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Dear EIBazine Readers

Barbara Jankowska (Poznań University of Economics and Business)

John Cantwell (Rutgers Business School), EIBA Fellow



Dear EIBazine Readers,

Welcome to the **Autumn/Winter 2019 Issue of EIBazine-IBP** – EIBA’s own newsletter (published twice a year in May/June & November/December).

This December, our EIBA community will celebrate in Leeds the 45th EIBA Annual Conference – a truly noteworthy milestone! To initiate the celebration even before the upcoming EIBA 2019 conference in Leeds, we, the EIBazine Co-Editors – together with the EIBA Chairs, Lucia Piscitello and Jonas Puck – invite you to read in this issue of EIBazine-IBP what we hope you will also find to be very stimulating and inspiring featured articles, contributed by authors and IB scholars from the EIBA community.

We begin with an article by Rob van Tulder that on the one hand indicates the new challenges for international managers related to the VUCA world, and on the other hand discusses what concrete skills are relevant for international managers in the VUCA reality. We are very pleased to get the opportunity to share this article with you since the text acts as a link between the last EIBA conference in Poznań, Poland (2018), and the upcoming EIBA conference in Leeds, UK (2019). The focus of this article is also in line with the recently-published PIBR Volume 14 (to be launched in Leeds) that serves as a natural extension to PIBR Volume 15 which (as you will read towards the end of this issue) will be concentrated on *“International Business and Multi-Layered Institutional Change”*.

Then, Stefano Elia, Lucia Piscitello, and Maria Giuffrida – all from the Politecnico di Milano School of Management – write about *“E-commerce and SMEs’ Internationalisation: The Usual “Liability of” Story?”*. The authors point to the diffusion of Internet applications, e-commerce and, more generally, information and communication

technologies (ICTs) which provide smaller businesses especially with new tools and new opportunities to expand their presence in foreign markets, as both exporters and producers. Simultaneously, the authors indicate the barriers and challenges that e-internationalization may entail for small businesses. They propose a framework with the 7 pillars that correspond with the strategic areas which should be managed when planning a digital internationalization strategy through cross-border e-commerce.

We then focus together with Yoo Jung Ha from the York Management School University of York on the topical question: *“International Marketing Under Political Uncertainty: How to Assess the Impact of Surrogate Consumer Boycott on MNEs’ Local Sales?”*. The author delves into the surrogate boycott as an interesting setting to investigate MNE strategy and performance in the context where economic policies are connected to contentious political issues. She points to the fact that by studying surrogate boycotts IB scholars can engage the perspectives of consumers and protest groups in international business.

Our next article was prepared by a great team of joint collaborators from: KU Leuven, Belgium; University of Ljubljana, Slovenia; Poznań University of Economics and Business, Poland; University of Leeds, UK; and a partnering enterprise – El Izi Communications Consultancy – from the UK. Authors Filip De Beule, Andreja Jaklič, Aleksandra Kania, Katarzyna Mroczek-Dąbrowska, Nukhet Vardar, and Hinrich Voss, draw our attention to the necessary changes in the way we teach International Business. They maintain that both groups – professors and students – strive for new topics, new ways of teaching, exciting new teaching tools, and greater integration of managerial experience within lectures. Their research, conducted within an ERASMUS+ project, entitled: *“Open Access Digital Video Case Library for Teaching International Business”* (VCL4IB), indicates that recent changes in IB challenge the IB curricula and call for knowledge and competencies to identify new risks and formulate new strategies. The authors present video case studies as a solution that can marry the need for new and current knowledge on IB topics with the need for new and exciting ways to deliver these topics and competencies to future generations of students.

The challenge of modernisation in teaching IB goes to some extent in line with the topic presented by Magdalena Langosch in her text entitled: *“Same Same but Different: What Branch Campuses Can Learn from IB Research”*. The author points to the advantages, disadvantages and challenges typical for satellite or branch campuses. She touches a very up-to-date challenge faced by universities in their internationalization.

After these five articles focused mainly on the current transformations related both to the internationalization of companies, economies and teaching, we move to the articles that are a kind of tradition for *EIBazine – International Business Perspectives*. We devote a section to the awards typical for EIBA. This time we present *“The Stockholm School of Economics Dissertation Award – in Memory of Gunnar Hedlund: In Cooperation with EIBA”*. Lars Håkanson, Örjan Sölvell and Udo Zander tell us the story – how the award was created, how the process of selection is usually conducted, and who has won this prominent award so far. Then we are invited to participate in the 45th EIBA Annual Conference in Leeds by

Timothy Devinney, EIBA President & Conference Chair, and Elizabeth Rose, EIBA 2019 Conference Co-Chair. It is difficult to imagine ourselves in a better place for the 45th anniversary EIBA conference since the University of Leeds has been the affiliation of many prominent IB scholars, such as former EIBA Chair, Peter Buckley, among others.

Last but not least is the call for contributions for the next volume of *Progress in International Business Research*. Rob van Tulder, Alain Verbeke, Elizabeth Rose, and Yingqi Wei, outline the proposed content of PIBR Volume 15 on the theme: *“International Business and Multi-Layered Institutional Change”*. On the last page of the issue you will find some general information on EIBA.

We warmly thank all contributors to this *EIBazine-IBP* issue and encourage all readers to send your feedback, suggestions and articles to the e-mail barbara.jankowska@ue.poznan.pl.

Remember, this is your newsletter, so please do not hesitate to get in touch with the EIBazine-IBP editorial team & be involved with its production! ✂

Message from the EIBA Chair

Lucia Piscitello (University of Reading | Politecnico di Milano)



This short message is to reassure you that the EIBA Board is working on several of the projects mentioned in my previous message (EIBazine-IBP, Issue № 24); however, since decisions about the details and implementation of some forthcoming initiatives are

due to be tabled at the upcoming EIBA Board meeting in Leeds (December 13th), I decided to postpone the relevant communications to the next issue (EIBazine-IBP, Spring/Summer Issue 2020), and summarize the current status as follows:

(HARD) WORK IN PROGRESS

In December 2019, the EIBA Board will lose some National Representatives (NRs) who have completed their second terms: Susana Costa e Silva (Portugal), Chie Iguchi (Japan), Tiia Vissak (Estonia). Their continuous engagement with EIBA has been highly appreciated, and I have no doubt that they

will continue serving EIBA with other contributions as they are important pillars of our community. The nominations of new NRs for these countries will be ratified at the next General Assembly (14 December 2019, Leeds).

Another wonderful EIBA Annual Conference is waiting for us in Leeds, UK! EIBA President & Conference Chair Timothy Devinney together with Co-Chair Elizabeth Rose and their team are organizing an amazing conference that promises to bring together a great number of participants. The high quality of the scientific program along with interesting pre- and post-conference programs are sure to guarantee another memorable EIBA Annual Conference to add to the Academy's long history. At EIBA 2019, we look forward to discussing research papers and proposals on (and possibly finding answers to) this year's thematic conference question: *“What Now? International Business in a Confused World Order”*.

We hope to see many of you in mid- December at the 45th EIBA Annual Conference in Leeds! ✂

Does the 21st Century Pose Specific Skill Challenges for International Managers?

Rob van Tulder (RSM Erasmus University Rotterdam)



Managing internationally operating companies, arguably, requires quite a distinct set of skills compared to 'ordinary' management skills. The more companies operate on an international scale, the more managers are

faced with a business environment that is either non-regulated or volatile and therefore difficult to anticipate or predict.

IB MANAGEMENT IN A VUCA WORLD

Following the fall of the Berlin Wall in 1989 international management seemed to be primarily related to seizing the opportunities associated with processes of increased international integration and convergence – either in a regional or global guise. International management (IM) challenges related to market entry decisions, international sourcing decisions, but primarily to questions involving the 'internalization of markets' and the efficient operations of business across borders. Consequently, the skills training for international managers in many curricula concentrated on instrumental and functional skills relevant for the internal efficient operations of Multinational Enterprises (MNEs), such as cross-cultural management, language skills, coordination skills, the management of the relationship between headquarters and subsidiaries or internally absorbing external risks – ranging from currency risks to political risks.

Increasingly, however, International Managers are confronted with a so-called VUCA world. This acronym refers to the increased volatility, uncertainty, complexity and ambiguity that the world at the moment is facing. This is due to rapid technological change (4th industrial revolution), but also to rapidly changing international political and economic circumstances. Witness the appearance of

trade-wars, regional de-integration processes and violent migration processes pointing at a deterioration in the terms of trade and investment for most MNEs. Increased animosity in the political realm between countries, makes MNEs also susceptible to greater scrutiny on their taxation (evasion) strategies, the way they innovate and the extent to which they use intellectual property regulation to protect their interests. More generally: the way MNEs act upon 'grand challenges' such as climate change, global health, poverty and the like has become part of the negative discourse around MNEs. A VUCA world also signals a serious backlash against capitalism and MNEs as its focal carriers.

Consequently, most MNEs face very low levels of trust in the societies they operate in, which in turn increases transaction costs in almost any area of management. It has not only become disputed whether MNEs provide a more efficient approach to market failure around the world – the mainstream worry of IB research – but even whether MNEs produce relevant products for the needs of the world – the core of the 'value proposition' of MNEs. MNEs face a serious trust-issue which hampers their license to operate and increases transaction costs in an increasing number of areas. In response many of the MNEs have been supportive of societal goals like the Sustainable Development Goals (SDGs) in order to change the societal discourse in a direction that provides them with a greater license to operate and legitimacy. In August 2019, the American Business Roundtable – organizing the CEOs of 181 major MNEs – issued a statement in which they redrafted the basic purpose of a corporation as creating value for all stakeholders – not just shareholders. This statement signals a radical breach with the dominant discourse in the United States (and in considerable parts of the IB profession). But critics already reply to this initiative that there

are no guarantees that this statement leads to actual action. Rather than treating this as an ethical question, I argue that a successful transition from ‘shareholder capitalism’ to ‘stakeholder capitalism’ is primarily a strategic and practical challenge in which MNEs need to plug into the real needs of societies across the world and consequently develop value propositions that are ‘future resilient’ and supported and shared by important stakeholders in society. The license to operate then also become a ‘license to scale’ and a ‘license to innovate’ in developing new products together with involved stakeholders (van Tulder, 2018). Co-creation. This new ambition requires managers at all levels of the company that are skilled to manage internal processes, but also changing relationships with a variety of external stakeholders as well as the ability and willingness to not only adapt to rapidly changing circumstances (the internalization challenge) but also to create opportunities to engage in more forward looking – trust-restoring – action in a VUCA world. An increasingly VUCA world seriously hampers the way organizations and people can make decisions, plan forward, manage risks and foster change – which gets even worse if people want to adopt a more longer-term perspective and take up the grand challenges of today. The recent Progress in International Business Research (PIBR) Volume 14, entitled “International Business in a VUCA World”, delineates some of the major theoretical challenges for IB scholars (Van Tulder, Verbeke, Jankowska, 2019).

AN UPGRADED SKILL PROFILE FOR INTERNATIONAL MANAGERS

So, given these developments, what concrete skills are relevant for international managers? Five skill clusters can be distinguished: contextual skills (dealing in particular with changes in the regulatory environment), timely skills (dealing with the interpretation of events), decision-making skills (dealing with issue complexity), social skills (dealing with the organization of groups and teams) and specific individual skills (related to mindset development and entrepreneurial capacities).

Firstly, contextual skills. International Management managers are confronted with at least three regulatory challenges that define in particular the novel skill profile that they should be able to cope with:

- **Divergence:** Laws between countries differ not only, but the differences increase; convergence between countries is declining. As regulation can differ per issue, should companies and their managers adopt different practices per issue and per country?
- **Volatility:** The international environment has become more turbulent and unpredictable than most national environments. What change can be anticipated and what changes can be created? What skills do managers need to create greater stability in an increasingly unpredictable world?
- **Governance gaps:** in the international arena, there are hardly any laws, only norms and ‘morals’, guidelines or ‘voluntary’ initiatives. The international governance gap creates room for companies to adopt higher, but also lower standards of corporate practice. But governance gaps or institutional voids can be filled with new forms of cooperation between companies and non-market actors (NGOs, governments, knowledge institutes) based on common purposes. Can purpose driven frameworks like the Sustainable Development Goals really be operationalized better in a Multinational Enterprise and what skills are required for international managers that shape these practices?

Secondly, most of these contextual challenges exist instantaneously and often simultaneously. The challenges are cross-cutting, interdisciplinary, dynamic and therefore particularly difficult to master. The same applies to the effectiveness of certain management practices: what seems reasonable (best-practice) might have unintended consequences that completely overturn the positive effects. It is easier thereby to steer on risks and risk mitigation on present activities and existing markets (which are relatively known), than on investments

opportunities for future activities, markets and needs (that have to be explored). International managers are faced with ever longer lists of 'risks'. Research on the identification of risks in annual reports of MNEs shows a more than doubling of the reported risk categories over the last twenty years (Van Tulder and Roman, 2020). In many MNEs international management has become risk management. This practice underestimates the sizable 'opportunities' that the international arena also has in stall for MNEs and which present a more entrepreneurial and normative legitimation for the existence of MNEs. Donaldson and Dunfee (1999) identified the sizable governance gap that exist between countries as a 'moral free space', in which each person, each stakeholder and each company is entitled to formulating their individual point of view. In particular in international management areas, creating hyper-norms – which can be developed as corporate cultures of ethically and socially accountable conduct – can create a competitive advantage over local firms and help overcome the dilemmas of fragmentation that for instance multi-domestic firms face in adapting to local norms and values. The skill profile of international managers should therefore not only the ability to manage risks and how to deal with them in a reactive manner, but also the ability to recognize responsibilities and how to deal with them in a proactive manner.

Thirdly, in a VUCA world, the realization of strategies is consequently based on a large number of complex decision-making processes – trade-offs and dilemmas – for which no easy solutions exist. It has become more important therefore to develop general (or meta-) skills rather than instrumental skills. VUCA reiterates the need for international managers to develop in particular 'soft skills' rather than 'hard skills' such as analyzing, accounting, ICT skills, technical know-how and the like. In short navigation skills that can steer companies in increasingly more hostile environments. Mainstream International Management thinking focused on company-internal skills. Now external skills are increasingly important: the skills to align with

stakeholders across countries and the ability to understand complexity and develop business strategies accordingly.

Fourthly, some business schools are already acknowledging these insights, by stressing the importance of soft and social skills over 'hard skills'. Hult Business school for instance asked one hundred of the world's leading CEOs what key competencies business graduates need in the 21st century. When it comes to **international business skills**, the CEOs confirmed that soft skills in areas like interpersonal influencing, networking and collaborating were **critical for employability and success**. But Hult's seven priority skills list (see Table 1) still adopts a relatively traditional perspective on unique international management skills, by stressing cross-cultural communication skills, emotional intelligence linked to adaptive thinking as critical skills to have success in international companies. The emphasis in this skill profile still lies with company internal internalization challenges as a response to VUCA.

Finally, the skill profile of 21st century international managers needs to be linked to addressing the greater complexity that the VUCA world presents; but it should also embrace skills that help the manager to come up with positive alternatives and help companies to create new purpose and value propositions for the world's grand challenges. A recent overview made by the World Economic Forum provides an interesting stepping-stone for this ambition. In 2016, the World Economic Forum assessed that by the year 2020, one third of skills (35%) that are considered important in today's workforce will have changed. Some jobs – under the influence of advanced robotics, advanced materials, biotechnology – will disappear, others will grow and jobs that don't exist today will become commonplace. The WEF asked human resources and strategy officers from leading global employers what skill requirements they value highest for the year 2020. Complex problem solving, critical thinking and creativity score consistently high over time (also compared to an earlier period). These skills are particularly relevant

for international managers. The new nature of jobs, however, also more collective skills like people management, coordination and negotiation skills have become more important. In support of these qualities, we can see furthermore that emotional intelligence, cognitive flexibility, service orientation and judgment and decision making – more than instrumental skills like quality control or listening skills – are amongst the

top 10 skills for thriving in this rapidly changing (VUCA) society. In addition, the European Commission’s new skills Agenda specifies a number of obvious international management skills such as foreign languages, but – more importantly - they also explicitly add a vital component to the two previous skill approaches: the ability (and willingness) to contribute in an entrepreneurial manner to societal problems.

TABLE 1:

Complementary Skill Requirements for 21st Century International Managers

HULT INTERNATIONAL BUSINESS SCHOOL (2016) Top 7 skills needed for success in international business	WORLD ECONOMIC FORUM (2016) Top 10 skills needed to thrive in the 4th industrial revolution	EUROPEAN COMMISSION – new skills Agenda for Europe (2016)
<ul style="list-style-type: none"> ● Cross-cultural communication skills ● Excellent networking abilities ● Collaboration ● Interpersonal influence ● Adaptive thinking ● Emotional intelligence ● Resilience 	<ul style="list-style-type: none"> ● Complex problem solving ● Critical thinking ● Creativity ● People management ● Coordinating with others ● Emotional intelligence ● Judgment and decision making ● Service orientation ● Negotiation ● Cognitive flexibility 	<ul style="list-style-type: none"> ● Basic skills: literacy, numeracy, foreign languages, digital skills; ● Transversal skills: ability to learn and take initiative, ability to work with others and solve problems, will help people deal with today's varied and unpredictable career paths; ● Entrepreneurial skills: knowledge and attitudes will help contribute to employability, support new business creation and benefit individuals and society on the whole.

SOURCE: Author’s study based on the references in the table

TOWARDS AN UPGRADED SKILLS CURRICULUM

So slowly, the discourse on skills in general and international management skills in specific have resulted in a number of relevant components. Combined, they create a more or less coherent set of skills that ideally need to be included in an upgraded skills curriculum. On the one hand all presented lists stress the importance of a learning mind-set and a willingness to intelligently spent time on the development of more generic (meta-) skills than on a proven talent or ability for (mindlessly) training specific skills. Hardly any of these top-tier skills are instrumental – related to relatively simple problems or skills that can be trained in dedicated skills tracks – or reactive – dedicated to managing or mitigating risks only. Rather international

management skills deal with complex issues and require creative and purposeful approaches.

What seems obvious is also that skill development at universities needs to be linked to real existing (often complex) challenges that MNEs and societies face. Complexity resilient skills can only be acquired and trained in interaction with each other. This seems a huge ambition. Fortunately, it has also been found that students (and managers) are more motivated to work on real existing problems than on simplified versions of these problems. Moreover, students and managers require purpose for themselves to make sure that they will not only acquire specific skills during a course, but also acquire a learning attitude which will help

them to keep motivation and address complex issues. The greatest challenge for many MNEs that are faced with a VUCA world at the moment is not only a limited degree of trust in society with their operations, but also difficulties in creating purpose for their own managers to work on a common goal. Research of Deloitte (2019) amongst millennials for instance shows that they value 'purpose' more than 'profit' in a company for which they would like to work. Resilience as a skill attribute for individual managers, therefore, is increasingly also linked to the purpose and the value proposition of companies.

Business schools have not yet been very adequate in training students in acquiring most of these new set of skills. This has first been influenced by mainstream IB thinking. Mainstream IB thinking still focuses on how MNEs add *efficiency* to the actual operation of global capitalism by the 'internalization of markets' across borders. This defines a narrow – and not very inspiring - skills approach. This ambition need to be complemented with the notion that MNEs potentially add *equity and fairness* to the actual operation of their companies by the 'internalization of norms' through effective stakeholder management and the willingness to address grand societal challenges – as for instance included in the Sustainable Development Goals. The responsible MNE-manager aims at creating a synthesis between both lines of argument which can attract those managers that see MNEs as potential agents of positive change in the world.

The second influence stems from extant didactical practice with leading business schools. In a critical analysis of the deficiencies of MBA-schools in the United States, the Economist warns for the demise of leading business schools. *The Economist* portrays this as an existential problem, quoting that a tenth of the full-time MBA programmes in America have disappeared since 2014. This is not only because these business schools ask excessive tuition fees, but also because these school

prove less apt to serve the requirements linked to stakeholder capitalism with appropriate training modules. More specific, the challenge is depicted by *The Economist* as a didactical one: future CEOs must "manage conflicting demands placed upon them by myriads of interested parties, while still fulfilling their fiduciary duties to shareholders. The curriculum can no longer rely on one-dimensional case studies. We need to be better at playing back the trade-offs facing bosses navigating a 3D environment." 3D is VUCA. An entrepreneurial approach to VUCA requires purposeful companies and the skills to manage that transition. Case studies that do not provide answers but tackle grand societal challenges and identify 'interesting' approaches might be the new way to teach business students to apply and acquire relevant skills for the 21st century. ✘

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E-commerce & SMEs' Internationalisation: The Usual "Liability of" Story?

Stefano Elia, Lucia Piscitello & Maria Giuffrida (Politecnico di Milano, School of Management)



Early studies have been predicting an expansion of international business networks associated to e-commerce (e.g., de la Torre & Moxon, 2001; Zaheer & Manrakhan, 2001).

Indeed, e-commerce has become a priority trade channel worldwide. The online offer has evolved both in emerging markets and in more mature ones. According to recent data (B2c eCommerce Observatory, 2019), in 2019 it is estimated that the value of online purchases in the world should reach 3,000 billion euros (+ 20% compared to 2018). China confirms its leading position, with an e-commerce market worth 1,320 billion euros (+ 26%) and accounting 21% of the total retail turnover. The USA follow with 680 billion euros (+ 10%), while Europe comes third with 670 billion euros (+ 11.5%). Hence, in principle, the diffusion of Internet applications, e-commerce and, more generally, information and communication technologies (ICTs) provide especially smaller businesses with new tools and opportunities to expand their presence in foreign markets, as both exporters and producers. Indeed, by resorting to e-business firms may reduce the costs of information-intensive activities, such as communications management and sales and marketing. These opportunities may especially favour the international activities of SMEs by downsizing some of their historical shortcomings against larger businesses.

However, despite offering important opportunities to countries globally, e-commerce is not a synonym of an automatic increase of international trade (Terzi, 2011). Indeed, some recent evidence shows that e-commerce has not reached its full potential

yet in boosting the international business propensity of small and large companies. Regarding the Italian market, for instance, the value of B2c e-commerce sales within national boundaries will overcome 31 billion euro in 2019, with a growth rate of 15% with respect to 2018. However, Italian cross-border e-commerce transactions, i.e., online sales by Italian companies outside the borders only accounted for 10, 3 billion euro in 2018 and are expected to grow by around 10% by the end of 2019. The growth path of international online sales is therefore slower. The contribution of e-commerce to internationalization is also limited if we compare online exports with traditional cross border trade. The overall value of Italian digital export of consumer goods accounts for less than 7% of the total (online and offline) international sales. This confirms the prevailing "traditional" connotation of international trade (Digital Export Observatory, 2019).

Hence, also e-internationalization entails several barriers and challenges. The ambivalent impact of e-commerce as a facilitator or a further barrier for internationalisation is even stronger when considering SMEs, which traditionally already suffer from a stronger liability of foreignness and outsidership due to their "smallness" (Johanson and Vahlne, 2009; Kuivalainen et al., 2012). One of the main points discussed about SMEs is that they can hardly compete against big transnational companies, which have higher bargaining power with local logistical service providers and higher skills in exporting (Savrul et al., 2014).

Thus, understanding barriers to the adoption of e-commerce is a first step to shedding some light on the reasons why e-commerce does not act as an automatic facilitator of cross-border trade as do communications management and sales & marketing. These opportunities may especially favour the international activities of SMEs by downsizing

some of their historical shortcomings against larger businesses.

However, despite offering important opportunities to countries globally, e-commerce is not a synonym of an automatic increase of international trade (Terzi, 2011). Indeed, some recent evidence shows that e-commerce has not reached its full potential yet in boosting the international business propensity of small and large companies. Regarding the Italian market, for instance, the value of B2c e-commerce sales within national boundaries will overcome 31 billion euro in 2019, with a growth rate of 15% with respect to 2018. However, Italian cross-border e-commerce transactions, i.e., online sales by Italian companies outside the borders only accounted for 10, 3 billion euro in 2018 and are expected to grow by around 10% by the end of 2019. The growth path of international online sales is therefore slower.

The contribution of e-commerce to internationalization is also limited if we compare online exports with traditional cross border trade. The overall value of Italian digital export of consumer goods accounts for less than 7% of the total (online and offline) international sales. This confirms the prevailing “traditional” connotation of international trade (Digital Export Observatory, 2019). Hence, also e-internationalization entails several barriers and challenges. The ambivalent impact of e-commerce as a facilitator or a further barrier for internationalisation is even stronger when considering SMEs, which traditionally already suffer from a stronger liability of foreignness and outsidership due to their “smallness” (Johanson and Vahlne, 2009; Kuivalainen et al., 2012). One of the main points discussed about SMEs is that they can hardly compete against big transnational companies, which have higher bargaining power with local logistic service providers and higher skills in exporting (Savrul et al., 2014). Thus, understanding barriers to the adoption of e-commerce is a first step to shed some light on the reasons why e-commerce does not act as an automatic facilitator of cross-border trade.

E-commerce & SMEs’ internationalization in the literature: Opportunities & barriers

Most of the literature seems to suggest that SMEs experience a complex mix of opportunities and threats posed by both the diffusion of digital technology and the globalisation of markets (Piscitello and Sgobbi, 2003). The main benefits are associated with decreased entry costs and the availability of new and faster sales and communication channels (Lohrke et al., 2006; Morgan-Thomas and Jones, 2009; Martens, 2013). Conversely, the main barriers concern the legal aspects of e-commerce, including customs and duty regimes and tax laws (e.g., Bieron and Ahmed, 2012; Polanski, 2002; Teltscher, 2002), marketing and branding issues (e.g., Guercini and Runfola, 2015) jointly with cultural aspects in distant markets (e.g., Gefen and Heart, 2006), logistics issues (e.g. Ramanathan et al., 2014; Delfmann et al., 2002; Visser and Nemoto, 2002; Cho et al., 2008). Additionally, the decision to export online and the export intensity are highly correlated to the level of ICT knowledge of the company; the lack of appropriate ICT knowledge hinders such a decision (Hagsten and Kotnik, 2016).

Thus, the main factor preventing (especially) SMEs from adopting e-commerce seems to be associated to *the increased uncertainty about the investment*, as e-commerce adds uncertainty to the already risky process of internationalization (Atik, 2012; Sinkovics et al., 2007).

A suggested framework

Barriers to online internationalization could be distinguished according to the strategic function they refer to. In particular, based on the research conducted by the Digital Export Observatory (a research initiative of Politecnico di Milano – School of Management), we identify 7 key strategic areas, or “pillars” constituting a digital internationalization strategy. They are described below:

- **Trade channels** represent the channels through which products are conveyed to customers. As part of an online internationalization process, in addition to the physical or traditional channels (e.g., importers, distributors, resellers or foreign-owned stores), there are also a number of digital alternatives that the company can choose from. In B2c, for example, we find online retailers, marketplaces or flash sales websites and the proprietary websites. Selecting the online sales channel to use internationally is a complex choice. Many variables need to be considered, e.g., the structure of the target e-commerce market in terms of relevant digital players and consumer habits.
- **Logistics channels** are the solutions with which products can be physically distributed in a given market. To define the alternatives, several aspects need to be considered, including: (i) the configuration of the distribution network, the size and location of the warehouses; (ii) the mode of transport (road, train, ship or air); (iii) the level of outsourcing of the logistics process to a third party supplier; (iv) complexities or regulatory-customs constraints that in some cases could constrain or at least influence the final choice.
- **Marketing and communication channels** are the tools through which a company promotes and makes its brands and/or products known to the target market. Within a digital export strategy, online channels such as SEO (Search Engine Optimization), SEM (Search Engine Marketing), or web marketing activities are used to increase the visibility and traceability of a website. Developing marketing and communication campaigns in a different market, perhaps culturally very distant, implies additional difficulties in choosing the right mix of channels to use. For example, it is necessary to identify tones, themes and content consistent with the tastes of the market. This is often difficult for professionals of different nationalities to understand. This is the case, for example, of China and Asian countries in general, which are often inaccessible without the intermediation or advice of local experts.
- **Organisational aspects:** Online internationalization requires the company to adapt its organisational structure accordingly. The change in organisational aspects can represent a critical phase in the life of a company that seeks to evolve towards a digitally oriented business model. The stage with the least specialization is the one in which there is neither an export manager nor an e-commerce manager. The company organization can therefore evolve in two complementary directions: on the one hand, with the figure of the traditional export manager, or rather specialized in offline export; on the other hand, with the figure of the e-commerce manager, not necessarily oriented also to the foreign markets. The presence of these two figures is not taken for granted in any companies, especially SMEs. An effective digital export strategy requires that the two figures coincide or collaborate with a high degree of coordination.
- **Financial sources** are a fundamental aspect of the entire activity of the company and only in part specifically related to the export model. The export activity represents for the company an additional activity with respect to the sale on the domestic market and therefore an increase in management and organizational complexity. Export, however, is first and foremost an opportunity to increase profits abroad by leveraging the specificity of the products and the competitive advantage of the company. As a profitable activity, exports should be able to sustain themselves in the medium to long term, once the initial phase is over; however, the entry into foreign markets entails a series of initial costs, which in addition to representing an obstacle to internationalization, increase the uncertainty and riskiness of the operation, especially in the early stages. The ability to find and manage sources of financing is therefore a prerequisite for seizing the opportunities offered by (online) internationalization.

- **Payment systems** are the set of procedures and means by which the transfer of money between the buyer and online seller takes place. They are therefore one of the most delicate aspects of the digital export model. An excessively complex payment system, which requires too many steps, is not transparent or is simply far from the payment habits of consumers, risks compromising the success of the digital purchase.
- **Legal issues** to be taken into account within a digital export model are many and can be managed in various ways. Digital export activities require an understanding of the legal, fiscal and customs procedures

and requirements to be followed for online sales in foreign markets. Some of the main legal requirements concern the initial requirements, the pre-contractual phase, the conclusion of the contract, the protection of privacy, the shipping, transport and delivery, the after-sales aspects and the regulations on the resolution of any legal disputes.

Figure 1 summarizes the framework with the 7 pillars identifying the strategic areas that should be managed when planning a digital internationalization strategy through cross-border e-commerce.

FIGURE 1:

Pillars of a digital internationalize strategy through cross-border e-commerce



SOURCE: Author's own elaboration

Empirical evidence

Using the framework of Figure 1 as baseline, the Digital Export Observatory conducts every year a survey on Italian companies to investigate the level of development of digitally enabled international trade, considering all the elements described above. Results from this investigation, which is based on a sample of about 110 firms, show that selling abroad is quite a diffused practice

among Italian companies. However, selling abroad via online channels is not equally diffused. About half of the exporting companies sell abroad through traditional channels (e.g., importers, trade agents, wholesalers and retailers), while e-commerce is not largely adopted to reach foreign countries. The main barriers to the adoption of e-commerce abroad can be distinguished between SMEs and large companies.

SMEs specifically mention: (i) the inability to correctly use available online trade channels; (ii) the difficulty to communicate in an effective way with international consumers; (iii) the complexity to comply with legal requirements; (iv) the constraints posed by specific products, e.g., fresh goods require delivery at a controlled temperature; (v) the risk that online channels could cannibalise traditional channels, i.e., drive away consumers from physical shops, thus reducing their sale volumes.

Conversely, large companies exhibit a different ranking of the same factors. The main obstacle for larger companies is related to the management of legal issues, followed by the management of online communication activities. The inability to select and properly manage online trade channels is then mentioned, while the cannibalisation risk is mentioned as a fourth barrier.

When distinguishing destination countries, the main barriers to the adoption of e-commerce to sell towards China are: inadequate understanding and use of available third-party trade channels; different culture and communication standards; the bureaucracy and stringent legal requirements. In addition, online payment systems, complex logistics, and the existence of a parallel market are signalled as further challenges. SMEs more frequently mention the difficulties of: managing online channels in China; being compliant with legal requirements; and managing logistics and communication effectively. Conversely, larger companies have a higher perception of the parallel market problem. This is probably caused by the higher propensity of customers to buy more famous or prestigious brands, typically owned by large enterprises, via unofficial channels.

Results change when considering the USA. In fact, both large companies and SMEs perceive as the most critical barrier the excessive competition with both local companies and other international players. Difficulties in the use of online trade channels and legal complexities come second and third for SMEs, while larger companies rank online channel

management as less burdensome than legal issues. The need for financial resources is an additional impediment to digital export towards USA and it is specifically mentioned mainly by SMEs.

Conclusions

Some of the barriers identified are specific to the type of export (i.e., digital vs traditional), the size of the firm (SMEs vs. large companies), the industry (e.g., food vs. fashion industries) and the geographic area (e.g., China vs. the US). In fact, despite the potential of digital technologies to reduce distances and allow companies access to the global market, empirical evidence shows that the type and intensity of barriers are generally highly influenced by the characteristics of the target country.

As in the case of traditional trade, also in the digital world foreign companies suffer from the usual '*liability of foreignness*' and '*outsidership*' with respect to players established locally. Hence, foreign companies are likely to need a mixed strategy, i.e., combining online activities with an offline presence, which offers the opportunity to face more effectively the complexity of internationalization; however, this strategy requires higher investment that, once more, hinders especially SMEs (that indeed mention the lack of sufficient financial resources among the top barriers to e-commerce adoption). In addition, our first-hand data seem to reveal that SMEs also suffer from a more recent '*liability of digitalness*' due to their limited propensity and capability to adopt and exploit new technologies (including e-commerce) in order to foster their internationalization.

Ad hoc policies are strongly required to overcome these barriers and to boost companies' productivity and international growth. On the one hand, the promotion of ad hoc *training programs* specifically aimed at strengthening *e-commerce skills* is needed to offset (especially smaller) companies' lack of knowledge about trade channels, communications strategies and legal issues.

On the other hand, *ad hoc incentives* are needed to overcome financial resource constraints.

In this regard, it must be noted that some important initiatives have already started to be promoted and implemented by national entities such as the Italian Trade Agency and the Italian Export Credit Agency within a program aimed at boosting the development of Made in Italy abroad. The program includes actions like: (i) organization of educational seminars and development of country-specific investments guides, risk reports and software programs to foster the internationalization of SMEs; (ii) financial and insurance tools to assist SMEs' export, cross-border investments and participation in international events and fairs; (iii) support in communication and marketing campaigns through the provision of temporary management; (iv) creation of strategic partnerships with international e-tailers such as Amazon and Alibaba, which now offer country-specific platforms that can be employed only by Italian firms to promote & sell their products through digital export. ✎

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International Marketing Under Political Uncertainty: How to Assess the Impact of Surrogate Consumer Boycott on MNEs' Local Sales?

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Introduction

MNEs can face protesters urging consumers to boycott their products in local markets. In South Korea, Japanese MNEs have been facing consumer boycotts in July 2019. The Boycott Japan movement was started shortly after Japan's decision to exclude South Korea from the trusted trade partner list, resulting in more controls on exports of Japanese chemical compounds to South Korean makers of semiconductors and displays (Nikkei Asian Review, 4 Aug, 2019). After the boycott over the summer, the sale of Japanese products in South Korea has tumbled. Local media reported that credit-card transactions in

Uniqlo stores were down substantially since July. Imports of Japanese beers, which have ranked top in the imported beer market over the past years, have declined by over 90% in August 2019 than a year before. The case in focus offers a unique setting to investigate an impact of rising political uncertainty in International Business.

The Surrogate Boycott and its Impact

In international business, MNEs' products can be boycotted due to social and political issues that are related to the MNE's country of origin (Balabanis, 2013). This type of consumer boycott is called a "surrogate boycott" (Friedman, 1985). In the consumer boycotts that are triggered by a company's own behaviours and the protesters' perception that the behaviours have not been sanctioned, the targeted company can have options of either acknowledging or denying its misconduct (Lamin & Zaheer, 2012). The issues can be specifically identified – such as, environmental protection, labour practices, health and safety concerns, and animal rights. In surrogate consumer boycotts, however, MNEs are not involved in the issues that the protests perceive as unfair. The contentious issue itself is often out of the MNEs' control, although the protesters may hope that MNEs will pressure the decision-makers in the MNEs' place of origin to rectify the situation. Due to this perception, the MNEs may find it difficult to decide on mitigation strategies.

The impact of surrogate boycotts can give a snapshot of how the knock-on effect of social and political disputes between places (a city, state and country) influences MNEs that are associated with places of the origin. The impact analysis can help MNEs inform the upside and the downside uncertainty in the local market to assist decision-making on how to absorb the shocks and how to return to the normal business after the boycott is over. In single-country boycott cases, there is rarely a counterfactual situation to assess the impact (Friedman, 1985). In International Business cases, it is possible to compare MNEs with different countries of origin. To establish the causal link, the impact analysis may specifically identify targeted companies, the nature of the boycotters, the duration of the impact, the confounding factors and spillovers on non-targeted companies in the market.

Boycott studies typically focus on the impact of boycotts on the potential targets. Pandya and Venkatesan (2016) used the supermarket sales data to assess the impact of US consumer boycotts against all the French brands. Local media reports about Japanese brands since the impact of the Boycott Japan movement have focused on specific companies which protests have claimed as successful targets, while less attention is paid to other Japanese MNEs that might have been targeted but for which consumers did not join the boycott. Research on impact would assess the boycott itself, differentiating the impact on actual targets and considering the extent to which protesters successfully urged consumers to boycott all the targets that they have initially selected.

The nature of boycotters needs to be specified in the impact analysis. It is also necessary to specify the groups that lead a boycott and how the boycott is organised, the stages of a boycott movement, and how to evaluate the intrinsic success of a given boycott. Historical research such as Friedman (1985) has outlined the framework of a classic consumer boycott; this can inform companies of the potential risks of being targets in the event of surrogate boycotts.

The impact analysis may need to follow up a series of events during the boycott. In the case in focus, the disputes over export restrictions were followed by more political events as South Korea prepared to submit a complaint to the WTO and decided not to extend a bilateral act to share military intelligence with Japan on the grounds of national interest (CNN, August 23, 2019). Boycotts can last longer if the two governments cannot immediately mend the contemporary issue (Fitch Solutions, 2019). This illustrates that when deep-rooted historical issues are entangled with contemporary issues, a chain of new issues can emerge, escalating tensions and refreshing consumers' attention to the boycott movement. For targeted MNEs, such escalation can mean increasing cumulative losses and prolonged uncertainty in mitigation strategies.

At the industry level, there could be confounding factors. The case in focus shows that the impact of boycotts is contingent on the targeted MNEs' sector. In the case of the Boycott Japan movement, Japanese beers were one of the hardest hit products. In the brewing industry, there has been rising demand for new beers over global brands and retailers have focused on flexible distribution and warehousing (McKinsey and Company, May 2015). In such a sector, retailers can refuse to stock the boycotted brands.

The impact analysis may consider spillovers on other companies. This information is important to determine the chance that the targeted companies can restore market footholds when the boycott is over. There could be positive demand spillovers. After boycotts, Japanese MNEs could lose market shares to other foreign or Korean competitors. Such effects depend on whether the Japanese products have substitutes in the market (Balabanis, 2013). In Sun et al. (2018), studying China's boycott of Japanese cars, the authors found that positive demand spillovers are contingent on firm, region, and historical factors. There could be negative supply spillovers. For example, during the Boycott Japan movement, the number of Korean tourists going to Japan dropped; as a result,

this had a negative impact on Korean airline companies and the tourism industry.

Conclusion

Overall, a surrogate boycott is an interesting and informative setting to investigate MNE strategy and performance in the context where economic policies relate to contentious political issues. Such a setting shows how MNEs can achieve resilience under extreme uncertainty, and how stigmatised MNEs may operate in the local market. In surrogate boycotts, the country of origin effects and the legitimacy issues can be observed. By studying surrogate boycotts, IB scholars can engage the perspectives of consumers and protest groups within the sphere of International Business. ✕

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Teaching IB has Changed, Right?

Changes in IB Curricula: Perceptions of Professors and Students

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As researchers we are always looking for novel ways to analyse the changes in the business environment and business conditions, changes in business models and enterprise behaviour. However, we often underestimate changes necessary in IB teaching. The “Open Access Digital Video Case Library for Teaching International Business” (VCL4IB) survey showed that both IB professors and students strive for new topics, new ways of teaching, exciting new teaching tools, and

greater integration of managerial experience within lectures.

INTRODUCTION

Teaching international business to today's students is different from before, isn't it? Rapid changes in technology, extensive data, digitalization and AI, rising political challenges

of protectionism and nationalism, the decline of multilateralism along with growing dynamics are challenging our profession. Business ideas travel faster than ever, accelerating the pace of innovation. However, it is not only the business and global environment that has changed, but also managers and students. Achieving the willingness to engage in learning and cooperation requires greater concern with humans (managers, students and professors) and their needs. "Education", "learning" and "knowledge" concepts are therefore going through revolutionary changes in the 21st century. Millennials and generation Z students are raised in an era of instant access to information (Nicholas, 2008), their learning habits have been shaped by multimedia, "real life" problems get their attention and they like to be engaged in an activity while learning (Ditlev-Simonsen, 2017).

Most educators have recognized that today's business students need alternative teaching methods which actively engage students with the material that is being taught (Campos et al., 2017; Chavan, 2015). Students are increasingly questioning the use of university degrees, are sensitive towards what they study and how and why they are spending their resources for learning. In response, different teaching models are being investigated, trialed and tested around the world. Luckin and her cast of experts (2018), for instance, show that educational technology is growing fast, with schools, colleges and universities more than ever looking for the best ways to use technology to support learning. At the same time, there is an increasing appetite for learning and teaching practices to be backed up by real-life experiential evidence. Ditlev-Simonsen (2017) stresses the importance of digitalization in "reality cases", "reality learning", "role playing", "dilemma training", and "hands-on learning" in management teaching.

Without a doubt, IB curricula are also being challenged. Academic curricula and teaching practices are being questioned in light of needs and realities of the business world. Unfortunately, the gap between "what is

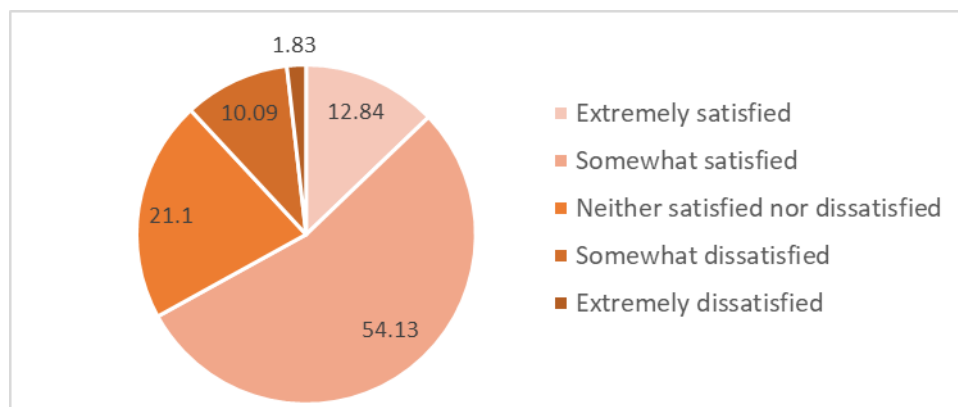
taught" and "what is needed in real life" is not closing - neither in terms of content, nor delivery of teaching and practiced learning. Milhauser and Rahschulte's (2010: 87) questioning of IB curriculum via expert interviews with managers from Fortune 500 companies has indicated that knowledge, skills and abilities taught at schools are "somewhat outdated and fairly academic in perspective." Participants felt that universities should focus more on cultural tolerance, awareness of diversity, intercultural communication, together with value systems and business ethics. In order to be able to attain this, Milhauser and Rahschulte (2010: 93) suggest to take a fresh look, having "*more frequent engagement with industry, more integration of curriculum topics and deeper immersion in relevant and authentic global management learning experiences*", leading to greater benefit for the university, organization and the student. They also suggested that the curriculum needs to be reviewed by industry in partnership with academia and that this should be an iterative process to make sure that the IB curriculum stays fresh, as new topics continue to emerge in IB.

Based on new learning needs raised by previous researchers, in business studies (Vardar, 2018) and especially in IB (Milhauser & Rahschulte, 2010; Collison & Rugman, 2011) partners from four European universities (KU Leuven, Belgium – the project coordinator; University of Leeds, UK; University of Ljubljana, Slovenia – where the Centre of International Relations is managing the project; Poznań University of Economics and Business, Poland) and a partnering enterprise (El Izi Communications Consultancy, UK) have joined forces to tackle the current challenges of teaching International Business and develop an innovative international business teaching tool.

As part of an ERASMUS+ project entitled "Open Access Digital Video Case Library for Teaching International Business" (VCL4IB), the five project partners will create an open access digital video textbook (i.e., a library of videos) for International Business. The first video cases will be tested in 2020, while the

FIGURE 1:

Satisfaction with IB textbooks currently in use



SOURCE: VCL4IB Lecturers Survey (n=109)

full video textbook will be freely available in 2021.¹

SATISFACTION WITH IB CURRICULA AND DIFFERENCES AMONG IB LECTURERS AND STUDENTS

The starting point of the project (launched in September 2018) was setting an IB curricula. An online survey among IB scholars and students, examining IB curricula, teaching methods and tools, satisfaction and barriers in IB teaching was launched in November 2018, and distributed to lecturers globally through the Academy of International Business (AIB), its regional chapters, and to scholars within the European International Business Academy (EIBA). The aim of surveying lecturers was to gather information on the delivery process of IB-related issues; whereas students were surveyed to understand their preference in IB topics as well as teaching tools that might be used by their lecturers. We focus here only on challenges for IB curricula, while methods, tools and preferences of IB lecturers and students are presented in greater detail in De Beule et al. (2019).

IB scholars, according to the survey, normally combine diverse teaching materials (textbooks, different kind of cases, executive led experiments, etc.) and most of the scholars are quite satisfied with the topics currently covered in IB textbooks (Figure 1).

The average grade of 2.34 (ranging from 1 – extremely satisfied, to 5 – not at all satisfied, with standard deviation 0.89), however, suggests potential for improvements. In answers to open ended questions, IB lecturers emphasised a decreasing satisfaction and lack of relevance of IB textbooks in postgraduate study because “*the topics develop faster than the publishers print books*”. They therefore find the existing IB textbooks less useful for masters, MBA and executive programs, and mostly use compilations of journal articles and practice-oriented journals in teaching.

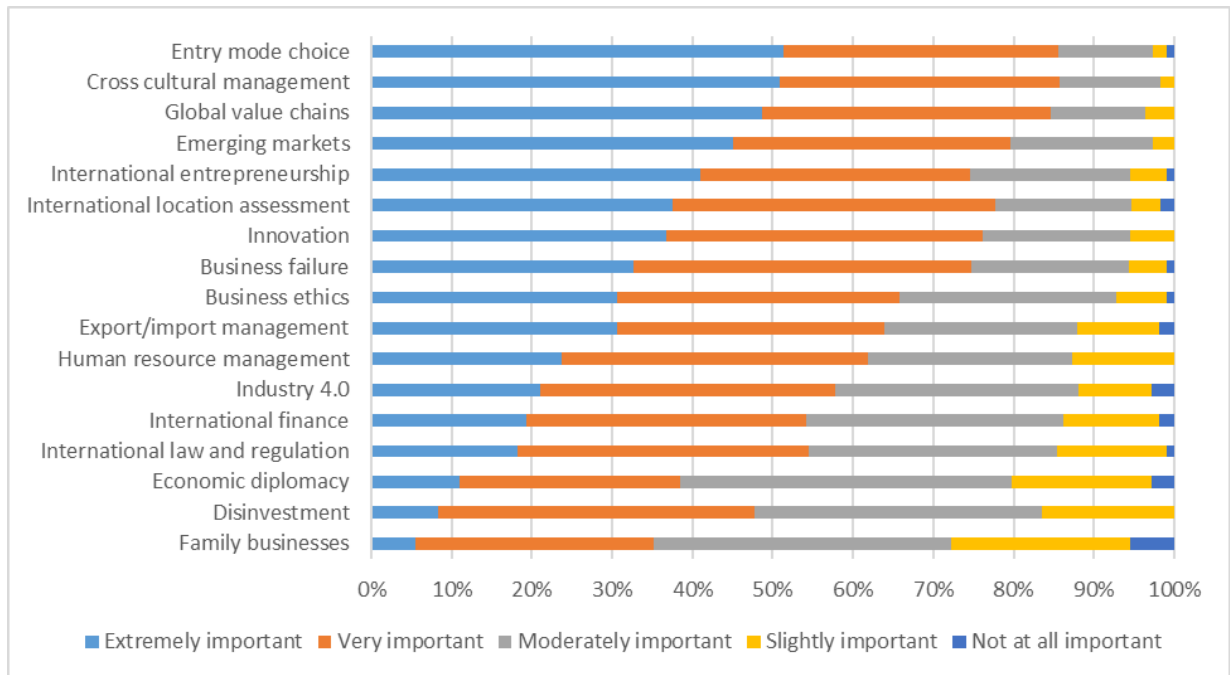
Selecting the most important topics in IB curriculum was not an easy task, as we faced many emerging topics, and there were also substantial variations among respondents, both within groups as well as between lecturers and students. Top five topics in IB curriculum according to the surveyed IB scholars who were ranking the list of proposed topics (from 1 – extremely important, to 5 – not at all important) are the following: entry mode choice, cross-cultural management, global value chains, emerging markets and international entrepreneurship (see Figure 2).

IB students on the other hand highlighted a different perspective, and their top five selected topics included: innovation, international entrepreneurship, emerging markets, business failure and export/import management (Figure 3).

¹ For more information visit <https://www.mncwhispering.com/>.

FIGURE 2:

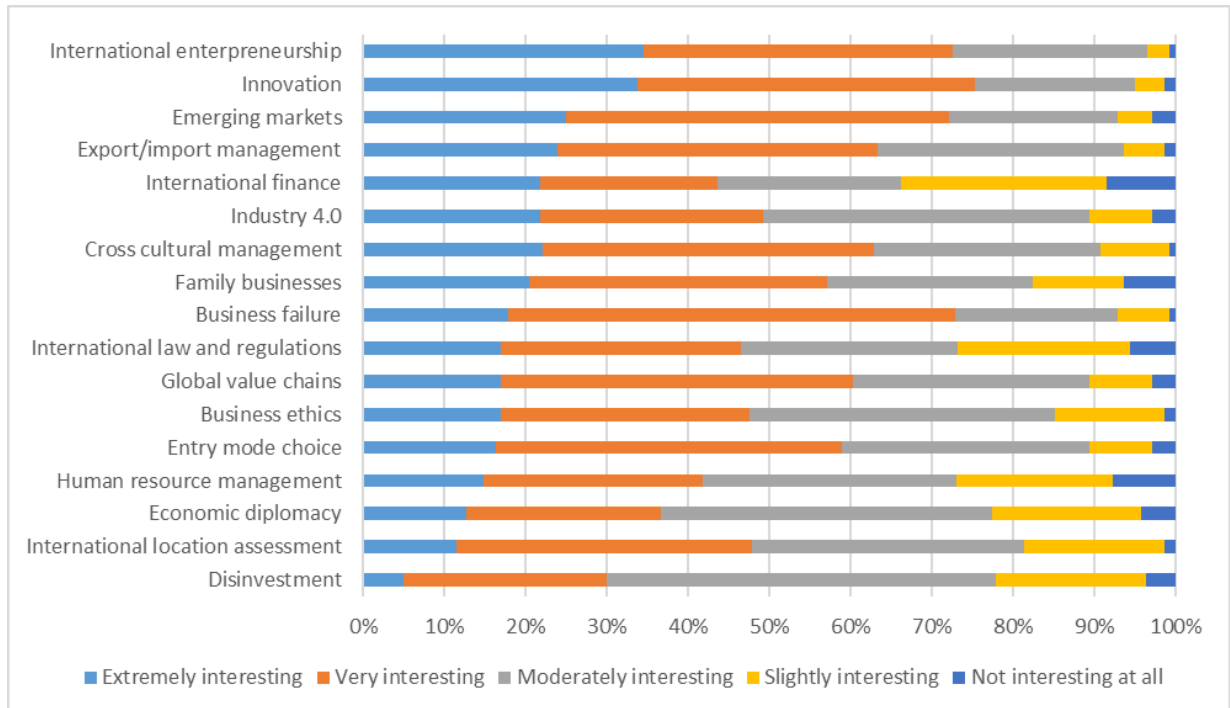
The importance of selected topics among IB lecturers



SOURCE: VCL4IB Lecturers Survey (n=109)

FIGURE 3:

The importance of selected topics among IB students



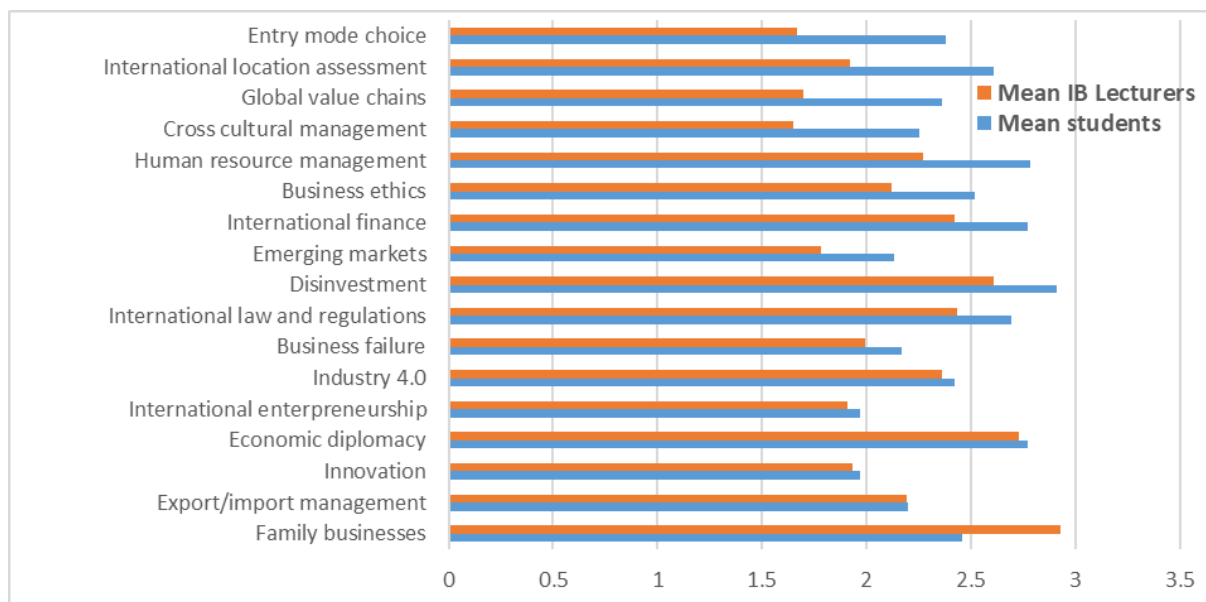
SOURCE: VCL4IB Students Survey (n=142)

Referring to average value among both groups, we can see that IB scholars generally perceive all listed topics as more important than students. Still, the relevance of some topics is perceived very similarly by students and professors (Figure 4). This is especially true for basic topics, for example export and import management or innovation. This is also true for topics highly discussed in media, such as economic diplomacy, international entrepreneurship and industry 4.0. Other topics reflect greater differences in perceptions and needs. The most significant

difference is identified in entry mode choice, international location assessment, global value chains, cross cultural management, HRM business ethics and emerging markets. These topics seem more important to IB lecturers or somehow “undervalued” by IB students. All these topics are related to strategic questions of internationalization and it seems that the students are more interested in operational issues. The only topic that has been evaluated as more important by students than by IB lecturers was on family businesses.

FIGURE 4:

Differences in perception of topics among IB lecturers and students



SOURCE: VCL4IB Lecturers Survey and VCL4IB Students Survey

The awareness that IB curricula need changing is relatively high among professors and lower among students. Currently, as much as 46.23% of lecturers wish to have new topics and theories that are not (yet) included in the IB textbooks they use for their lectures. Students are less demanding, only 22.3% expressed a wish for new topics beside those in their currently used textbooks. Respondents listed topics they think are currently missing in their curricula. Lecturers’ list of missed topics is longer, oriented more into theory or strategic issues. Most of topics that have been identified by students were also mentioned by faculty, while students express more interest

in new technologies, big data and AI. Figure 5 summarises their proposals.

CONCLUSIONS

Although IB faculty are quite satisfied with their current teaching, a large proportion of IB professors want to update their IB curriculum and teaching methods. These changes in IB curriculum seem to be required more often than they used to be. Textbooks are therefore increasingly complemented by other teaching materials, especially case studies alongside diverse, technology driven tools.

FIGURE 5:

Gaps and missing topics in IB curricula



SOURCE: VCL4IB Lecturers Survey and VCL4IB Students Survey

The awareness that IB curricula need changing Updated IB curricula require a balance between basic knowledge and recent developments, trends and new models. While students are aware of the importance of innovation and new technologies (such as AI and digitalization), they may underestimate the pace of change, political risks, and knowledge of cultural differences and ethics. Both the ranking of topics and the newly proposed topics showed that students are currently more oriented in basic and applied knowledge (on exporting and importing, family business and international entrepreneurship), while lecturers on the other hand identified gaps in existing curricula in business policy, economic and business diplomacy, emerging markets and need for new theories.

In summary, recent changes in IB challenge our IB curricula and call for knowledge and competencies to identify new risks and formulate new strategies. It is hoped that video case studies can marry the need for new and current knowledge on IB topics with the need for new and exciting ways in delivering these topics and competencies to the new and future generations of students. ✎

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Same Same but Different: What Branch Campuses Can Learn from IB Research

Magdalena Langosch (Loughborough University London)



Magdalena Langosch, PhD, is an EIBA member. In this contribution, she focuses on how culture & communication affect employee behaviour and firm performance.

“Strategy without process is little more than a wish list.”

— ROBERT FILEK

Introduction

The concept of a satellite or branch campus seems equally appealing to universities and students around the globe – same institution, different location, less traveling. The often-combined management approaches of shared administration, accreditation and resources with separate budgets and, in some cases even, separate governing bodies lead to more and more tensions between the sites.

The trend towards international branch campuses around the globe has risen considerably. Worldwide the number of international satellite campuses has increased from 35 back in 1992 to over 280 in 2015. A majority of the institutions are located in the Middle East and Asia and are branches from dominantly US American, Australian, and UK based Universities.

Trend towards branch campuses

The claim is made that technological improvements in communication and distant learning facilitate smooth operations of such branches abroad. Not only does technology help the transmission of class content from one campus to the other or electronic library access across far distances, but it also makes administration of registration and admission possible remotely. All in all, a well-developed – mostly theoretical framework – for commercializing universities and their branches abroad. The reality on the other side, often shows the opposite of the highly

praised advantages. Where the main campus or parent institution is supposed to serve as a blueprint, the branch campus often struggles with finding the right balance of self-identity and autonomy under the name of the well-established parent institution.

Who is to blame?

Often, ideologies, best practices and rituals are blindly broadcasted, but fail to show successful implementation. This could be easily blamed on the students: “The new cohort is just different from the student body on the main campus” or can be blamed on the academics: “They just don’t understand / know how things work on the main campus”. The question remains, who is to blame? And more importantly, what distinguishes a successful from an unsuccessful branch campus? Certainly, the financial aspects play a role, especially in the UK and US higher education sectors. But how is success defined for students and academic staff?

Concerns regarding education quality and student experiences are growing according to *THE Magazine*. For example, in the UK, the majority of branch campuses are located in London – the capital not only of Great Britain but also one of the most famous and influential cities known worldwide. Landmarks and lifestyle are used as key selling points for students abroad, and the capital location seems to serve as a substitute for the lack of resources, student networks and campus environment on site.¹

Between 2016 and 2019, the rush demand from universities slowed down significantly, according to the Observatory of Borderless Higher Education (OBHE) and the cross-border education research team (C-BERT). Academics point out that many institutions that followed

¹ <https://www.timeshighereducation.com/news/london-branch-campuses-offer-much-less-parent-institutions>

the hype of international branch campuses in the early 2000s were lacking an understanding of internationalization processes and how to operate multinational organizations from a distance².

Parallels to International Business

When taking a closer look at the idea of a satellite or branch campus and the arising difficulties many of the institutions face – if not on the surface, certainly on the underlying levels – many parallels to International Business can indeed be found. Managing subsidiaries, regardless of the geographic distance, has been challenging the business world for decades. Especially when crossing national borders, more factors for potential tensions are entering the picture.

The concepts in International Business concerning internationalization, market entries and subsidiary management are well established and yet, we cannot see many of the implications in the education sector.

Whether it is managing legal and administrative tensions, or cultural / national as well as organizational issues – the list of potential pitfalls is increasing rather than decreasing. It is after all not only an issue of crossing national borders and facing institutional differences for universities but also the need to be aware of distances other than geographic.

Well cited and researched in International Business is the psychic distance which is defined as ‘the sum of factors preventing the flow of information to and from the market’ (Johanson & Vahlne 1977: 24) and yet rather ignored in Higher Education Management. The awareness of cultural and educational differences is key, especially in an environment where students are supposed to learn and develop themselves for their future careers, but little adaptation and integration are shown.

² <https://www.timeshighereducation.com/features/are-branch-campuses-withering>

From a cultural perspective, universities that enter new regions and thus are attempting to approach students from a different cultural background, need to adapt in communication, learning methods, and student assessment.

Culture & communication

Success and failure as well as teamwork and class participation are defined utterly differently around the globe. To be added is the fact that academic staff is a mix of locals (of the branch campus location) and internationals. Despite such differences, International Business has long been challenged with the multi-level concept of culture, in which organizational culture is at least as crucial to consider for successful management as is national culture, and yet is largely overlooked in branch campus management.

What is needed is the realization that universities can and ultimately will face very similar issues and obstacles to overcome as multinational organizations. And openness and willingness to adapt to local environments are needed for successful learning and teaching experiences.

Conclusion

In the end, it remains interesting that many Higher Education institutions, although researching International Business strategies in their departments, fail to implement some of their best-known results into their own contexts. When it comes to branch campuses, we often assume that things will develop differently than in business, so it seems. But the question remains, who is to blame when the theoretical framework of the campus abroad fails in its implementations and both students and academics alike seem disappointed? Lately, the trend goes towards a classical subsidiary perspective, and campuses abroad have more and more pressure of adding value to the home institution³.

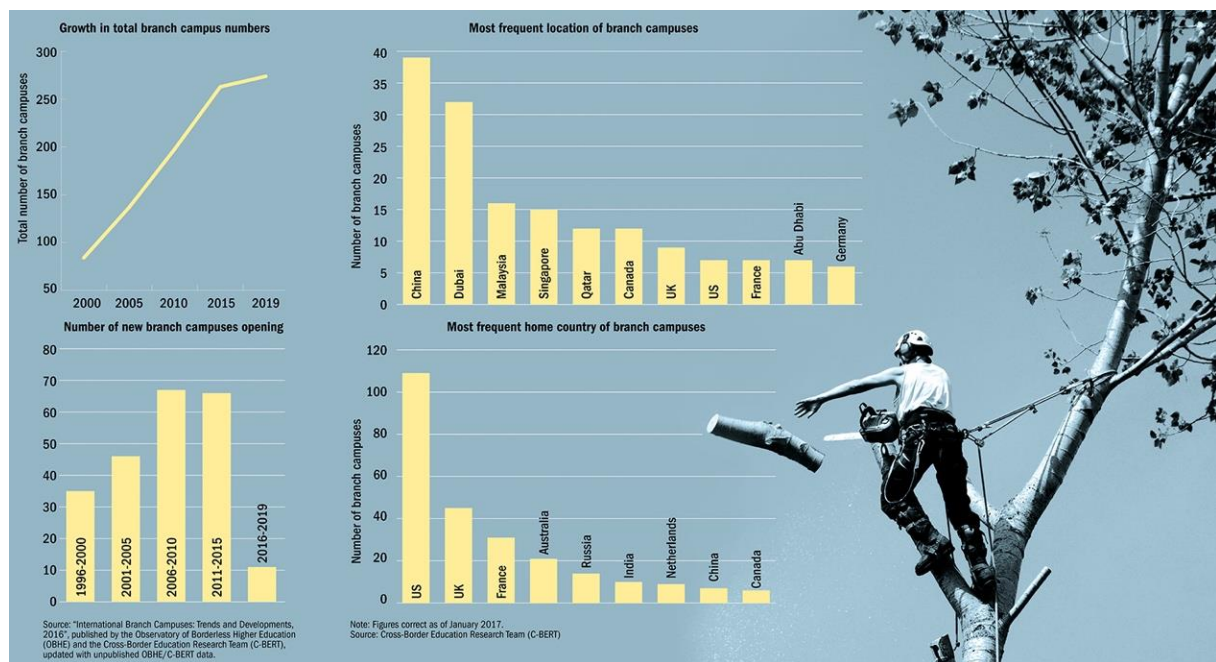
³ <https://www.timeshighereducation.com/news/universities-look-for-more-value-branch-campuses>

Especially when seeking the right balance between localization and centralization, much advice can potentially be gained from in-house IB and strategy researchers. Because rather than ignoring the hiccups and tensions by moving forward with the fairly new

concept of international branch campuses – universities around the globe need to start exploring all the knowledge their own academics have acquired over the decades of research and start applying it to their own business models. ✘

FIGURE 1:

International Branch Campuses: Trends and Developments



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The Stockholm School of Economics Dissertation Award – in Memory of Gunnar Hedlund: In cooperation with EIBA

Lars Håkanson, Örjan Sölvell, Udo Zander (Stockholm School of Economics)

The **Gunnar Hedlund Award** was launched in 1997, at the 23rd EIBA Annual Conference in Stuttgart, Germany. Earlier that year, Prof. Gunnar Hedlund of the Stockholm School of Economics (SSE) – a renowned IB scholar and long-time active supporter of EIBA – had passed away at a much too early age.



BACKGROUND

Gunnar had studied at SSE, where he received his PhD in 1976, at the age of 27. In 1975, a new institute was formed at SSE, the Institute of International Business (IIB), initiated and funded through an endowment by the leading Swedish industrialists, Ruben Rausing, founder of Tetra Pak, and the two brothers, Marcus and Jacob Wallenberg, of SEB Group. Gunnar was involved with the institute since its inception, and in 1980 he became its Director, a position he held until shortly before his death. He always took an active role in developing SSE, such as actively participating in creating two other important institutes at SSE: the European Institute of Japanese Studies (EIJIS), and the Centre for Advanced Studies in Leadership (CASL).

Gunnar was an old-fashioned academic scholar, of a kind that has all but vanished in the present-day, managerially governed universities. He found the time to read widely, also outside his own disciplines, and was not much interested in publication and prestigious journals; Gunnar valued novel ideas and high-quality research for their own sake. Only with delay were the demanding standards he set for the Institute reflected in its publication record.

Gunnar published several important books and articles in the areas of international business and organization theory. His two

most noted works, “The Hypermodern MNC – A Heterarchy?” in *Human Resource Management* (1986), and “[A Model of Knowledge Management and the N-Form Corporation](#)” in *Strategic Management Journal* (1994), are still widely cited and are classic readings within organization studies and international business. However, Gunnar Hedlund’s recognition, standing and influence, both in international business and beyond, were not primarily based on his publication record but on his personality and the force of his intellect.

LAUNCH OF THE GUNNAR HEDLUND AWARD

In 1997, the boards of IIB and the European International Business Academy (EIBA), jointly decided to launch an international award for the best PhD dissertation in the field of international business – the “Gunnar Hedlund Award” – with a substantial prize sum, today amounting to €10,000. The mission of the award is to stimulate and reward high quality, creative scholarly work by PhD candidates around the world, and to commemorate Gunnar’s important work in the field. The first prize was awarded in Jerusalem in 1998.



Launching of the Gunnar Hedlund Award by Prof Örjan Sölvell at the 23rd EIBA Annual Conference in Stuttgart, December 16, 1997.

SELECTION PROCESS

The winner of the Gunnar Hedlund Award is announced at the EIBA Annual Conference. Three to four finalists are invited to present their work at the conference, and the prize is

awarded to the work that, in the opinion of the jury of distinguished professors, has the greatest potential to impact the field of international business in the future. In line with Gunnar's spirit, both theoretical and empirical contributions are honoured, and creativity and originality are emphasized. The process of selecting the winner is as follows: First, applicants submit their theses and 10-page blinded summaries. Based on the blinded summaries, members of the SSE faculty shortlist 3-4 finalists. The jury decides on the winner, based on the full open PhD theses of the finalists.

TABLE 1: THE GUNNAR HEDLUND JURY

Örjan Sölvell, Chair	(1997-2016)
Udo Zander, Chair	(2016-)
Julian Birkinshaw	(2000-)
Peter Buckley	(2004-)
Eleanor Westney	(2006-)
Rebecca Piekkari	(2009-)
Kazuhiro Asakawa	(2018-)
Danny Van Den Bulcke	(1997-2007)
Don Lessard	(1997-2005)
John Dunning	(1997-2003)
Nakiye Boicacigiller	(1997-1999)

WINNERS OF THE GUNNAR HEDLUND AWARD

Since the inception of the award, several hundred PhDs from a large number of universities throughout the world have

submitted their dissertations. The most frequently occurring themes include FDI and foreign market entry, headquarter / subsidiary organization and control, and SME internationalization and born globals.

TABLE 2: WINNERS OF THE GUNNAR HEDLUND AWARD

YEARS	WINNERS
1998	Anthony S. Frost (Sloan School, MIT)
1999	Jaeyong Song (The Wharton School of the University of Pennsylvania)
2000	Michelle Gittelmal (The Wharton School of the University of Pennsylvania)
2001	Marian Beise (Technische Universität Berlin)
2002	Joseph Kogan (Harvard University)
2003	Simon Harris (University of Leeds)
2004/2005	Renata Kosova (University of Michigan)
2006	Jon Erland Lervik (BI Norwegian Business School)
2007	Chris Changwha Chung (University of Western Ontario)
2008/2009	Jesper Edman (Stockholm School of Economics)
2010/2011	Lisa Gärber (WU Vienna)
2012/2014	Karl Joachim Breunig (BI Norwegian Business School)
2014/2016	Jacqueline Mees-Buss (University of Sydney) Carlos Rodriguez (McGill University)
2016/2018	Yamlaksira Getachew (Loyola Marymount University)

To date, 15 PhD students have received the Gunnar Hedlund Award, including the medal, monetary prize and diploma (Table 2). ✕



Upcoming EIBA Annual Conferences

EIBA 2019: 45th EIBA Annual Conference | Leeds, United Kingdom | December 13-15, 2019

EIBA 2020: 46th EIBA Annual Conference | Madrid, Spain | December 10-12, 2020

Welcome to EIBA 2019 in Leeds! *What Now?* *International Business in a Confused World Order*



Timothy Devinney (University of Leeds), EIBA President & Conference Co-Chair

Elizabeth Rose (University of Leeds), Conference Co-Chair



We are delighted to welcome participants to the 45th EIBA Annual Conference, which will take place in Leeds, UK, on December 12-16, 2019, hosted by the Leeds University Business School (LUBS) at the University of Leeds.

Background & Conference Theme

The world has seen a radical set of social and structural shifts in the last three years, predicted by few policy makers, academics, or social commentators. The Brexit vote in the UK; the revocation of the Trans-Pacific Partnership and the renegotiation of NAFTA in the US; massive migration and social dislocation in Asia, Europe, Africa, and the Middle East; and the rise of more populist and strictly politically-controlled governments across the globe have put pause to any belief that: (a) globalization is viewed as uniformly positive by the bulk of the world's population, (b) the economic and social benefits of globalization are likely to win out over other political or societal issues, and (c) we can study international business without accounting for the global socio-political issues that involve a deeper understanding of topics that fall outside the normal realm of historic international business research.

The **EIBA 2019 Leeds** Conference will be an opportunity to look at broadening the impact and footprint of international business through integration with research in other social sciences, to investigate the lessons to be learned from the current turbulent environment. The fact that the conference will

be held in the UK just before the country's technical exit from the EU presents a unique opportunity to hold this discussion in an environment currently living through one version of that turbulence.

The EIBA 2019 theme "***What Now? International Business in a Confused World Order***" will be operationalized via a collection of tracks that cover traditional topics in international business, and a parallel set of specialized tracks that relate to how we can integrate new ideas from the social sciences, policy, and business. In line with this view, interdisciplinary panel submissions that involve scholars outside of our traditional fields are particularly encouraged, as are panels and submissions that bring in policy makers, business leaders, and those focused on social activism or the integration of non-market stakeholders. We are looking not only for new perspectives on studying old problems, but also for new and existing perspectives on issues and phenomena arising from the turbulent environment of the past several years.

Awards & Prizes

As featured each year, a number of **awards and prizes** will be presented for best papers and outstanding contributions to the EIBA Annual Conference and the IB community. The following confirmed awards (among others) will be presented at EIBA 2019 Leeds:

- [Danny Van Den Bulcke Best Paper Prize](#)
- [EIBA Best Doctoral Thesis Proposal in IB Award](#)
- [Copenhagen Business School Prize](#)
- [IBR Best Journal Paper of the Year Award](#)
- [GSJ Global Strategy Research Prize](#)
- [JIBE International Trade & Industrial Organization in International Business Prize](#)
- [Lazaridis Institute SMEs & International Entrepreneurship Best Paper Prize](#)
- [EIBA Distinguished Honorary Fellowship Award](#)

Conference Venue

The EIBA 2019 conference venue is the **University of Leeds**, located in the city centre and easily accessible by public transport or a 20-minute walk from Leeds Train Station [https://www.leeds.ac.uk/info/5000/about/131/find_us]. Most of the sessions will take place around the Leeds University Business School (a further five minutes of walking from the Leeds Train Station). You can download the campus map from the EIBA 2019 conference website or the mobile application [<https://www.leeds.ac.uk/campusmap#>].

Programme Overview

[<https://eiba2019.eiba.org/programme/>]

Day 1 (Friday, 13th December) will begin with **EIBA 2019 pre-conference events**, which will include two **doctoral workshops** (the 33rd John H. Dunning Doctoral Tutorial in IB and the 8th Danny Van Den Bulcke Doctoral Symposium in IB); four **paper development workshops** (PDWs), organised by the editorial teams of *International Business Review*, *Journal of International Business Policy*, *Journal of International Business Studies*, and (new this year, and jointly) *Journal of World Business* and *Journal of Management Studies*; and the annual **EIBA Early Career Network Workshop**. These developmental events, which are open only to those who have pre-registered for them, will be followed by a **Meet-and-Greet** networking social event for new EIBA members (immediately prior to the official opening of the EIBA 2019 conference).

The conference will have its official opening at 6:30pm on **Day 1** (Friday, 13th December) with the **Opening Plenary** session, which will be held in the festively-decorated Great Hall located on the University of Leeds campus [https://en.wikipedia.org/wiki/Great_Hall_of_the_University_of_Leeds].

After a welcome to EIBA 2019 Leeds by EIBA President & Conference Chair Prof. Timothy Devinney and University of Leeds VC Sir Alan Langlands, a panel of distinguished speakers

representing both academia and practice will discuss the conference theme of IB in a confused world order. The opening session of EIBA 2019 will be followed by an **Opening Reception** in the iconic Parkinson Court Building which symbolises University of Leeds [https://en.wikipedia.org/wiki/Parkinson_Building].

Day 2 (Saturday, 14th December) and **Day 3** (Sunday, 15th December) will be filled with a mix of **parallel sessions** in which the 367 papers accepted for presentation in competitive and interactive sessions will be presented, along with 14 panel sessions that address topics pertaining to cutting-edge teaching and research. You will find plenty of interest among the sessions representing all 14 of the conference tracks. On Sunday, there will also be a session to launch Volume 14 of the *Progress in International Business Research* (PIBR) book series, along with a preview of PIBR Volume 15.

Both **Day 2** (Saturday) and **Day 3** (Sunday) will also have plenary sessions, including time on both days to interact with authors of the 118 **posters** accepted for EIBA 2019 and the **EIBA Fellows plenary** on Sunday. The **EIBA General Assembly** will take place on Saturday afternoon. Saturday evening will feature a special social event for PhD students.

The official conclusion of EIBA 2019 Leeds will occur on the evening of **Day 3** (Sunday, 15th), with the traditional **gala dinner** to take place at the spectacular **Royal Armouries Museum** [<https://royalarmouries.org/venue/royal-armouries-museum/>]. In addition to enjoying socialising and great food and drink in a festive atmosphere, the gala event will include the announcement of key EIBA 2019 **awards**. This Sunday evening promises to be an event that should not be missed!

Pre- & Post-Conference Opportunities

But wait... there is more!

Plan on arriving in Leeds a day or two early and staying on for an extra day. On **Thursday**,

12th December, there is the option of a company visit to **AW Hainsworth & Sons Limited** (a 230-year-old producer of high-end fabric) [<https://www.awhainsworth.co.uk/>], or taking one of two local tours: **Harewood House and the City of Leeds** or **Castle Howard and the City of York**. Registration details and pricing are posted on the EIBA 2019 website [<https://eiba2019.eiba.org/practical-information/social-programme/>].

Finish a day of exploring the historical Yorkshire region with a talk organised by the **Business Confucius Institute** at the University of Leeds (in cooperation with the James E Lynch India and South Asia Business Centre), and hear **Chandru Iyer**, Head of Business Development for Grant Thornton UK's South Asia Group, and **Ian Zhu**, Head of Outbound Investment for Grant Thornton UK's China Britain Services Group, discuss '**Chinese and Indian Investment into the UK: Tracking Leading Firms and Future Trends**'.

Complete your EIBA 2019 experience by staying for the **post-conference events**, which will take place on **Monday, 16th December**. These include day-long workshops on quantitative (Advanced SEM using LISREL, Culture Research in IB) and qualitative (Theorising from Case Studies) research approaches, along with pedagogy. See the EIBA 2019 Leeds conference website for details and pre-registration information [<https://eiba2019.eiba.org/programme/post-conference-events/>].

Some Logistical Information

The EIBA 2019 Leeds **conference fee** includes registration for all sessions, lunches and coffee breaks, and the gala dinner, as well as a conference handbook and proceedings, and a custom-designed conference bag. This fee also covers **EIBA membership** for 2020, including a personal print subscription to EIBA's flagship journal *International Business Review* (IBR), and online access to the book series *Progress in International Business Research* (PIBR).

You must be **fully registered** to attend the EIBA 2019 Leeds conference! For details, please consult the website's **registration** page [<https://eiba2019.eiba.org/registration/>].

The Leeds team has arranged **accommodation** options to suit a variety of budgets; see the hotels and make a booking through the website [<https://eiba2019.eiba.org/practical-information/accommodation/>].

Information & Inquiries

For more information about the conference, please consult the EIBA 2019 website [<https://eiba2019.eiba.org/>] – the website is being updated regularly, to reflect the most current information.

If you cannot find what you are looking for, please do not hesitate to send us an e-mail [eiba2019@leeds.ac.uk] or find out how else to contact us [eiba2019.eiba.org/contact/].

You can also find & follow us on social media:

- Facebook: [<https://www.facebook.com/EIBA2019/>]
- Twitter: [<https://twitter.com/2019eiba>]
- LinkedIn: [<https://www.linkedin.com/groups/13648719/>]

Along with our entire EIBA 2019 Leeds team, we look forward to welcoming you to Leeds for the EIBA 2019 Conference very soon! ✂

[<https://eiba2019.eiba.org/conference-team/>]



[<https://eiba2019.eiba.org/conference-welcome/>]

For more and regularly updated information on the **45th EIBA Annual Conference**, please visit the [EIBA 2019 Leeds website](#).

Progress in International Business Research – Volume 15: *International Business and Multi-Layered Institutional Change*

Editors: Rob van Tulder, Alain Verbeke, Elizabeth L. Rose, Yingqi Wei

PROGRESS IN INTERNATIONAL BUSINESS RESEARCH – VOLUME 15

International Business and Multi-Layered Institutional Change

Editors: Rob van Tulder, Alain Verbeke, Elizabeth L. Rose,
Yingqi Wei

Publisher: Emerald

PIBR Volume 15 | Call for Contributions

PROPOSED CONTENT

Significant institutional change, occurring simultaneously at multiple geographic levels, has led to new challenges for internationally operating firms. Institutional transitions are now occurring in parallel at the global, regional, national, and sub-national levels. The outcome is invariably an altered business environment for a wide range of companies – from multinational enterprises (MNEs) with global reach to small, local firms that depend heavily on their relationships with lead firms in global value chains (GVCs). Locational strategies, as well as the governance of boundaries associated with ownership, control, and responsibility, must address a myriad of institutional changes in developed, emerging, and developing economies, and are therefore becoming increasingly complex.

International business scholars do typically consider the impact of institutions – primarily as a contextual factor – but the current, multi-layered transitions offer opportunities to study in greater depth how institutional change affects firm-level operations within and across borders. Importantly, MNEs may be able to influence the scope and direction of institutional change, and are, in some instances, instrumental in crafting new institutions, thereby filling institutional voids or improving on institutional overkill, for example, in the realm of internet regulation.

PIBR Volume 15 will provide a natural extension of PIBR Volume 14, which focused on the ‘VUCA’ (Volatility, Uncertainty, Complexity and Ambiguity) conditions facing international operations. A VUCA world poses numerous short-term challenges to MNEs. PIBR Volume 15 will explore further the longer-term challenges that MNEs and smaller firms now face. The Volume will focus on institutional transformations unfolding at various, often overlapping, levels, including:

- The **global level**, which can affect MNEs, *inter alia*, through new multilateral trade and investment regimes, and the regulation of the digital economy. Research involving international organizations relevant to the MNE, such as the World Trade Organization (WTO), the United Nations (UN), the International Labor Organization (ILO), the World Intellectual Property Organization (WIPO), the World Bank, etc., is also important here.
- The **regional level** involves changes in regional trade and investment arrangements (e.g., Brexit, NAFTA, CETA), leading to new challenges for businesses on how to (re)organize their production and marketing activities, so as to reap economies of scale and scope within specific regions, while maintaining requisite local responsiveness.
- The **national level** pertains to regulatory changes within and between states, including those generated through bilateral trade and investment treaties, double taxation treaties, etc. Such treaties can have major effects on migration patterns, workforce composition, the adoption of new sustainable business models, etc.
- The **sub-national level** refers to phenomena such as the rise of global cities and city-regions, localized knowledge clusters, and the impact of within-country institutional differences. Within-country institutional transitions can have major impacts on the conduct of both domestic and international business.

These four levels of institutional change are only indicative. We welcome submissions that address a wide range of challenges associated with multi-layered institutional transformation and the impact thereof on international business, including multi-level analyses from the perspective of MNEs. We are interested in contributions that reflect the breadth inherent in the international business field, with the goal of creating a volume that is pluralistic with respect to both the contexts investigated and methodologies deployed.

SELECTION PROCESS

The research studies to be included in PIBR Volume 15 will be selected partly from the papers presented at the EIBA 2019 conference in Leeds. In addition, a number of authors with internationally recognized expertise pertaining to the topic will also be invited.

All papers scheduled for presentation at the upcoming EIBA 2019 Leeds conference will, in

principle, be considered for inclusion in PIBR Volume 15.

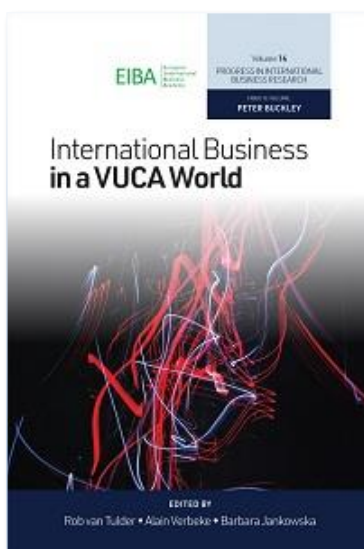
If you would like to submit a proposal for a chapter in this Volume, based on a paper that will not be presented at the EIBA 2019 Leeds conference, please send an e-mail (with the paper attached), **by December 10, 2019**, to *both*:

- Elizabeth L. Rose (e.rose@leeds.ac.uk)
and
- Rob van Tulder (rtulder@rsm.nl).

The selection of papers – as well as additional invitations extended to internationally-recognized experts – will be made by the end of January 2020. The subsequent reviewing process will lead to final submissions and acceptance of manuscripts by May 15, 2020.

PIBR Volume 15 will be published next fall and released at the book launch session to be held during the 46th EIBA Annual Conference in Madrid, in December 2020. ✕

PROGRESS IN INTERNATIONAL BUSINESS RESEARCH – VOLUME 14
**International Business in a VUCA* World:
The Changing Role of States and Firms**
[*VUCA = VOLATILITY + UNCERTAINTY + COMPLEXITY + AMBIGUITY]
TRIBUTE TO: PETER BUCKLEY
Editors: Rob van Tulder, Alain Verbeke, Barbara Jankowska
Publisher: Emerald



PIBR Volume 14 | Book Launch

PIBR Volume 14 is dedicated to exploring the new challenges emerging from this changing and increasingly unpredictable political, economic, social and technological VUCA world. The volume focuses on the threats and opportunities arising for MNEs, SMEs & INVs.

PIBR Volume 14 also pays special tribute to a leading scholar of the IB community – in this case **Peter Buckley**, who has been contributing to theory & praxis in an almost unprecedented way over many years. Peter's thinking stayed relevant – but also adapted to changing circumstances – which makes him an excellent example of scholarly resilience in an increasingly VUCA world. Peter Buckley is the keynote speaker at the upcoming book launch.

PIBR Volume 14 will be officially launched at the **45th EIBA Annual Conference** in Leeds, on Sunday, **December 15, 2019**, at 2:00-3:30pm [Location: Maurice Keyworth Bldg, Rm G.02]. ✕

The **European International Business Academy (EIBA)** was founded in 1974 under the auspices of the European Foundation for Management Development (EFMD) and in close cooperation with the European Institute for Advanced Studies in Management (EIASM).

EIBA is a professional society for academics and practitioners with an interest in the growing field of International Business (IB). It is distinct from other associations in that members range from a wide variety of disciplines and functional backgrounds yet share the common practice of using the international context to bridge and even cross the intellectual boundaries that so often divide institutions of higher education.

The main **mandate** of EIBA is to serve as the core network in Europe for the communication and dissemination of professional information, as well as for the promotion of international exchange in the field of International Business. Annual EIBA **membership** is available to individuals in Europe and elsewhere in the world (either by attending the Conference, or by joining and/or renewing online). At present, the European IB Academy consists of more than 600 members from 50+ countries representing all five continents.

EIBA organizes an **Annual Conference** hosted each December by a renowned university in Europe (or occasionally abroad). In addition to the usual **academic program** of competitive and interactive papers, there are also several **panels** and **special sessions** as well as **posters** featured. **Doctoral events** for registered PhD students are organized by esteemed IB faculty (among other pre- and sometimes post-conference activities).

A number of **awards** are presented at the EIBA Annual Conference, including the following (among others): Danny Van Den Bulcke Best Paper Prize; EIBA Best Doctoral Thesis Proposal in IB Award; Copenhagen Business School Best Paper Prize; SSE Gunnar Hedlund Award; EIBA Conference Track Best Paper Awards; Best Reviewer Prize; IBR Best Journal Paper Award; EIBA Distinguished Honorary Fellowship Award.

Among the many compelling reasons for joining the EIBA family & community are the following:

- EIBA members form an integral part of a global professional network of individuals that are actively involved in International Business research, study, teaching, and practice.
- EIBA members receive six print issues yearly of the *International Business Review (IBR)*, EIBA's official flagship journal (published by Elsevier).
- EIBA membership also includes online access to *Progress in International Business (PIBR)*, an annual book series (published by Emerald); each volume features high quality research, based on the theme of the previous year's EIBA Annual Conference.
- EIBA members receive twice yearly (Spring/Summer & Fall/Winter) EIBA's own renowned newsletter: *EIBAZine – International Business Perspectives (IBP)*.
- EIBA members are informed of EIBA activities, news, and other relevant IB events (via e-mail and websites, etc.), and may benefit from special offers, promotions or discounted prices on selected IB publications, as well as being eligible to participate in the EIBA Annual Conference & General Assembly.

The annual **EIBA membership fee** is currently €130 per calendar year (€100 for PhD students) plus 21% VAT. A personal **journal subscription** to *International Business Review (IBR)* (printed version) published by Elsevier, and **online access** to *Progress in International Business Research (PIBR)* – a book series published by Emerald, are bundled into the **membership benefits package**.

NOTE: The EIBA Annual Conference registration fee includes EIBA membership and IBR / e-PIBR subscriptions for the following year (but not for the year of the event).

To find out more about your EIBA membership status or your subscription to IBR / e-PIBR, as well as for general enquiries, please contact the EIBA Secretariat by sending a detailed e-mail message to the address: info@eiba.org.

For more information and news on EIBA and its governance, activities & awards – or to renew your annual membership online, you are invited to visit the EIBA website: www.eiba.org. ✕

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