participation in this study. From the positive responses the researcher will make a random selection of 18 deans, ensuring a cross section of universities in the sample. Once agreed the participants prior to the interview will be asked to sign the consent form as outlined in the approval document and contacted to arrange a suitable date and time for the interview.

<table>
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Source: author based on universities sites

*Areas of Cooperation: collaborative teaching, research projects, courses, conferences, seminars, symposia,
Areas of Competition: Students, quality assurance, universities ranking, academic reputation, and students.

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<thead>
<tr>
<th>University code</th>
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<tr>
<td>Total</td>
<td>134</td>
<td>119</td>
<td>102</td>
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Total numbers of top management level: 355

Source: author based on private Jordan universities sites
4.3.1.2. Data Collection and Analysis

A semi-structured interview with guiding questions will be used to collect data from the selected participants and achieve study objectives. Russell (2002) advises that semi-structured interviewing have a freewheeling quality of unstructured interviewing and thus needs similar skills. Sweet (2002) suggests that qualitative researchers prefer to use interview techniques as they help uncover the views of participants. An interview also allows for immediate clarification of any phrase or word used by both the respondent and researcher. Further, the semi-structured and in-depth interview will enable the researcher to explore and further illuminate factors that emerge during the interview.

The interviews were designed to be either face to face and by phone. This enabled flexibility, cost, speed issues and each interview will take approximately 45-60 minutes. An opening question followed by probing questions will help to explore and obtain a detailed information about the phenomena of interest (Qu & Dumay 2011; Zikmund et al. 2012). All participants will be invited to answer freely in their own words, which will help in the exploration of the main objectives in the responses. These interviews will be audio recorded based on the agreement between the researchers and participants. Transcribed verbatim.

Transcribing the data word by word is a critical step in preparing for accurate data analysis. To ensure the quality of the transcription in this study, the researcher will send one interview transcript in Arabic and the same one in English (translated by this researcher) to a professional translator. Once the quality of the English transcript is ensured, the researcher will apply the same transcription and translation approach to all other eighteen interviews. By following this approach, the researcher will be able to retain the quality and accuracy of data while conducting the analysis.

Transcribed interviews will be analysed using Leximancer 4.5. Content analysis will enable the analysis of written, verbal or visual communication messages (Hsieh & Shannon 2005; Elo & Kyngäs 2008). This analysis is expected to provide information that will add further clarifying information to Phase 2. The purpose of qualitative data analysis as recommended by Polit-O’Hara and Beck (2006) is “to organise, provide structure to and elicit meaning from the data” (p. 397). However, the analytical methods used will be based on the skills, insight, analytical abilities and style of the investigator (Hoskins & Mariano 2004).

4.3.2. Phase 2: Quantitative

4.3.2.1. Selection Criteria, Participants

A quantitative method (Phase 2) will be used to confirm the results of the qualitative method (Phase1) and to develop the questionnaire survey. The participants included in Phase 1 and 2 were required to have worked for at least three years in high level of management (Trustees, universities, and Dean’s councils) and have a bachelor or above Degree in their profession. For the quantitative phase, the sample is larger (Marshall, 1996). The number of top-level management in nine private universities is about 355 staff members (refer Table 3). In Phase 2 of the study all members of top management level will be invited to participate in the questionnaire. This should ensure a high response rate (Zikmund et al., 2012). The researcher assumes that the response rate will be about 50-60%. However, several techniques will be used to increase the response rate such a personal invitation, follow-up email, and reminders (Fan & Yan, 2010; Zikmund et al., 2012). Managers in top management level will be recruited through using a hyperlink to the secure questionnaire.

4.3.3. Data Collection and Analysis

Based on the research objectives of this study, a draft of questionnaire will be formulated by researcher and checked by supervisory team. As the participants use English as their second language, the questionnaire will be translated from English to Arabic by a professional translator. This will ensure that participants will understand the questions and be able to answer them appropriately.

The questionnaire will be designed to obtain information from participants by using structured closed questions (Schneider 2003). The content of the questionnaire will be drawn from the qualitative study to design a list of questions using Likert seven scales. The nature of the information required will be made clear to the respondents in order to ensure accurate feedback. Consideration will be paid to the ease of use and the flow of questions to encourage the participants to complete each part of the questionnaire.

5. Conclusion

Coopetition strategy is believed to be an essential strategy in the higher education sector in Jordan because it can create new opportunities for universities such as new markets, new customers and even new resources. Universities also have adopted
these strategy in different level to improve their performance. However, exploring coopetition success factors is considered to be the main issue in this field. In the context of Jordan, this issue is believed to be more complicated because the decreasing the level of government funding to this sector as well as the rare of resources and increase the intensive competition among Jordan universities. In the same context coopetition strategy has been studied in a variety industries, such as transportation, finance, tourism, and healthcare as well as information technology. In spite of these attempts, there remain a strong arguments about the factors which are most effective to achieve coopetition success.

Based on prior work, a proposed model has been designed to explore coopetition success factors in Jordan universities context. Four views have been considered in designing this model the causality approach has been adopted to show the causal relationships among the constructs of the model. The study will be conducted with top level management group of private Jordan universities. Sequential mixed method approach has been designed to collect data; each one is collected to a specific participants group. The diversity of their opinions will shape a clear picture about the factors affecting coopetition strategy success.

A recognised limitation of this study is the reliance on data from a private universities institutions in Jordan. Temporal, financial and access constraints restrict the scope of the research sample. However, the researcher will recommend that the proposed model and instruments be tested and further refined in the future with different institutions and with different context. This work benefits universities and non-educational organisations that use coopetition strategy to identify the critical success factors of coopetition strategy in the Jordan universities.

6. REFERENCES

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