Special Issue on Responsibilities of Educators in International Business

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At a time when international business scholars have called on executives and managers to place greater attention on corporate social responsibility in order to address issues of inequality, diversity, inclusion, and sustainability, in line with Rasche and Gilbert’s (2015) broader call, it is appropriate for the academic community to turn its attention inward and address the issue of responsibility in international business education. Given the expansion of IB educational activities through increasing coverage of relevant topics in functional courses, what is the role of IB education in shaping the mindsets and values of the business leaders of tomorrow? What is the unique contribution of IB courses to transforming business students into citizens of the world? In short, what responsibility do international business educators have and what do they aspire to achieve as educators?

Several aspects of IB education raise distinctive issues when addressing matters related to educator responsibility. It is not uncommon, for instance, for educators to seek not just education, but transformation. This has given rise to increasing use of experiential learning approaches (Taras & Gonzales-Perez, 2015), particularly in cross-cultural management courses. In 2014, AIB Insights (Maznevski, 2014; Peterson, 2014) dedicated an issue to one instance of an experiential activity that went terribly wrong, thereby plunging students, the instructor, and the institution into turmoil. What responsibility do instructors and institutions have in the selection and implementation of different pedagogies? To what extent do IB educators consider the impact their instructional decisions may have on their students, institutions of higher education, and the world?

In a similar vein, in a time of instability in sociopolitical and economic structures on the global level (Meyer, 2017) – amid calls for de-globalization and appeals to reconsider capitalism – what role does IB education play in promoting and maintaining civility, rationality, and dialogue in the broader public square? Realizing the importance of better understanding the responsibilities of educators in international business, this focused issue of AIB Insights addresses topics such as those highlighted above. We seek to further flesh out the contours of responsible IB education and promote a dialogue about enhancing the quality of IB education through an acceptance of greater accountability.

The issue has been developed by a team of editors, with AIB Insights Associate Editor William Newburry working in cooperation with two important organizations in the field of IB education: the AIB Teaching and Education Shared Interest Group (SIG) and the Consortium for Undergraduate International Business Education (CUIBE). The AIB Teaching & Education SIG focuses on promoting excellence in IB teaching. Its main objectives are facilitating development and sharing of best teaching practices, providing a forum for teaching-related networking, exchange of ideas and mentoring, and promoting research on teaching and education among AIB members. To this end, the Teaching & Education SIG provides AIB members with a worldwide forum for scholarly engagement concentrated on teaching methods, maintains a repository of knowledge for AIB members on diversity and recent trends in teaching methods, stimulates innovation and promotes the use of new teaching tools, methods and approaches, and organizes professional development opportunities for AIB members on the topic of teaching and education. The SIG’s founding Chair, Daria Panina, served as a Guest Editor of this issue.

The Consortium for Undergraduate International Business Education (CUIBE) was established in 2003 to promote, enhance, and foster innovations in the delivery of international business education. Currently, the consortium includes 42 universities (25 full-members and 17 associate members). More than half of the universities currently ranked among US News & World Reports’ top undergraduate IB programs are CUIBE members. While originally constituted only of US universities, recent international new members include the University of Leeds (UK) and the Universidad de la Sabana and EAFIT Universidad (Colombia). The primary objectives of CUIBE are to provide its members with an opportunity to benchmark their programs against other member schools and to facilitate sharing of best practices in IB education. CUIBE also sponsors the CUIBE Award for Best Paper on
Examining the content of this special issue, the introductory article, by Jose de la Torre and Corinne Young, seeks to overview some of the historical antecedents and foundations of thought on global citizenship and business education. They note that the rights, duties, and obligations of a citizen of any sovereign state are still fundamental to civil society, and that the interconnectedness of today’s world requires us to recognize that these rights and obligations may no longer be confined within national boundaries and that many global issues require global civic responses. They raise questions such as: How should global citizenship be defined? Wherefrom does it derive its legitimacy? What does it mean for business leaders? How can it be taught and promoted? The authors address the first two of these questions in this article; a companion piece scheduled for the next issue of AIB Insights will attempt to answer the other two.

The second article, by Jörg Hruby, Cynthia Vilasboas Calixto and Umesh Mukhi, builds upon the introductory article and proposes a theoretical framework to provide an overall macro-micro level perspective on the various antecedents and outcomes that may directly or indirectly relate to teaching, research and institutional practices of the IB community. The authors note that their study is designed to open a dialogue among IB scholars and educational institutions as well as provide insights focusing on the nature of responsibility in IB teaching, the factors influencing this learning process, and learning outcomes for IB students and instructors alike.

The third article, by Nancy Buchan, Elizabeth Ravlin and Orgul Demet Ozturk, first discusses how IB educators shaped their curricula in response to rapid globalization before the financial crisis of 2008. The authors then utilize the O*NET database and employment statistics provided by American Community Survey and Census Data to examine trends in different skill sets required in the workplace. The paper concludes that the post-2008 stage of globalization is characterized by a shift towards the importance of non-routine analytical capabilities, global interpersonal skills, and experiential skills as it addresses what implications this new phase of globalization may have for IB education, how to tackle its challenges, harness its opportunities, and prepare our students for this new world.

The fourth article, by Astrid Schmidt-King, discusses the potential value of high-impact practices (HIPs) to International Business (IB) education, especially at a time when IB educators need to think and act strategically. She notes that deglobalization or anti-globalization sentiments do not signal a time to retreat for IB educators, but rather they provide IB education with a rare opportunity to showcase its relevancy as a discipline and our responsibility as educators of global leaders. Dr. Schmidt-King challenges IB educators to rethink and reassess existing resources that can be used to meet this objective. The article examines the intrinsic value of IB’s interdisciplinary nature and its important relationship with globalization. It then explores two HIPs—e-portfolios and capstone projects—that are uniquely positioned to enhance and showcase the inherent transformative nature of IB learning and highlight its distinct pedagogical approach.

Our fifth article, by David Berg, focuses on preparing students for the changing global environment by examining the responsibilities of educators to choose the most appropriate tools available in international business teaching. One of our responsibilities and roles as international business educators and scholars is to help prepare students to work effectively in a variety of business environments and to provide them with the necessary tools to operate in changing circumstances. We do this, in part, by encouraging the development of a global mindset, a sense of global citizenship, and critical thinking capabilities, even as the nature of what ‘global’ means fluctuates. This article addresses this need by first examining what makes international business education distinctive and what it means to be a global citizen. The article then overviews several experiential exercises that can be used in the classroom as tools for international business education.

Our final article in this issue, by Donna Cooke, Frank DuBois, Rajeev Sawant, David Sprott and Len Treviño, notes that a more structured effort to educate students on both the benefits and drawbacks of “dark side” of IB is warranted. The authors contend that dark side activities (DSA) should be positioned as a more central component of IB coursework so that students can understand the legitimacy and performance consequences of such phenomena. They draw on six types of DSA with which MNEs may be directly or indirectly involved. Among them are environmental degradation; questionable marketing practices; accounting or financial fraud; corruption; labor abuses; and cultural imperialism (Batra, 2007). The authors argue that it is incumbent on IB educators to expose IB students to concrete examples that illustrate when international business drifts to the dark side. The article provides two short case study examples that can be used to illuminate cultural differences, corruption, varying ethical norms, CSR and sustainability within DSA. The authors then provide a series of informational resources and discussion prompts for

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The rights, duties, and obligations of a citizen of any sovereign state are still fundamental to civil society. Nonetheless, the interconnectedness of today’s world requires us to recognize that these rights and obligations may no longer be confined within national boundaries and that many global issues require global civic responses. Global citizenship, however, cannot be simply defined as an extension of the national concept to a global sphere. As Michael Byers (2005) writes, “Global citizenship empowers individual human beings to participate in decisions concerning their lives, including the political, economic, social, cultural and environmental conditions in which they live. It includes the right to vote, to express opinions and associate with others, and to enjoy a decent and dignified quality of life. It is expressed through engagement in the various communities of which the individual is a part, at the local, national and global levels. And it includes the right to challenge authority and existing power structures – to think, argue and act – with the intent of changing the world.”

Nigel Dower (2005) encourages skeptics to at least acknowledge the individual’s responsibility to make this world a better place by ensuring its continued existence. To the extent that certain issues transcend boundaries—both morally and physically—only responsible global citizens can ensure the sustainability of the earth and its inhabitants. How then should global citizenship be defined? Where from does it derive its legitimacy? What does it mean for business leaders? How can it be taught and promoted? This essay will try to answer the first two questions; a companion piece scheduled for the next issue of AIB Insights will attempt to answer the last two.
Early Christians were strongly influenced by these ideals. The division between the near citizens (belonging to the polis) and those distant (the cosmopolis) is made starker by the belief that whereas local government may have implicit divine authority, the most important work for human goodness is removed from any political sphere. Thus, the call to “Render unto Caesar the things that are Caesar’s; and unto God the things that are God’s” (Matthew 22:21) lends strength to the concept of a community where all nations can become saintly and deserving of similar rights regardless of their proximity.

Similarly, a major tenet of Hinduism is the concept of *ahimsa*, a Sanskrit word that defines non-violence, both to animals and humans. This is particularly strong in Jainism, dating to the 6th century BCE, and is incorporated into the representation of an open palm with a wheel at its center. The wheel is the *dharmacakra*, a resolve to halt the inexorable cycle of reincarnation to which we are all condemned through a relentless pursuit of truth and non-violence. Buddhist philosophy emphasizes the cause and effect relationships implied by *karma*. Here again, one’s goal is to end the recycle of birth and suffering through good deeds so we can reach *Nirvana*. In both cases, the obligation towards one’s fellow humans is an integral element of maintaining harmony. Sikhism, a variant of Hindu philosophy and perhaps the only monotheistic religion in the ancient East, proclaimed that all humans are equal under God, and our right to life is constrained only by the obligation to care for others and share one’s material possessions.

During the Middle Ages, scholars such as Erasmus of Rotterdam drew on cosmopolitan philosophy to advocate the ideals of world peace and universal rights. Arguing that humans are by nature sociable and prone to live in harmony with one another, Erasmus pleaded for national and religious tolerance, and regarded all like-minded people as his fellow world citizens (Erasmus, 1986). Grotius, Hobbes, Pufendorf and others drew on natural law and social contract theories to lay the foundation for international law in a “great society of states” bound by a “law of nations” leading to a universality of rights and duties (Grotius, 1925).

The rise of capitalism as an economic force, the expansion of trade with the newly “discovered” lands in Africa, the Pacific and the Americas, the voyages of the great mariners, and the expansion of empires that reached across the globe during the Enlightenment contributed significantly to the spread of these ideas. But it was the acceptance of some fundamental “rights for all mankind” as enshrined in the American and French Revolutions that gave cosmopolitanism its greatest surge. The 1789 Declaration of Human Rights and the preamble to the American Constitution arose from cosmopolitan philosophy. Many of the leading lights of the Enlightenment – Voltaire, Montesquieu, Addison, Hume and Jefferson among them – identified themselves as cosmopolitans in the sense that they were not subservient to a particular political or religious philosophy, claimed to be free of cultural prejudices, and practiced tolerance and social broadmindedness.
Immanuel Kant was a strong advocate of such views. For him all rational beings were members of a single moral community, sharing aspirations for freedom, equality and independence within a system of self-governance and common laws. This precluded any form of tyranny, including slavery or colonial exploitation, considered contrary to the higher order of all humans. Whereas some political cosmopolitans advocated a single world state, Kant called for a more rational international order. He argued that global peace is only achievable when all states are organized along “republican” principles, group themselves into a voluntary “league of nations,” and respect the human rights not only of their own citizens but also of foreigners (Kant, 1991).

The liberal economic concepts proposed by Adam Smith in The Theory of Moral Sentiments, and later in his Wealth of Nations, had a strong impact on cosmopolitan philosophy. Smith’s view of a world of free-trading nations, one in which markets and not governments catered to the needs of ordinary people, was very much in keeping with the primacy of the individual in cosmopolitan philosophy.

The formation of the United Nations and other multinational institutions in the modern era provided for the first time a legal and institutional framework that defines, however weakly, the rights and duties of the citizens of the world. Similarly, a number of actors formed either by civil society (NGOs) or in the economic sphere (multinational companies) have diminished the role and legitimacy of the nation state as the sole agent of political union.

One of the first acts of the United Nations was to adopt a Universal Declaration of Human Rights on December 10, 1948, which states that, “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” Other UN Covenants expanded the sphere of human rights to many dimensions fundamental to modern concepts of liberty and the pursuit of happiness. More recently, the UN Global Compact, a voluntary agreement to which multinational companies may adhere, includes a set of ten “principles” by which the signatories promise to abide in managing their global operations. They constitute a set of obligations that global companies, and by definition their managers, must follow in order to fulfill their responsibility as global citizens.

Other supra-national institutions such as the International Criminal Court have emerged to provide individuals legal standing under international law that goes beyond those provided in national courts. Past cases against General Pinochet of Chile, various Serbian military commanders, and several African leaders are evidence of the increasing reach of this Court. Even national courts (such as the US’ Alien Tort Claims statute) have increasingly prosecuted cases for wrongdoing that occurred in foreign jurisdictions by or against national citizens.

Perhaps the most significant change in recent years has been the rise of civil society groups and NGOs in the world scene (Kriegman, 2006). Some are spontaneous, such as against the WTO in Seattle in 1999, or in opposition to war in Iraq in 2003, or against global warming in 2019. Others are structured such as the World Social Forum (WSF), Amnesty International, the Red Cross and Red Crescent Societies, Médecins sans Frontières, and a host of other religious and lay organizations whose aim is to provide relief in the case of famine, medical emergencies or natural disasters, and who have adopted the cosmopolitan vision that we have a solemn duty to aid fellow human beings in need, regardless of nationality or distance.

Cosmopolitans do not advocate a subjugation of national identity to a bland universal mold. Culture is always fluid and evolving, and human societies have continuously traded goods, ideas, cuisine, music, games and people, while absorbing, blending, and innovating (Appiah, 2006). As Kriegman (2006) stated, “such hybridization makes it nearly impossible to delineate the boundaries of a specific culture. Cosmopolitanism rejects chauvinism and values diverse cultures, regarding all people of the earth as branches of a single family tree. The diffusion of this old consciousness in the new context of globalization is the basis for forging global citizenship.”

The current backlash against globalization calls into question the very tenets of cosmopolitan thinking. The return to nativist policies across major regions (e.g., the US under Trump, Brexit in the UK, and populist parties in Europe, South America and Asia) rejects the notion that one has any responsibility

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for fellow humans when they belong to other ethnicities or countries, and have stood in opposition to granting sanctuary to political refugees and to economic immigrants. Those of us committed to a cosmopolitan viewpoint need to seek solutions to the problems that gave rise to this counterreaction and not simply abandon the principles of mutual responsibility (Rodrik, 2017).

There are some accepted precepts that should govern the actions of any self-proclaimed global citizen in the pursuit of his/her managerial responsibilities. Thus, a global citizen is one who abides by the following standards:

• **Morally**, a global citizen is one who comes to the aid of those in need, whether near or far, particularly in times of natural or man-made disasters; defends the universality of human rights; and opposes slavery or any subjugation of human beings by individuals, private or public organizations, or nation states.

• **Politically**, he/she fosters freedom of association, expression and political action; respects the right of workers to bargain collectively; takes into consideration his/her obligations toward environmental stewardship in all decisions; and fights corruption at all levels.

• **Culturally**, he/she respects cultural, ethnic, religious and racial diversity in the workplace and in society; and combats discrimination in all its guises against minorities, women and other vulnerable groups.

• **Economically**, he/she opposes any form of forced or child labor; promotes open and transparent business dealings; encourages the free flow of ideas, goods and services, capital and labor whenever possible, internally and across countries; and works towards the elimination of poverty by championing programs of inclusion and economic opportunity for the poor.

**Sustainability and the Individual**

Sustainable development is essentially the effort to “meet the needs of the present without compromising the ability of future generations to meet their own needs” (Commission, 1987). Wanting something better for our children and grandchildren is not a new or rare concept and adds an inter-temporal dimension to the care expressed in Hierocles’ circles. Global citizenship aims to reduce not only the discount rate applied to those distant from oneself, but also the rate applied to future generations.

Few of us over the age of 30, including the overwhelming majority of business and governmental leaders, were educated to understand today’s complex, dynamic and interconnected world. Our old ways of learning may no longer be serving us well, particularly since the issues we now face are often a result of past decisions, from the deterioration of the environment to the deplorable state of world health. Peter Senge has promoted “a collective awakening to new possibilities that will change how people see the world, what they value, how society defines progress and organizes itself, and how institutions operate” (Senge et al., 2008: 5).

Whereas recent emphasis may focus on corporate global citizenship (Tichy et al., 1997; Wood et al., 2006; Schwab, 2008), we believe that greater consideration ought to be given to role of the individual as a global citizen. Senge and his colleagues acknowledge the need to move beyond the concept of “triple bottom line” to one that emphasizes the “inner work of sustainability.” Ideally, “comprehensive, integrated and holistic education will result in our acceptance of the interconnectedness of life on earth and lead us to take a greater responsibility for our actions and their impact on the whole” (Senge et al., 2006: 97-98). We have somehow gotten lost in the scientific method and devalued intuition at the expense of reason. We need to reclaim and “develop other forms of intelligence, including the intuitive, the emotional, the esthetic, and the spiritual” (Olalla, 2004: 66) if we are to succeed in this mission.

It is the acceptance of this responsibility that makes one a global citizen, and it is the commitment to collaboration that makes actions sustainable. John Zogby claims millennials are the “First Globals”; a world-wise generation that is the most outward looking, socially tolerant, and internationally aware of all times (Zogby, 2008). It should then be more expedient to teach these young men and women how to be global citizens than to try to change Baby Boomers into accepting greater responsibility as global citizens.

**Characteristics, Skills, and Values of a Global Citizen**

If ensuring the sustainability of the earth is the responsibility of global citizens, then what skills and values must an individual possess so as to be justly held accountable? An exercise sponsored by Canada’s International Development Agency argued for the importance of four characteristics of mental processes in global citizens: open-mindedness, full-mindedness, fair-mind-
edness, and world-mindedness. In other words, global citizens must be: (1) open to others’ ideas and points of view, regardless of their identity distance; (2) able to foresee potential problems and recognize the limitations of judgment and the importance of balancing analysis with intuition; (3) impartial when dealing with others and not pre-judge them based on cultural or demographic characteristics; and (4) believe in “one world” (Case, 1997; Evans & Reynolds, 2004).

Global competency must also include some level of language capability, cross-cultural communication skills, and the ability to find value in “something foreign” (Hunter, 2004). Global citizens need an understanding of world history, international relations, current events, and global political economy. Most importantly, they must promote values that support a love of and a commitment to humanity.

Former UN Secretary General Kofi Annan asked a poignant question: “Do we have shared values?” (Annan, 2003). That is, do we have values that make cooperation easier and communication more effective? In 2000, the United Nations adopted the Millennium Declaration, which defined 8 goals on poverty eradication, world health, sustainable development and education to be achieved by 2015. This was later replaced by 17 Sustainable Development Goals adopted in 2015 as a “blueprint to achieve a better and more sustainable future for all” by the year 2030. Whereas not all countries are on track to meet these goals, considerable attention and funding have been committed to the endeavor by governments and NGOs. But individuals and private corporations must do their part. To remain silent and not take action is to condone the status quo, and to reject the responsibility of being a global citizen.

In summary, these are the skills and values global citizens must possess in order to act:

**Characteristics and Skills**

- cognitive abilities;
- courage to take action even under uncertainty;
- cross-cultural competencies, including multi-lingual proficiency;
- innovativeness and creativity;
- knowledge of global issues and their interdependencies;
- negotiation and conflict resolution skills;
- self-awareness and open-mindedness;
- a strategic (whole picture) perspective;
- systems thinking; and
- a willingness to challenge, be challenged, and to adapt.

**Values**

- a sense of justice and fair-mindedness;
- respect for human dignity;
- acceptance of diversity;
- a belief in the power of an individual’s actions;
- commitment to the sustainability of the planet and all of its inhabitants;
- empathy and a sense of community;
- integrity;
- personal responsibility; and
- a commitment to life-long learning.

Our next installment, to appear in *AIB Insights*’ next issue, will review how the work of business schools can foster these skills and values.

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Endnotes

1 Some of these ideas were first presented at the Annual AIB Conference in Rio de Janeiro, Brazil, 2010.

2 This compact narrative is based on information derived from the Stanford Encyclopedia of Philosophy, the Great Books of the Western World, and Wikipedia.

3 They include on Civil and Political Rights, on Economic, Social and Cultural Rights, the Geneva Convention, and conventions Against Genocide or Torture, on children’s rights, and on gender discrimination.

4 www.unglobalcompact.org/AbouttheGC/TheTENPrinciples/index.html.

5 https://www.weforum.org/agenda/2018/03/we-need-to-become-global-citizens-to-rebuild-trust-in-our-globalised-world/.

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Conceptualizing the Responsible Learning Framework for International Business Faculty Development

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Introduction

The mobility of students and faculty from emerging and emerged markets has created a diversity in the business schools’ landscape. The interconnectedness between global, national and local agenda is thus vital as it is compelling for international business (IB) scholars to focus on resolving real-world challenges around the globe. It is amidst this context of Volatility, Uncertainty, Complexity, Ambiguity (VUCA) that we as IB scholars believe that it is essential to rethink our professional role by recognizing levers and constraints of our sector.

Shrivastava (2010) argues that if we are to expect students and companies to be leaders in sustainability, we would need a holistic pedagogical approach that integrates physical, emotional and spiritual learning coupled with traditional cognitive learning. This implies that topics related to sustainability, ethics and (global) responsibility can no longer be treated as separate electives, rather it is also the responsibility of the IB faculty to integrate this into their teaching and research. Even though much importance has been given to develop global leadership capabilities (e.g., Mendenhall et al., 2017), and studies exist for globally responsible leadership, the topic of responsibility for IB faculty deserves much attention. We thus posit that IB faculty along with business school needs to engage in the learning process to integrate these topics.

Thus, in order to develop reflexivity to deal with changing the landscape in IB, we propose a learning framework which can provide an overall macro-micro level perspective about the various antecedents and outcome factors which may directly or indirectly influence teaching, research and institutional practices of the IB community. Our study is conceptual, designed to open a dialogue with current or future IB scholars, educational institutions and provides insights focusing on:

- What are the antecedents of a responsible IB teacher?
- What is the nature of a responsible IB teacher?
- What are the moderators influencing this learning process?
- What are the learning outcomes for IB students and IB instructors?

These inquiries are relevant for different stakeholders and might influence in the program’s design, as well as help university administrators and IB faculty to improve their curricula and include different pedagogical strategies. To build our framework, our research grounds on reviewing the literature which deals with responsibility of business schools, International Business theories and also include the personal teaching experiences of the authors. Figure 1 shows the conceptual learning framework in which the interrelationship between the antecedents and the responsible IB teacher is based on the four questions shown above. Since it is a human-embedded profession, we highlight
the association between the students’ and instructors’ outcomes and the capabilities of the responsible IB teacher. Furthermore, institutional and country perspectives actively moderate the learning framework.

**Framework Development**

Within our proposed conceptual model, we identified connections among related concepts. The antecedents have a significant impact on the responsible IB teacher because they determine personality, demographics and idiosyncratic experiences which are innate and developed. Responsible IB teachers have a strong influence on their own and students’ learning outcomes. It depends on their personal skills and pedagogical competences of applying certain methodologies in class. Overall, we strongly assume that a good learning outcome derives from responsible IB teachers’ characteristics and experiences. Furthermore, the current dynamic environment motivates IB teachers to adapt, transform and reflect their learning and teaching approach. On the other side, responsible IB teachers are triggered by changing or improving their knowledge about certain topics, developing a new set of hard and soft skills as well as pedagogical abilities.

We presume that the institutional environment moderates the interrelationships between antecedents and responsible IB teachers because of the development of universities’ career plans, assurance of learning metrics and international accreditation matters. In addition, institutions moderate the inter-relationship between responsible IB teachers and learning outcomes such as partnerships with companies, alumni, local and international rankings and teaching awards. We believe these processes are continuously ongoing by sense-making and sense-giving learning cycles.

**Antecedents of a Responsible IB Teacher**

We believe that choosing the profession of IB as a teacher shows some personality styles of higher scores on curiosity, extroversion and openness to experiences. We argue that the self-selection of this profession shows some teacher’s learning and reflection capabilities and his or her willingness for fundamental personal transformation because culture determines the individual behavior and needs continuously revising one’s mindset.

We assume that responsible IB teachers are aware of their cultural roots and worldviews and domestic education systems and that the educator has personally experienced what is called the “cultural shock phenomenon.” What was ten years ago a mono-cultural class with domestic students to teach the top-
ic of IB is now a real multicultural classroom with different students’ perceptions, interpretations and sense-making of the contents provided in the course. Nowadays, the classroom is mixed with cultures and thinking patterns which makes it more difficult for the teachers not to follow one path of ontology, epistemology and cultural roots.

To our understanding, it is one crucial precondition to have gained different first-hand experiences by working and living abroad, not only limited to the academic environment by short field studies or ERASMUS programs. Thus, real cross-cultural experiences such as done for an expatriate assignment with strong interaction and networking with local foreigners. Gaining a foreign language proficiency is another capability necessary for a responsible IB teacher.

Moreover, the educator must explore different teaching paradigms and needs to consider different cognitive and learning styles of their students. Therefore, the scholar would be flexible in applying field-based experienced learning, classroom-based, flipped, blended and simulation-based learning. Finally, we believe a particular stage of global mindset or at least experienced transformational experiences, or cosmopolitan outlook is part of the current IB job description.

**Nature of a Responsible IB Teacher**

We believe that an IB teacher with a global mindset and global awareness can close the gap between the global–local dilemmas in class. In order to do it, an IB teacher also needs some motivation and self-commitment attitudes. In a multi-faceted IB lecture, teachers need to critically reflect their unconscious cultural biases in the classroom and get aware of them. They confront students with their national values, moral compass, knowledge, attributes, belief system and cultural norms. The responsible IB educator can achieve this by applying techniques such as contrast and conflict exercises, attribution theories, highlighting value barriers, and by employing role-plays to get consciousness of beliefs, morals, and business ethics aligned with value systems, judgments and feelings.

Teachers tell stories about cultural adaptation, and cultural shock with personal *in-vivo* experiences gained abroad. The goal of a responsible teacher is to optimally enrich students’ IB learning and cross-cultural awareness, understanding and intercultural competences and support them in their dynamic global mindset transformation process so that IB strategies become “instinctive” (Kedia & Englis, 2011).

This can only be achieved by applying different learning experiences with classical and innovative teaching approaches and not with a one-size-fits-all pedagogy. These teaching materials need to be collected from different parts of the world with different learning and cognitive styles included (e.g., “holistic thinking” versus “problem-based”) and not a pre-determined one-way western solution. Moreover, the teacher is a facilitator and cultural coach in developing cross-cultural competencies, skills and abilities of their students.

**The teacher is a facilitator and cultural coach in developing cross-cultural competencies, skills and abilities of their students.**

Educators also need to continuously reflect and improve course concepts by working with new technology and need awareness on social media skills and global knowledge and be willing to work with more experiential teaching methods such as simulations and role-plays. Furthermore, all course concepts need to be understood, continuously improved and course content adequately adapted in a customized style.

**Moderators: The Role of Institutions**

It is important to note that teachers will be influenced by institutions in order to structure not only the classes but also their global careers. Universities have their own evaluation system and are mission-based, which will be different from research or teaching-focused schools. If university privileges research to obtain the tenure, teaching will be considered a subordinate role for professors. At the organization level, organizational assistance such as physical and financial resources, incentives for transformation processes for teachers as conferences and opportunity teaching abroad plays an essential role in the outcomes. At the national level, universities need to follow specific requirements to achieve the highest positions in the ranking. The impact of figuring on the top is to attract the best scholars, a large number of students and get access to national funds.

Besides, many universities develop partnerships around the world, and the practices change due to the internationalization of the program and its international students. Furthermore, accreditation systems can provide legitimacy to be part of a selected group of universities. Those systems developed standards to be followed by universities to guarantee consistency. Assurance of Learning (AOL), for example, has specific metrics, and teachers need to prepare their classes to meet these criteria. Therefore, those factors will moderate the outcomes of a responsible IB teacher in learning and teaching, but also the
cycle of reflection and their possibility of learning from those experiences.

**Learning Outcomes for IB Students**
The instructor must be flexible and customize the IB course content for different students, such as bachelor and master's degree, postgraduate or executive classes. The teaching style should be more student-centered and self-directed on learning, and the teacher provides exercises to work multi-disciplinary and cross-cultural perspectives in teams on IB content, providing constant feedback to students on their experiential learning journeys, helping to solve conflicts in the classroom, showing mediating abilities, empathy and respect in a cross-cultural classroom.

The ability of the students would be learning from experience as the ultimate outcome (Aggarwal & Goodell, 2016). Therefore, the scholar needs to deliver cutting-edge knowledge on campus and must expose students out of their comfort zone and let them acquire, reflect and apply challenging in-vivo experiences of other national, academic and business cultures. It will broaden students' cross-cultural sensitivity, cognitive structures, business ethics, global awareness, global understanding and finally global competence.

Within the IB programs and curricula, students develop some skills such as interpersonal and communication, team working and teambuilding. In our opinion, the ultimate task of the IB educator would be to impact students' (global) mindsets and extend them beyond the simple conveying of facts and concepts with more experiential interactions. Thus, a mix of personal and professional development, competency and character-oriented elements by teaching with declarative, procedural and contextual IB knowledge (Lane et al., 2017).

According to Lane et al. (2017) declarative knowledge deals with the facts, data and concepts; it is about *what* to learn and can be taught with lectures, texts and exercises. Procedural knowledge is to know about *how* to do things which means to apply methodology, analytical skills and techniques in doing cases studies and role-plays. Contextual knowledge is the *when* and under which conditions declarative and procedural knowledge is applied or must be modified. Importantly, the contextual knowledge has an experience-based learning character, and the others are more from a didactical teaching paradigm. The learning output would be letting the students well prepared for the job market; they would be capable of replicating and adapting international knowledge, skills, abilities (IKSA) learned and be productive in the global workplace of the future.

**Learning Outcomes for IB Educators**
We argue that responsible IB teachers are on the edge to seek out for novel business cases and engage their students in class. Especially when IB scholars are not teaching in their home country, they need to adapt and develop associations with businesses in the resident country, understand the university's requirements and evaluation system and also find the best way to provoke students' interest. This process results in new teaching methods, novel content for classes adjusted to local reality and might drive different research projects with local stakeholders. Depending upon the institutional incentives an IB faculty may get to scale up teaching or create lack of motivation to teach in cases of universities that overemphasis on research publications.

**Contribution**
The 2019 *Financial Times* Special Report on Responsible Business Education highlighted that business school graduates are showing orientation towards real social purpose beyond just making money whereas faculty teaching, and research practices are "in danger of trailing behind" (*Financial Times*, 2019). Therefore, by presenting the responsible learning framework, we posit that business schools and IB faculty need to engage in the learning process to reconfigure their practices. To do so, they need to have a better understanding of the antecedents and outcomes which might constrain or catalyze the actions as IB scholars. In doing so, we are contributing to the ongoing debate questioning the responsibility of different actors within the business school.

The crux of our contribution is the sense-making and sense-giving nature of the framework, which illustrates the evolving roles and responsibilities related to IB teaching practice. For the IB scholars, the framework might help in evaluating the influence of their cultural lens on their curricular and pedagogical choices, a critical reflection of their practices. Also, it might be beneficial to program directors or IB faculty who may eventually switch to administrative functions, since they are closer to understand the students and market dynamics. Finally, it can help with the development of interculturally proficient graduates, since they will be exposed to a transformative learning process based on declarative, procedural and contextual IB knowledge. It will prepare them for real life outside the classroom and improve their professional capabilities in multicultural contexts, which will benefit society with skillful global managers.

We are three IB scholars from different continents (Asia, Europe and South America) who have engaged with business schools not only in our home country but abroad in different countries (Germany, Austria, Ireland, France, Brazil, UK and India). We do recognize that this framework is at a nascent stage, and it still needs to be enriched via theoretical and empirical reasoning, and we hope that the IB community would subject it to further analysis. Finally, the list of antecedents, moderators and outcomes are not weighted with relevance, since we believe the impact of each factor might vary depending on the university's context and country of analysis.
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“...globalization has not given way to deglobalization; it has simply entered a new phase. This new era will bring economic and societal benefits, boosting innovation and productivity, offering people unprecedented (and often free) access to information, and linking consumers and suppliers around the world. But it will also be disruptive. After certain sectors fade away, certain jobs will disappear, and new winners will emerge. The benefits will be tangible and significant, but the challenges will be considerable. Companies and governments must prepare for the coming disruption” (Lund & Tyson, 2017: 131).

Educators must prepare for the new phase of globalization as well. In this article we discuss pre-2008 globalization and how International Business (IB) educators shaped their curricula to meet it. We address what implications this new phase may have for IB education, how to tackle its challenges, harness its opportunities, and prepare our students for this new world.

**Phases of Globalization**

**The Growth of Globalization**

In recent decades, multinational corporations (MNCs) went global in a quest “to become bigger and brainier.” From the 1980s until 2008, the growth of global trade more than doubled the growth of global GDP. A 2007 McKinsey study reveals the fruits of such efforts; MNCs located in the United States accounted for 19% of private sector jobs, 25% of private wages, 25% of profits, 48% of exports and remarkably, 74% of research and development (Economist, 2017). This growth of globalization was largely fueled by market liberalization and new multilateral trade agreements. From 1980–2000 the number of democracies doubled, providing fresh locations for customers, capital, production and management (Bach, 2019). Plunging transportation costs and improved communications sparked a “global value supply chain revolution,” combining developed-country know-how with developing-country labor (Baldwin, 2016).

**The Globalization Backlash**

The global financial crisis in 2008 and the ensuing recession shifted the focus of the world’s economies from the benefits of globalization to its negative domestic impacts: job loss, inequality, and climate degradation. In the US, the bottom 50% of society grew significantly poorer and the top 1% richer, illustrating globalization’s losers and winners (Piketty, Saez, & Zucman, 2017). These gains and losses were spread across countries; the middle class in developing economies saw incomes grow as much as 65%, while in developed countries, this sector witnessed virtually no growth (Milanovic, 2016). Yet, despite acquiring well-paying jobs, China, among others, has paid a price. With “its four-tiered smog warnings and lethal dumps of toxic waste, China has become Exhibit A for the environmental costs of economic development” (Bach, 2019). Not surprisingly, nationalistic parochialism and opposition to globalization have surged, trust in institutions has collapsed, and the spread of democracy has stalled. Since November 2008 the G-20 countries have implemented more than 6,600 protectionist measures as the structure of rules underpinning global business has splintered. The US has retreated as an exemplar of democracy while China’s influence grows. Profits of the top
700 MNCs in the developed world have fallen by 25% over the past 5 years whereas profits of domestic firms increased by 2% in comparison.

Yet, there have been areas of strength. The technology sector saw its earnings up 17% over the last decade and half of all trade in global services depends on digital technology. Cross-border bandwidth grew 90-fold from 2005–2016 increasing information and communication availability, and will continue to grow. Furthermore, in 2000 5% of the world’s largest MNCs were headquartered in the developing world; by 2025 that figure may reach 45%, with the largest companies calling China home (Lund & Tyson, 2018).

**Globalization and International Business Education**

IB education responded to the needs of the globalizing economy by developing an understanding of the foundational principles and strategies in international business: the geographic, linguistic and cultural contexts, and the drivers of international competitiveness. The Centers for International Business Education and Research were established by Congress in 1988 to provide resources for effective teaching in these areas. However, to respond to the new phase of globalization, IB education must now turn from the “what” to the “why”: developing within students an understanding of why the multiple forces of globalization work in diverse ways for differing countries and individuals. Although digital competencies will continue to be a given, within this new phase are a host of issues that IB educators specifically are able to address. We need to develop business leaders who are sensitive to distrust of free trade by those who have not profited from globalization, and who can effectively rebuild this trust. We should explore complex issues such as sustainable, equitable and inclusive growth, leveraging the expertise of fields such as law, history, and anthropology “to provide students with a holistic perspective on how we got to this point and what solutions may look like” (Bach, 2019: 26). International business people must understand the shifting geopolitics, and be able to navigate differing – and dynamic – regulatory and legal environments. Skilled negotiators will be needed to strike the balance between protection of individual privacy and national data security with the need to maintain open digital flows across borders. We should cultivate within students a comfort in working across borders and an independence in applying their particular skills. Finally, we need to foster “continuous learners,” who can be agile and adaptive given more uncontrollable and uncertain conditions than in prior eras (Baldwin, 2018).

**Changes in Jobs and Skills Trends**

To consider how IB education can best prepare students for jobs today and in the future, we investigate job and skills trends, and then present data that give us a more specific picture of these changes. Technological change now allows for complex customer interactions with little human intervention. Skills for routine work are easy, and more effectively, replaced. At the same time, demand for employees with non-routine cognitive skills (complex problem solving, innovation and creativity, and learning and adaptability) and global interpersonal skills (including leadership, coordination and collaboration, empathy, and persuasion) are growing because these skills are not currently replaceable by technology (PwC, 2018), and are increasingly features of jobs in today’s business models in the context of a more diverse workforce. These skill trends towards non-routine cognition and global interpersonal skills are visible in both emerging (growth from 19 to 23% since 2001) and more advanced (33 to 41%) economies, and are expected to continue (World Bank, 2018).

Most researchers agree that jobs continue to require these non-routine and interpersonal skills, including increased adaptability and flexibility. Further, a strong orientation toward learning promotes the experimentation needed to effectively adapt to unfamiliar or changing circumstances. Learning is a fundamental component of effectiveness in the new globalization for at least two reasons. First, workforce entrants and current job occupants must continually learn to keep up with changes in how business is conducted in a variety of contexts, to interact effectively with diverse co-workers, and to work with evolving technology. Second, investments by governments and other organizations in education earlier in life will be required to provide a better foundation for the complex cognitive skills required today and in the future (World Bank, 2018).

Based on this discussion, we examined trends in different skill sets to demonstrate configurations illustrating their changing importance. In addition to considering routine and non-routine analytical capabilities and general global interpersonal skills, we created three sub-categories of global interpersonal skills for further analysis. First, skills and abilities that are not easily incorporated in technological solutions (not AI replicable) enable understanding of diverse others and their relationship to the context in order to create workable, people-based decisions. Second, *broader knowledge* is more difficult to build into technological solutions, and can reflect complex knowledge regarding local contexts. Third, skill elements that are not easily taught in the classroom (*experiential*), such as the ability to work autonomously, are of increasing value in response to changes in technology, the workforce, and global business models.

We utilized the O*NET database and employment statistics provided by American Community Survey and Census Data to assess these changes. O*NET is a survey administered by the U.S. Department of Labor to a random sample of U.S. workers in each occupation, collecting information on tasks performed, skills and abilities used and worker characteristics desired in
**Figure 1: Relative Changes in Employment by Occupation Task Intensity 1980 to 2015**

Percentage change relative to 1980

1980 1990 2000 2010

Occupational Task Intensities based on 1998 O*NET

Sources: 1980-2000 Census, 2005-2017 ACS

Notes: In Figure 1 each line plots 100 times the change in employment share – relative to a 1980 baseline - between 1990 and 2015 for occupations that are above and/or below the 50th percentile in math and global interpersonal skill task intensity as measured by the 1998 O*NET.

**Figure 2: Worker Tasks in the U.S. Economy, 1980-2015**

Mean Task Input in Percentiles of 1980 Distribution

1980 1990 2000 2010

Occupational Task Intensity based on 1998 O*NET

Sources: 1980-2000 Census, 2005-2017 ACS

Notes: Figure 2 illustrates the extent to which changes in the occupational distribution over the period 1980 to 2017 resulted in changes in the tasks performed by the U. S. labor force. By construction, each task variable has a mean of 50 centiles in 1980. Subsequent points depict the employment-weighted mean of each assigned percentile at given year.
the occupation. First, we grouped occupations with respect to the importance of global interpersonal knowledge, skills, and abilities (KSAs) along with their intensity of non-routine cognitive KSAs (the overall highest valued KSA set) and tracked the trends in their employment shares relative to 1980 values.

Figure 1 demonstrates that employment share has been increasing for occupations requiring both high non-routine analytical and global interpersonal skills, and for those requiring global interpersonal skills. However, there is a slight decrease in employment share over time for occupations with high non-routine analytical and low global interpersonal skills demands, and a steeper decline for those with low demands for both types of skills.

Second, we extended Deming’s (2017) measure of social skills and created measures of global interpersonal KSAs to capture elements associated with IB education described above. Specifically, we distinguished global interpersonal KSAs that are Not AI Replicable (Social Perceptiveness, Coordination, Persuasion), KSAs that are part of Broader Learning (Knowledge of Foreign Languages, Sociology and Anthropology, Law, Governance and Jurisprudence, Negotiation) and KSAs that are Experiential (Autonomy and Independence).

Figure 2 shows these subcomponents and compares changes in their importance in the labor market subsequent to 1980 in these and in non-routine and routine analytical skills. This graph shows task intensity of global interpersonal skills has increased greatly relative to other groups of skills (shown as relative demands for broader knowledge and skills that are not AI replicable). Routine skills demands show a steep decline, whereas both non-routine analytical and experiential skill demands appear relatively constant.

### Discussion

These analyses illustrate the critical importance for IB education to help students develop global interpersonal and non-routine analytic skills, as jobs requiring these skills are an increasing component of this new phase of globalization. In combination, the skills appear particularly important. That is, such jobs require their occupants to both effectively interact with diverse people and to confront and resolve non-routine problems.

Further, when we looked at more nuanced skill categories, it is apparent that while both non-routine analytical and experiential (autonomy and independence) capabilities continue to be significant, other skill requirements have changed. As would be expected, routine analytic skills showed a decline in occupational demand in relation to other skills. Global interpersonal skills such as social perceptiveness, coordination, and persuasion are not AI replicable, and demonstrated an increase in demand, and broader knowledge, such as language, governance, anthropology, and sociology, showed a similar increasing trend. These skill categories showing the greatest occupational increases are directly in the IB education domain, and can be further emphasized within IB curricula through enhancing the breadth of course content and the depth of global interpersonal skills training.

As the world moves into a new phase of globalization, IB education must be responsive to the needs of multiple stakeholders—businesses, students, and societies. Although we argue that much of what we have been doing, such as educating students in non-routine analytical and global interpersonal skills, is still important, we also see room for improvement in three areas. First, broader knowledge of topics such as politics, institutions, sociology, language, and anthropology is increasingly vital. IB educators should study and use frameworks from these other fields to help our students make sense of their local contexts. And even as others currently dispute the value of the humanities, it would behoove us to encourage our students to minor in these broader fields so that they can gain a different and valuable perspective on environmental analysis. Students should use this knowledge in conjunction with global interpersonal skills to better balance the needs of local stakeholders and global businesses. This approach to managing in diverse environments has been identified in prior research, which shows that attempting to pull all people under one global umbrella is not likely to be a universal solution to collaboration across subgroups. Instead, business leaders must be able to build bridges between local subgroups, while respecting their needs and differences, to enable engagement toward higher-level shared goals.

Second, it is clear that conveying knowledge regarding “what” constitutes business contexts and strategy is insufficient, and technology skills alone, while essential, will not make an individual competitive in the future. Rather, the issue of “why” local and global dynamics demonstrate particular configurations will be key. This issue can be informed by a deepening of global interpersonal capabilities often acquired beyond the traditional business classroom: strong cross-cultural communication skills that enable flows of information about these dynamics, and non-routine analytical capabilities such as social perceptiveness, coordination, and persuasion that allow creative solutions to complex problems. To encourage the strengthening of these capabilities in our students, IB educators should be intentional in their project-based classes and study abroad programming such that our (or international) students not only live in a foreign culture, but actually work and solve problems within it. For example, one could devise multi-cultural student teams completing a consulting project for a local business; in such settings students must learn how to communicate, coordinate and create solutions on a team where each member might approach the problem and express themselves differently, and where the client also may have unanticipated expectations based on idiosyncrasies in the environment. Although business knowledge attained through these experiences is important, it
is often eclipsed by the extent of global interpersonal (non-AI replicable) capabilities gained.

Lastly, our mission as IB educators should be to instill a lifelong learning orientation to support effective behavior in constantly changing, complex, and vastly different situations. This foundation provides the possibility that global and local conflicts can be resolved, and multiple stakeholder needs can be met, both by and for our students of the future.

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The Renewed Relevancy of High-Impact Practices (HIP): Doubling Down on our HIP Identity in Support of Responsible IB Education

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High-Impact Practices (HIPs) are not cutting-edge and their utilization in higher education is not a new phenomenon. That said, their potential value to international business (IB) education should not be overlooked or underestimated, especially at a time when IB educators need to think and act strategically. In the current environment where the global liberal order feels less stable, protectionism is on the rise, uni- and bi-lateralism rival multilateralism, and countries are increasingly looking inward, IB educators often take a defensive posture when espousing the relevance of IB education. But defense alone is not enough at this crucial time. IB educators must also play offense and proactively showcase the importance of IB education. Deglobalization, slowbalization, and anti-globalization sentiment do not signal a time to retreat, but rather they provide IB education with a rare opportunity to showcase its relevancy as a discipline and our responsibility as educators of global leaders.

This article challenges IB educators to rethink and reassess existing resources that can be used to meet this objective. While defending the importance of IB is unavoidable at this critical juncture, playing offense provides a greater sense of ownership and it allows us to positively and proactively shape the narrative surrounding IB education. First, this article examines the intrinsic value of IB’s interdisciplinary nature and its important relationship with globalization. It then explores two HIPs, e-portfolios and capstone projects, which are uniquely positioned to enhance and showcase the inherent transformative nature of IB learning and highlight its distinct pedagogical approach. The article contends that the use of e-portfolios and capstone projects, especially at this point in time, is compelling—these HIPs support educators in advancing responsible IB education and they provide tangible platforms that underscore IB education’s novel value proposition.

The Importance of Now: Globalization 4.0 Requires IB Education 4.0

The theme of Davos 2019, “We’re in a new economic era: Globalization 4.0,” signifies the importance of this new chapter for globalization. “The unprecedented pace of technological change means that our systems of health, transportation, communication, production, distribution, and energy – just to name a few – will be completely transformed. Managing that change will require not just new frameworks for national and multinational cooperation, but also a new model of education” (Schwab, 2018). This dynamic global environment demands that IB education be nimble, innovative, and proactive. It requires our discipline to adapt in order to ensure that our students are responsibly prepared for, and adept at, navigating the changing global landscape and it challenges us to explore the following questions:

- How can IB educators foster a cohesive and integrated transformational learning experience that prepares IB students for Globalization 4.0 and beyond?
• How can IB educators demonstrate the relevancy and value proposition of IB education?

One way to respond to these questions is to utilize tools that intentionally and explicitly leverage and highlight the strength of IB’s interdisciplinary nature in our globalized world. Not a functional area, IB lives everywhere and nowhere; the infusion of “global” across functional areas can feel like the diffusion, and even dilution, of IB. However, IB educators understand that the whole of IB is far greater than the sum of its parts, and we appreciate that IB’s interdisciplinary nature is precisely what shapes its unique approach to integrated, transformational learning. IB’s relationship with various other disciplines, both business and non-business, and its natural synergies with the multidimensional aspects of globalization, are IB’s value proposition, not its handicap. HIPs, specifically e-portfolios and capstone projects, provide structures to support and showcase this value proposition.

Showcasing IB’s Value Proposition through HIPs

Evidence-based research suggests that the meaningful incorporation of select high-impact educational practices positively impacts student participation, engagement, learning, retention and graduation rates (Sendall, Stowe, Schwartz & Parent, 2016). While there are numerous HIPs, the Association for American Colleges & Universities (AAC&U) highlights eleven:

1. first-year seminars and experiences;
2. common intellectual experiences;
3. learning communities;
4. writing-intensive courses;
5. collaborative assignments and projects;
6. undergraduate research;
7. diversity/global learning;
8. e-portfolios;
9. service learning, community-based learning;
10. internships; and
11. capstone courses and projects (Kuh, 2008).

A natural connection with IB education, AAC&U’s diversity/global learning HIP highlights the importance of “courses and programs that help students explore cultures, life experiences, and worldviews different from their own” (Kuh, 2008). With this foundational support for IB education, this article focuses on two HIPs – e-portfolios and capstone projects – as powerful tools that can be used to showcase IB’s strengths and support transformational learning. Executed in an intentional, consistent manner, e-portfolios can serve as framework and support system for various other HIPs, including a capstone project.

New Applications of Existing Tools: The Integration of E-portfolios and Capstone Projects into IB Education

E-portfolios: A Framework in Support of Integrated Learning

While the undergraduate experience may include a well-rounded core, a plethora of majors and minors, and a variety of impactful co-curricular opportunities that support student engagement, we often do not provide a framework by which students can integrate, engage with, and relate these learning opportunities in meaningful ways. As institutions promote greater integration of the curriculum with study abroad, internships, service-learning, and other experiential learning opportunities, e-portfolios can serve as a valuable tool for students, faculty members, and advisors to map out, reflect on, and showcase this work.

Defined by Sutherland and Powell (2001) as a “purposeful aggregation of digital items – ideas, evidence, reflection, feedback, etc., which ‘presents’ a selected audience with evidence of a person’s learning and/or ability,” e-portfolios enhance, enrich, and synthesize the student learning experience. E-portfolios allow students to engage with an interdisciplinary framework as proactive participants rather than as passive observers. This not only creates student accountability, but it also challenges students to connect subjects, projects and experiences that may, on their surface, appear disparate. As a tool that nurtures personal reflection, professional development, and goal setting, e-portfolios also support the recognition of integration between various learning and life experiences, providing deeper understanding in support of a transformative educational experience.

Table 1: Faculty and Student Testimonial

Faculty Testimonial

“Student leaders at the University of Michigan […] had no trouble listing activities on and off-campus as well as courses that had been important to them. The challenge was in extracting meaning from their work and how they could best connect, indeed produce, their current goals, personal philosophy and a coherent understanding of the knowledge and skills they possessed. […] The students who have participated in these early e-portfolio pilot courses have described them as ‘transformative’” (Miller & Morgaine, 2009).

Student Testimonial

“After putting up my projects in my e-portfolio, I then started to think more about my future and my career. […] I decided to use my e-portfolio as an opportunity to show and demonstrate all the skills that I have learned. […] Not only have I gained technical skills, but I’ve learned how to express myself as a serious student and a hard worker” (Miller & Morgaine, 2009).
E-portfolios: Uniquely Suited to Showcase IB’s Interdisciplinary Value Proposition

The meaningful use of e-portfolios in IB education would support and showcase the value of IB’s interdisciplinarity. The creation and maintenance of an e-portfolio would not only highlight the IB thread that runs through the functional business disciplines, but it would also challenge the student to appreciate the influence and intersection between business and non-business courses. By providing students with a tool that supports greater recognition of the interconnected nature of various disciplines and deeper reflection on experiential, internship, service learning and study abroad experiences, IB educators will help students make meaning of their cumulative experiences and foster transformational learning.

In addition, e-portfolios allow IB students to visually and effectively market their skill set and experiences in a compelling way. By showcasing their hard and soft skills, technical and non-technical skills, analytical and critical thinking skills, cultural competency and language skills through courses, presentations, group projects, papers, reflections, co-curricular activities, study abroad, service learning, internships, and case competitions, IB students will demonstrate the value, relevancy and marketability of their IB education. In addition, as illustrated in Table 2, e-portfolios are also a valuable tool for IB educators.

Table 2: The Incorporation of E-portfolio into IB Education

| Students will be able to:                                                                 | Educators will be able to:                                                      |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Actively plan aspects of their undergraduate education                                  | Foster and support cross-disciplinary collaboration through assignments and experiential learning |
| Reflect and integrate their experiences in and out of the classroom and in and out of the country | Access these products for assessment of student learning                        |
| Enhance their self-presentation and showcase their best academic work and activities for any post-graduation plans | Provide a value-added experience that creates a formative and summative experience for IB students |
| Recognize the multi-dimensional aspects of an IB education and draw meaningful connections between courses, co-curricular and life experiences | Assist IB students in their personal and professional development and provide a concrete set of products to assist with post-graduation plans |

IB Capstone Project: A Critical Component of a Student’s E-portfolio

The final contribution to an IB student’s e-portfolio could be a capstone project in connection with a required course. IB students are uniquely positioned to complete a culminating project that highlights the global integration of core business functions (e.g., finance, economics, marketing, information

| Table 3: Shared Characteristics, Approaches and Dimensions                                    |
|---------------------------------------------------------------------------------------------|
| IB Education                                                                 | Globalization                                                                 |
| Comprehensive, interdependent approach                                                     | Comprehensive, interdependent phenomena                                      |
| Interdisciplinary and multidisciplinary                                                     | Multifaceted and multidimensional                                               |
| Quantitative and qualitative                                                                | Quantitative and qualitative                                                   |
| Connects and integrates other disciplines and sub-disciplines                              | Highlights the interrelationship and influence of various issues and aspects of society (locally, nationally and globally) |
| Engages with issues related to economic, financial, political, legal, social, cultural, technological, transportation and movement (people, services, goods, etc.) | Relates to issues including economic, financial, political, legal, social, cultural, technological, transportation and movement (people, services, goods, etc.) |
| Incorporates and examines various stakeholders, including individuals, nation-states, governments, global and local businesses, multinational corporations and enterprises, non-governmental and intergovernmental organizations, institutions | Engages and impacts various stakeholders, including individuals, nation-states, governments, global and local businesses, multinational corporations and enterprises, non-governmental and intergovernmental organizations, institutions |
| Examines big questions, wicked problems and long-term challenges                           | Presents big questions, wicked problems and long-term challenges               |
systems, law, operations, accounting, etc.), non-business courses and co-curricular activities. Not only would an IB capstone project highlight the importance of dissecting and understanding current events from various perspectives – a skill demanded in the contemporary globalized world – it would also allow for students to engage broader social sciences, cross-cultural, and comparative studies. The project would also challenge students to conduct problem-led, integrative, engaged analysis needed to address key challenges and policy issues, and to examine the relationship between different phenomena.

Given IB education’s natural connection with globalization, the capstone project could be a case study based on a real-world phenomenon. This would capitalize on the existing synergies and alignments shared by IB education and globalization, and it would allow the student to demonstrate the importance of an interdisciplinary, multidimensional approach to dynamic global issues. As highlighted in the chart below, IB students are exceptionally well-positioned to analyze a real-world phenomenon from various vantage points. This integration of learning and perspective as applied to real-world phenomena is not a skill that can be taught in one semester, rather it needs to be nurtured through intentionally designed projects like a phenomenon-based capstone project which can then be showcased in a student’s e-portfolio.

While research is critical to advancing our discipline, given the current climate, it is imperative that we focus on our responsibilities beyond research. As IB educators, we are challenged to develop students who possess the skills needed to adroitly navigate an increasingly complex global landscape. While this responsibility has always been central to IB education, it has taken on new relevancy and a sense of urgency. E-portfolios and capstone projects are valuable tools that IB educators can utilize as they design a transformational learning experience. These HIPs help develop a student’s ability to integrate various perspectives and insights and apply them to a given challenge or phenomenon.

HIPs in Support of Developing IB Practitioners and Global Leaders

Both e-portfolios and phenomenon-based capstone projects are HIPs that advance institutional priorities (e.g., student success, retention, graduation rates, reputation, accreditation, etc.) (Sendall, Stowe, Schwartz & Parent, 2016), demonstrate IB’s value proposition, showcase IB’s interdisciplinary nature and the meaningful integration of curricular, co-curricular and experiential learning, support a cohesive transformational learning experience that prepares IB students, and challenge students to proactively engage in and make meaning of their learning experiences. “This power to combine disciplines and connect them across levels of analysis, from the micro-foundations of decision-making to the macro level of globalization, is needed to address today’s ‘big questions’” (Collinson, 2017).

May we use this compelling time of heightened awareness surrounding global issues and increased discussion on the state of the liberal order to strengthen our pedagogical vision for IB education and reflect upon and clarify our role and responsibility as IB educators. The future demands that we prepare students positioned to answer the big questions of today and address the wicked problems of tomorrow. Our integrated markets and shared planet challenge us to create an educational experience that is exploratory instead of explanatory and develop informed global leaders poised to succeed during Globalization 4.0 and beyond. This is not only the responsibility of IB educators, it is also the promise of an IB education and the realization of a transformational learning experience.

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Preparing Students for the “Next” Global: The Responsibilities and Tools of International Business Education

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The Evolving Context and Role of International Business Education

The world of international business continues changing rapidly and dramatically. Recent changes in the international business environment have been so significant that the Academy of International Business adopted as its 2019 conference theme “International Business in an unsettling political and economic environment.” Seven decades of relative consensus on the benefits of globalization were ushered in by the post-World-War-II construction of multinational institutions like the United Nations, the International Monetary Fund, the World Bank, the GATT/WTO and others, with the objectives of binding nations together in cooperation and facilitating global cross-border activity. However, economic developments since the 2008 financial crisis and even more recent political developments such as the Brexit vote, the 2016 election of Donald Trump as US President and other moves toward a more “Us vs. Them” perspective have signaled in some areas a shift in focus from global to national. Climate change and trade are global issues, but gaining/maintaining agreement on handling them is ever more challenging, given diverging national priorities and agendas. Political discourse can be increasingly polarized, and even news outlets seem more partisan. As nations and organizations work to navigate this fluctuating reality, so do individuals. One of our responsibilities and roles as international business educators and scholars is to help prepare students to work effectively in a variety of business environments and to provide them with the necessary tools to operate in changing circumstances, both within their current/future organizations and in the larger world. We do this, in part, by encouraging the development of a global mindset, a sense of global citizenship and critical thinking capabilities, even as the nature of what 'global' means fluctuates. First, what makes international business education distinctive?

The Distinctive Nature of International Business Education

International business operates partly as an overlay to other business functions, adding layers of complexity to marketing, finance, law, human resource management, logistics and accounting, and addressing differences in consumer behavior, trade and investment law, employment factors, culture, religion and many more dimensions. The focus of this paper is on the power of international business education to make our students more adaptive and flexible in dealing with both global and increasingly diverse domestic contexts (Hagen & Berg, 2012), making them more effective global citizens. But what does it mean to be a global citizen today?

Global Mindset, Global Citizen

Despite calls for “fair” vs. free trade and debates over whose interests should be prioritized, we are, more than ever, global citizens, and our students know that well. The internet and social media immerse students in discussions on politics, the environment, human rights, food and water security and other global issues. It is encouraging that students are thinking globally and about how they, as global citizens, can affect and be affected by a wide range of international issues. This global focus is a starting point for discussions on international business itself plus the range of global contextual issues that make it interesting and complex. Individuals with a global perspective
are valued as employees, policy makers and citizens. As international business educators we can (and should) nourish that perspective and find ways to further develop it. So what are some ways to do that?

Developing a Global Mindset

The Benefits of Study Abroad and the “You Had to Be There” Experience

In order to help students develop a global mindset, we draw on a wide range of pedagogical modes; one of the most immersive is studying abroad. With challenges from work and athletics to family obligations, however, the traditional semester or year abroad is not feasible for many students today. Research shows that short-term programs can generate many of the same benefits in a concentrated form, ranging from seeing how business works internationally to gaining cultural perspective and flexibility and adopting a global mindset to relationship building and personal development (Berg & Hagen, 2011). Even a week or so can allow students to get a feel for the international business environment, especially if the study abroad experience incorporates visits to local and multinational organizations. If even short-term programs may not fit a student’s schedule/budget, what are other options for gaining global perspective?

Yes/No and the Value of the Middle

The book Taking Sides: Clashing Views on Global Issues (Harf, Harf, & Lombardi, 2019) poses global Yes/No questions, from social and environmental issues to political and economic ones, providing support for each side of the argument. An instructor can assign students to lead discussion on each side of an issue, drawing on the textbook and outside sources. A student or students present each side’s argument, and then the Yes and No teams lead class discussion. Given that sometimes there is

| Exercise/Assignment | Yes/No Issue Discussion | “What is my Global Question?” | Country Comparison/Industry Analysis | Consulting-style Project | “What’s going on in the world?” |
|---------------------|-------------------------|-------------------------------|-------------------------------------|--------------------------|-------------------------------|
| Concepts Addressed  | Issues in global business context. | Student-selected global issues based on their interests. | What makes countries attractive business location opportunities? | Applying international business knowledge to real-world business issues | Current events in international business and the international business environment |
| Level               | Largely Undergrad       | Grad/Upper-level Undergrad   | Grad/Upper-level Undergrad          | Grad/Upper-level Undergrad | Grad/Undergrad |
| Notes               | Students draw on outside research. They need to explain a position, but not necessarily support it. Class consensus is often not a pure yes/no, spurring further interesting discussion, reinforcing that global issues are seldom black or white. Good starting point for discussion on evaluating sources of information. | Instructor consultation helps ensure a broad range of issues across the class. Maybe a 2-stage assignment: First to develop the question, Second to analyze it. Paper, presentation or both. | Team-based. Instructor consultation on countries and industry allows a range of countries and industries, providing a broader range of in-class presentations. Choose some less familiar countries and pairs of countries that differ significantly. | Team-based exercise can be positioned as a competition. Local business partner brings real-time question or challenge. Better/broader information from partner leads to better analysis; consider nondisclosure agreement. | Encourages students to keep up with global/international business news. Brings current content into the classroom. Ties into student interests. Stimulates participation. Have some ideas as back-ups, although they may not be necessary. Allow some flexibility in topics; even if not explicitly business-related, can still lead to interesting global or cross-cultural discussions. |
little support in the class for a particular perspective, students are not expected to support their assigned position, but they do need to be able to explain why some people do support it. Not only does this free them from defending a position they don’t hold, it requires them to research and try to understand another’s position, which is a valuable tool for any global citizen. One additional benefit of the exercise is the opportunity to discuss evaluating sources of information, and to encourage students to think about the perspectives embedded in many of those sources. At the end of the class, a vote on whether the class opinion is, overall, a Yes or No on the issue often leads to a consensus of “Yes, if” or “No, but”, which is also an important lesson in global citizenship, leading to further discussion. While this assignment may be more appropriate at the undergraduate level, it may be valuable in certain contexts at the graduate level, particularly to introduce international topics to a group who may be less familiar with them.

Personalizing the Global Questions We Face

Another useful exercise is asking, “What is my global question?” Students (in consultation with the instructor) select a global issue that resonates with them, frame a question around it, and then research the topic. Students choose issues ranging from the familiar (immigration, climate change) to the more unusual (China’s strategy for involvement in Africa, global portrayal of women in media), and allowing them to select, research and write and/or present on an issue they select makes global citizenship more personal to them.

Country Comparison and Industry Analysis: Where Should We Go, and Why?

To encourage a business-level perspective, at both the graduate and undergraduate levels, instructors may use a country comparison/industry analysis project. In this project, teams of students research the business environments of two countries relative to a particular industry (again, chosen in consultation with the instructor) along dimensions of culture, politics, economics, trade/FDI, finance and whatever other dimensions they choose, then make a recommendation on which country they would choose to expand into and why. This gives them the opportunity to compare international environments and consider what makes a country an attractive business opportunity location in a specific industry.

International Business in Real Time: Consulting-Style Projects and Guest Speakers

Many schools have access to local business partners. Some of those partners operate internationally, while others might like to explore the possibility of doing so and/or may face internationally-based competitors. This creates the opportunity for mutually-beneficial consulting-style projects as a component of graduate or upper-level undergraduate courses. International business challenges facing many organizations include market expansion, competitive analysis, production decisions and broader sourcing and supply chain management, among others. Structured as a team-based exercise, this provides students experience in analyzing a real-time real-world business challenge and sharpens critical thinking skills as teams make and support recommendations based on their analysis and research. The business partner can benefit from multiple sets of eyes on a current challenge. An appropriately worded and vetted nondisclosure agreement may allow the business partner to share more information, which will help students provide accurate and effective analysis. Local business partners can also play an important role as guest speakers in any level course, sharing current practitioner insights into doing business internationally.

Other Ideas and Resources

These are only a few examples of exercises and projects designed to encourage students to think globally. The Palgrave Handbook of Experiential Learning in International Business (Taras & Gonzalez-Perez, 2015) is a valuable resource for experiential learning ideas useful both in and outside the classroom, including international collaborations, simulations and many others.

Making Sure Everyone Is Heard: Acknowledging and Mitigating the Risks of Polarization

As noted earlier, political discourse has become increasingly polarized, and students can hardly avoid being affected by that.

“It can be useful to set the expectation that there is no one “right” answer to many global issues, and that we can learn from differing opinions.”
do we, as international business educators, make sure that everyone is heard and also ensure that discourse does not become too heated or personal? How do we encourage expressing diverse perspectives, especially if they differ from what can be a strong classroom norm?

It can be useful to set the expectation that there is no one “right” answer to many global issues, and that we can learn from differing opinions. Many of us teach in classrooms with diverse student populations, which incorporate broad-ranging perspectives, but we need to be careful not to expect a single student to represent the views of an entire group. As noted earlier, one way of encouraging students to explore a particular side of any issue is to ask them to explain the rationale behind a particular argument without requiring that they support it.

**Keeping Things Current: “What’s Going on in the World?”**

Another way of drawing out differing interests/perspectives is asking, “What’s going on in the world?” Posing that question during class discussion creates opportunities to explore recent international developments. Regularly using this exercise encourages students to stay aware of international happenings; the topics they raise enrich classroom discussion, supplementing instructor-selected materials.

**Thinking Critically: Taking and Defending a Position**

While there is great value in seeing both sides of a global issue or problem, we can help students develop the critical thinking and communication skills needed to take and defend a reasoned position. While there may be more than one valid perspective on many global issues, those perspectives often emerge from different thought processes and political/cultural/economic motivations, and sorting that out may be challenging. We can help students learn to evaluate sources and to understand that few sources are context-free – many pursue their own motivations and agendas, from nationalist to globalist, from liberal to conservative, from religious to secular. While we hear about ‘echo chambers’ in social media immersing people only in viewpoints with which they agree, we can encourage students to dig more deeply and broadly into the increasingly available information and opinion on global issues. Armed with better information from sources they have more critically examined, they can be more confident in expressing and supporting their positions. Some institutions have found structured critical thinking curricula can aid in this process (Nold, 2017); the exercises noted above can also help.

**Concluding Thoughts**

Meyer (2017) likens globalization to a pendulum, with some public opinion currently swinging in an antiglobalist direction. While the fundamentals of international business remain relatively constant, the context continues to shift, and the stakes keep rising. As brick-and-mortar evolves into brick-and-click, as globalism and nationalism battle for primacy, as economic integration is put to the test, a key role of international business education is to prepare students for what comes next. Helping students develop a global mindset coupled with the critical thinking skills needed to analyze both sides of an issue, evaluate information/sources, then take and defend a position is perhaps the most important legacy we as international business educators can leave them. Then, no matter what the “next” global looks like, they can approach it with confidence and preparation, and function as effective global citizens.

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A typical international business (IB) course is multi-disciplinary in nature, covering various topics, including international strategy, international trade, foreign direct investment, foreign exchange and global capital markets, global and regional cooperation and international human resources. Although the “dark side” of IB has been covered in textbooks and cases for decades, we argue that a more structured effort to educate students on both the benefits and drawbacks of IB is warranted. We contend that such dark side activities (DSA) should be positioned as a more central component of IB coursework so students can understand the legitimacy and performance consequences of such phenomena. Digitalization of commercial activity, coupled with the rapid pace of globalization, have accelerated this effect, with increased awareness of DSA and their negative effects on various stakeholders. Indeed, some may argue that the dark side of IB and its manifestations is a major reason why globalization itself is under attack. Therefore, our objective is to provide faculty with examples of teaching materials and a framework that can be applied in the classroom to expose students to the dark side of IB.

In order to allow IB educators to identify and categorize dark side activities, we turn to Batra (2007), who identified six types of DSA with which MNEs may be directly or indirectly involved and that are immoral, unethical, or cause irreversible harm to communities and the planet. They are: (1) environmental degradation, (2) questionable marketing practices, (3) accounting or financial fraud, (4) corruption, (5) labor abuses, and (6) cultural imperialism. Victims of dark-side behavior by MNEs range from upstream providers (e.g., cocoa farmers, cattle ranchers) to downstream consumers who may unknowingly purchase products that were made with child or slave labor or that were produced under inhumane working conditions.

We argue that it is incumbent on IB educators to expose IB students to concrete examples that illustrate when international business drifts to the dark side and that enable students to come face-to-face with such issues in a learning environment. In the following sections, we provide two short case studies and discussion prompts as examples that can be used to illuminate cultural differences, corruption, varying ethical norms, CSR and sustainability within DSA. Next, we provide a series of informational resources (see Table 1) and discussion prompts for one of the most horrific sides of international business – namely human trafficking. These are only three of many examples of MNE malfeasance that seem to occur with increasing frequency. We conclude by outlining a potential framework from the UN that can be used to structure in-class discussion of DSA.

**Case 1: Heineken in Africa**

A recent book by Dutch investigative reporter Olivier Van Beemen1 provides extensive documentation of the brewer Heineken’s activities in Africa. Heineken has been in Africa for over 100 years and has more than 40 breweries in 16 countries from which it exports to most of the other countries on the continent. Despite the underdeveloped status of most of the markets there, in recent years Africa has witnessed rising affluence and greater stability and is perceived by international brewers to be a fertile new frontier in the battle for new markets.
Speaking about general attitudes toward beer in Africa, a Burundian interviewee commented, “We worship beer. Beer is part of each important moment in life and every ritual.” Heineken hoped to become a dominant player by gaining market share from its main rivals Guinness and AB Inbev. In Nigeria, which accounted for close to half of its revenue in Africa, its subsidiary, Nigerian Breweries, produced three popular brands: Star, Goldberg, and Gulder. Van Beemen interviewed the former managing director of Nigerian Breweries, Festus Odimegwu, who recounted the efforts that were made to invigorate sales of one of its struggling brands, Legend Extra Stout. The Legend brand was in an intense battle with Guinness over the sale of its dark beer. In fact, Nigeria is the second largest market for Guinness Stout after the UK. Hoping to unseat Guinness from its leadership position, Heineken developed a marketing strategy that leveraged the pervasive myth in Africa and other regions that regular consumption of dark beers would enhance sexual performance. As part of this strategy, Heineken identified 500 bars or “hot spots” where they believed they had the greatest likelihood of finding new customers. Frustrated that traditional promotional strategies were not working, Heineken developed a more personal and direct approach by developing a training program for female brand ambassadors who would frequent these “hot spots” to promote the brand. As it turned out, many of the “ambassadors” were also engaged in prostitution and, as such, were quite “persuasive” in selling the Legend brand to customers. Heineken’s brand manager in Nigeria estimated that there were as many as 2500 “Heineken Girls” involved in the promotion and that the campaign had resulted in a fourfold increase in sales.

Under criticism that the practice was exploitative of young and vulnerable women and that it facilitated the spread of sexually transmitted diseases, Heineken was initially unrepentant. Later, as word of the practice came to light, and organizations such as the Gates Foundation suspended cooperation with Heineken and a Dutch Bank removed them from its sustainable investment fund, Heineken bowed to international pressure and took steps to put into place rules restricting the behavior of promotion girls and the spread of this practice to other countries. In 2018, at Heineken’s annual shareholder meeting, Heineken’s President, Jean-Francois Van Boxmeer, even apologized for an affair that he had had with a promotion girl in Zaire when he was country manager there in the mid-1990s. The following prompts might be used to frame a discussion of the case.

1. Heineken is probably one of the most well-known and successful Dutch multinationals. In thinking about this case, what is your assessment of the ramifications to Heineken stakeholders, (both internal and external)?
2. Van Beemen’s book documents other cases in which Heineken engaged in unethical business practices in Africa. Do you think a case can be made for some sort of multilateral over-sight of the business practices of MNEs?
3. The Netherlands is well-known for tolerance of sex workers and has often been the target of international criticism. Do you think that this may have played a role in Heineken executives turning a blind eye to marketing practices that would have been illegal in most countries?

Case 2: Clean Energy?

Cobalt is a metal that is used in the manufacture of lithium-ion batteries for electric vehicles, laptops, and other devices. The Democratic Republic of the Congo (DRC) is the world’s largest exporter of cobalt (Atlas of Economic Complexity, 2014), with more than 60% of global production. The DRC is beset with corruption, poverty, and human rights abuses, including child labor and forced labor and unsafe and unhealthy working conditions. In the cobalt mining industry, children under the age of 14 sort the ore with their bare hands and wash the rocks at watering holes. The practice is rampant at small or artisanal mines, where freelance workers, or creusers, perform much of the work. There, children are exposed to cobalt dust, which can cause serious lung and skin diseases. Poverty-stricken families rely on income from children. In a Fortune magazine article (Walt & Meyer, 2018), journalists told the story of 15-year-old Lukasa, who walked two hours to work each way in order to labor for 8 hours six days a week for under $9 on a good day. With the next largest exporter of cobalt being China (VINACHEM, 2016), which has its own issues with human rights, it is difficult for companies to avoid buying “conflict” or “blood” cobalt.

Due in part to increased media coverage, there is mounting pressure on companies to address the problems within the cobalt supply chain. Thus far, the responses are divergent. For example, within the automobile industry, manufacturers such as Tesla, Ford Motor Company, and Volkswagen Group all use cobalt in their electric vehicles. The average electric car battery contains about 20 pounds of the metal. Elon Musk of Tesla announced via a tweet in 2019 that the next generation of car batteries will not use any cobalt. Yet, the Powerwall and Powerpack Tesla batteries for use in homes and industry utilize even more cobalt than the car batteries. It is unclear if the tweet applies to these products as well. Meanwhile, Ford plans to use blockchain technology to ensure that its cobalt is ethically sourced. The outline of the plan includes third-party on-site audits of mining practices measured against industry standards, such as those from the Organization for Economic Cooperation and Development (www.oecd.org). An audit trail based on blockchain is supposed to help the company validate its sourcing. Volkswagen Group’s approach is to buy directly from the mines to shorten the supply chain and facilitate verification. It has also partnered with the Global Battery Alliance of the World Economic Forum to spur action on responding to social, environmental, sustainable, and innovation concerns in the battery market. Other automobile manufacturer partners are Audi, Mitsubishi, and the Volvo Group.
In 2019, these are nascent plans. The global lithium-ion battery market is projected to be $100 billion in 2025. The feasibility of developing high quality, scalable rechargeable batteries without cobalt is uncertain. Another unknown is whether blockchain verification will even prevent unverified sources from entering the supply chain. If the actions are successful, what happens to the other children like Lukasa, and their families who are so dependent on the income from cobalt?

1. Why should the lithium-ion manufacturers care about human rights abuses by their cobalt suppliers in the DRC?
2. For a manufacturer intent on starting to source cobalt from the DRC, what recommendations do you have for addressing human rights concerns? Be specific about actions that should be taken by the manufacturer.
3. How would a manufacturer know if its actions are having any beneficial effect on human rights?

### Case 3: Human Trafficking

A particularly horrific and egregious DSA is human trafficking. Human trafficking, or nonconsensual exploitation of vulnerable people, if ignored, can easily creep into MNE supply chains. We provide resources in Table 1 that instructors can use to structure assignments for students related to trafficking. Building on these resources, faculty and students would ideally address questions such as:

1. Why might firms be tempted to look away from the potential role of human trafficking in their supply chains?
2. If you were a manager in a firm with potential human trafficking issues, how would you conduct an investigation?
3. How should management respond to repair the reputational damage and negative publicity caused by a firm’s human trafficking issues?
4. What role do stakeholders (e.g., government, suppliers, consumers, trade associations, compliance auditors, etc.) play in human trafficking beyond the MNEs themselves?

### Table 1: Human trafficking and labor rights information

| TOPIC | RESOURCE | REMARKS |
|-------|----------|---------|
| Human Trafficking, Modern Day Slavery, and Economic Exploitation | [http://documents.worldbank.org/curated/en/208471468174880847/pdf/498020N-WP0SP0d10Box341969B01PUBLIC1.pdf](http://documents.worldbank.org/curated/en/208471468174880847/pdf/498020N-WP0SP0d10Box341969B01PUBLIC1.pdf) | A discussion on definitions, prevalence, relevance for development, and roles for the world bank in the fight against human trafficking. |
| UNODC report on human trafficking exposes modern form of slavery | [https://www.unodc.org/unodc/en/human-trafficking/global-report-on-trafficking-in-persons.html](https://www.unodc.org/unodc/en/human-trafficking/global-report-on-trafficking-in-persons.html) | Provides some key statistics on human trafficking |
| Tackling modern slavery in global supply chains | [http://oecdinsights.org/2016/03/11/tackling-modern-slavery-in-global-supply-chains/](http://oecdinsights.org/2016/03/11/tackling-modern-slavery-in-global-supply-chains/) | Discussion of modern slavery in firms and what has been done to tackle the issue |
| Global Slavery Index | [https://www.globalslaveryindex.org/2018/data/maps/#prevalence](https://www.globalslaveryindex.org/2018/data/maps/#prevalence) | Provides data for three dimensions: prevalence, vulnerability, and government responses |
| Threats against labor rights | [https://www.ituc-csi.org/IMG/pdf/ituc-global-rights-index-2018-en-final-2.pdf](https://www.ituc-csi.org/IMG/pdf/ituc-global-rights-index-2018-en-final-2.pdf) | Ratings of countries by the International Trade Union Confederation with respect to workers’ rights in a Global Rights Index |
| Monitor labor rights issues | [https://laborrights.org/](https://laborrights.org/) | Learn about campaigns to secure workers’ rights in particular in agribusiness and the garment industry |
| Sustainable business practices | [https://www.unglobalcompact.org/](https://www.unglobalcompact.org/) | Broad range of reports on human rights, environmental, health and safety, and anti-corruption issues |
| Understanding Supply Chain Issues | [https://www.business-humanrights.org/en/knownthechain-benchmarking-2016](https://www.business-humanrights.org/en/knownthechain-benchmarking-2016) | Engaged in initiatives to advance human rights and ethical behavior in global sourcing |
A Framework and Conclusion

In recent years globalization has come under assault, as critics have assailed human rights violations, environmental crimes and financial shenanigans that MNEs and their affiliates have pursued. While numerous examples of DSA exist, we provide three sets of course materials that can be adopted for classroom use. Use of these examples can be enhanced when applied in an appropriately framed setting.

While a variety of approaches can be used to teach these cases in IB courses, one framework we recommend is the UN’s Protect, Respect, and Remedy Framework (Murphy and Vives, 2013). This is particularly useful for framing discussions of MNEs and human rights abuses (as with the three cases provided in this article). The framework maintains that all human beings have a right to equal treatment. While the government bears responsibility to protect human rights, it is business’ responsibility to respect human rights (especially in those cases when abuses are ignored by the government) in order to legitimate its right to conduct business. In addition, MNEs must perform due diligence, avoid being complicit in human rights abuses, and avoid activities that could be perceived as influencing government officials. The remedies for abuses are judicial and non-judicial and take the form of compensation, restitution, cease and desist, strengthening of the law, and public apologies (Murphy and Vives, 2013). In addition to the discussion prompts already provided, the instructor could ask students to consider the extent to which an MNE respected human rights by these standards. Did it do due diligence? Was it directly or indirectly complicit in human rights abuses? Did it seek to influence or undermine the sovereignty of the government? This framework can also be readily supplemented with a video that includes various human rights abuses to illustrate the consequences of DSA, such as the experiences of children working in deplorable conditions.

In summary, the objective of our essay is to highlight how IB pedagogy can be enhanced by recognizing the realities of the “dark side” of IB and the ramifications that these activities have on the perceptions of MNEs. It is critical to expose our students not only to the negative impacts of DSAs but also to possible solutions to counteract them. Thus, our aim is to illuminate the value of bringing severe ethical breaches to the foreground so that business students have greater awareness and can choose ethical alternatives aimed at addressing their impacts. We contend that a balanced approach to these issues (e.g., when framed with the UN framework) will help prepare students to identify and develop solutions to these problems during their careers. The unfortunate truth is that the three examples we provided only scratch the surface of the myriad issues one could cover. There are many other examples of DSAs and other pedagogical approaches that can be used to introduce this material. For example, in addition to case studies, faculty can develop negotiation exercises, cross-cultural simulations, and project assignments. No matter the approach taken, it is incumbent on faculty to be sensitive to and to anticipate and prepare for a range of possible student reactions. Many of our students are natives of countries where dark-side behaviors are more common and, as such, they may take issue with comments by faculty or other students that may be perceived as a projection of cultural and moral superiority. Student activists may also be pushing university administrations to divest endowment resources from companies known to have engaged in DSA (e.g., the recent protests by climate change activists that took place during halftime at a Yale and Harvard football game). As always, faculty need walk a fine line in discussions about ethical behavior on the part of the multinational enterprises (and universities!).

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one of the most horrific sides of international business – namely human trafficking. They conclude by outlining a potential framework from the UN that can be used to structure in-class discussion of DSA.

Overall, we hope you find that this special issue of AIB Insights provides guidance in addressing important issues related to the responsibilities of educators in international business, while also encouraging additional pedagogical development.

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Endnotes

1 The information for this case is based on the book by Van Beemen (2019).

2 See for example: https://www.nytimes.com/2019/11/23/us/harvard-yale-game-protest.html