Teaching International Business in a Post-Pandemic Era

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Teaching Pedagogy

- Information flow and contact frequency
- Developing students' information management skills
- Short vs. longer recorded lectures
- Internet connections and access/video preferences
- Flexibility and compassion; some students might be affected by the pandemic
- Testing and monitoring

Teaching IB in a Post-Pandemic Era

- External forces and global strategy
  - The pandemic is a disruptive external influence
  - Tohoku tsunami/Fukushima accident (2011), populism, radical technologies like 3D printing, AI, or VR
  - Japan on track to automate 27% of existing work tasks by 2030; some job types will disappear (MGI 2020).
  - Leverage knowledge from past experiences
  - Connecting environmental forces and international/global planning and strategy

- Global supply chain reconfiguration
  - Global firms (e.g., Toyota, Merck-Germany) built [more] redundancies in their supply chain
  - Increased inventory levels across multiple warehouses to ensure production continuity
  - Closer alliances with suppliers/contractors and customers

- MNE structure reconfiguration
  - Japanese firms impacted by the earthquake and tsunami in the Tohoku region (e.g., auto industry)
Teaching IB in a Post-Pandemic Era

Foreign Direct Investment Flows
- Global FDI flows to decrease by ~40% in 2020 to less than $1 trillion – 1st time since 2005 (WIR 2020).
- Most M&As are at least temporarily suspended
- Service industries most affected (e.g., airlines, hotels, restaurants, theme parks, tourism)
- Recovery will take several years
- FDI decline lower in the poorest nations, but they are more heavily dependent on FDI

IB Content Overview

<table>
<thead>
<tr>
<th>IB Environment Module</th>
<th>Concepts to be reinforced</th>
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| Growth of Cross-Border E-Commerce | • Recent slowdown in traditional trade/FDI offset by increase in cross-border e-commerce during the pandemic  
• Trends/Developments in Global E-Commerce (Country, Region, Industry Sectors) |

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| Cross-Border E-Commerce as Route to Market | • Types of Cross-Border E-Commerce (B2C/D2C, B2B)  
• Digital Sales Channels  
• Digital Marketing  
• Technologies Driving Global E-Commerce  
• Opportunity Exploration and Exploitation in the Global E-Commerce Space |

IB Resource Overview

- Reports from UNCTAD, WTO
- Articles and books on the current state of E-Commerce from various news outlets, trade and government reports
- Case discussion: Wonderbly, BTS, and Shopify
1. How it's going to be my future?

**Activity**
- **Objective**: Structure how the international business course will provide skills needed to thrive in the job market in the “new normal”
- **Dynamic**: Simulation and Role-Playing
- **Script guiding to imagine**:
  - Work space
  - Soft and hard skills

2. Is the government intervention in Argentinean Med-Tech companies justifiable?

**Activity**
- **Objective**: Obtain, interpret, and use knowledge, facts, keeping current with global events, and discussing their implications.
- **Dynamic**: Debate
- **Development**:
  - Group 1 represents Tecme
  - Group 2 represents In-Favor
  - Group 3 represents Against

3. Should globalization resume or not?

**Activity**
- **Objective**: Categorize the effects of globalization.
- **Dynamic**: Debate
- **Development**:
  - Group 1 defends the continuity of globalization
  - Group 2 stands against globalization
HOW **WHAT** WE TEACH (**CONTENT**) 
AND **HOW** WE TEACH (**PEDAGOGY**) 
WILL CHANGE THIS FALL?

**HANDBOOK**

Prepared by S. Tamer Cavusgil, Georgia State University, Saeed Samiee, University of Tulsa, 
Manuel Serapio, University of Colorado-Denver, and Maria Luiza Pinho, Georgia State University
## How the 2020 Global Health Emergency and the ensuing Recession Impacts Globalization

**Start of the term**

- **Globalization Disruption**
- Black swan event
- Anti-globalization sentiments
- Recession
- Impact on: Exports, FDI, services, money flows, people mobility

### Concepts to be Reinforced

- Congressional Research Service Report, Global Economic Effects of COVID-19, July 9, 2020
- McKinsey, The coronavirus effect on global economic sentiment, June 30, 2020
- Steven Altman, Will COVID-19 have a lasting impact on globalization? HBR, May 20, 2020
- UNIDO, Coronavirus: the economic impact, July 10, 2020

### Pedagogical Tools and Resources

- See [Current Concepts in IB newsletter](https://ciber.robinson.gsu.edu/faculty-development/pedagogy-newsletter/)

### Exercise

**Risk Mitigation**

- Risk framework
  - Country, financial, cross-cultural, and commercial risk
  - Risk mitigation strategies – Firm responses

- The Four Risks of International Business – Cross-Cultural Risk, Country Risk, Currency (Financial) Risk, and Commercial Risk. Using this framework, have students analyze and predict how Covid-19 might affect the operations of a given firm. Focus the discussion on the steps management can take to reduce risk and disruption. The following article can help with the exercise: [Four Steps to Steer an Organization in a Time of Crisis](https://www.globalinnovationindex.org/Home).

### Acquiring Resilience

- Resilient organizations
  - Agility
  - Organizational culture
  - Resilience through innovation
  - Resilience at the personal level

- [https://www.globalinnovationindex.org/Home](https://www.globalinnovationindex.org/Home)

### Exercise

**Risk Management**

- How can organizations acquire resilience through innovation to alleviate the effects of Covid-19? Describe innovation at four levels: product, process, people, and business model (internet economies such as Airbnb, Netflix). Discuss the degree of newness: new to the world, new to the company, modification, etc. (slight modifications versus radical innovation versus learning from other companies...). Provide specific company examples that have continued to innovate at different degrees across four levels. Possibly, design a matrix where you have product, process, people, and business model in separate columns and various degrees of newness in rows and ask students to place various company examples in the cells of this matrix and explain what they have innovated.

### Differential impact on countries – Impact on EMs and Advanced economies

- **Political, legal, and cultural environment**
- **Economic vulnerability**
- **Poverty**
- **Income inequality**

**McKinsey Survey**


### Global supply chains

- **Operations and value-adding activities**
  - Sourcing vulnerabilities
  - Trends in re-shoring
  - Embedded vs. transactional relationships

**See Current Concepts in IB newsletter at:**

[https://ciber.robinson.gsu.edu/faculty-development/ pedagogy-newsletter/](https://ciber.robinson.gsu.edu/faculty-development/ pedagogy-newsletter/)

**Exercise.** Firms rely on various guidelines to support the management of global sourcing for goods they do not produce themselves. First, ask students to read the articles below:

1. Supply-chain recovery in coronavirus times—plan for now and the future
2. Coronavirus and Supply Chain Disruption: What Firms Can Learn

Second, ask students to develop an internal memo for a firm in a specific industry that describes what management should do to minimize the harm of Covid-19 to their global supply chain. Memo should include discussion of general risks to the supply chain, overview of affected operations and recommendations going forward.

### Managing relationships with the global network – subsidiaries, suppliers, customers, intermediaries

- **Strategy**
- **Operations**
- **Marketing**

**Strategies for building relationships remotely**

- ‘Social contract’
- ‘Local footprint’

**Thomas Hobbes – Social Contract Theory**

The coronavirus makes an MNE’s customers less able and less willing to spend than before. Their spending habits and preferences may change drastically. How do MNEs re-engage with them?


### Conflict Management

- **Dispute resolution**
- **Culture**
- **Strategy**
- **Marketing**
- **Human relations**

**Typology of conflicts**

- Dispute resolution strategies

**Firms’ ethical responsibilities**

- Ethics, corporate social responsibility, HR management
- Stakeholder management, shareholder vs. stakeholder orientation

What are the firm’s responsibilities to its employees? To shareholders? To society? To survive?

United Nations Sustainable Development Report: [https://dashboards.sdgindex.org/map/indicators/sdg7_co2twh](https://dashboards.sdgindex.org/map/indicators/sdg7_co2twh)

### Global data analysis

- **Big data, data analysis, rigorous data collection and analysis**

How do we collect and perform reliable data analysis at the country-level? What are the challenges in processing big data that is structured at the country-level? How do we interpret missing data in certain countries?

### Technology management

- **Global R&D, innovation, innovation strategy**
- **MNE organizational structure, IPR protection, R&D investment**

What new technologies can be deployed to fight global health crisis? For example, Kinsa produces a connected thermometer that allows them to map parts of the US where there are unusual fevers—a week before people need hospitalization. How can this new resource be effectively deployed and managed at a global landscape?

More broadly, firms from different countries are racing to lead innovation. How do MNEs develop innovation capabilities to meet heavy and changing demands in global marketplace?

### Digital transformation and Country Readiness for the Future of Business

- **Technology**
- **Strategy**
- **Marketing**


**https://networkreadinessindex.org/**

Growth of Cross-Border E-Commerce

IB Environment Module
Start of term/Megatrends session
Slowdown in traditional international trade/FDI during the pandemic offset by increase in Cross-Border E-Commerce
Trends/Developments in Global E-Commerce (Country and Region Developments)
Factors Driving Cross-Border E-Commerce Growth
Future Projections

IB Operations Module
Types of Cross-Border E-Commerce

Cross-Border E-Commerce as a Route to Market

Entry Strategies in International Markets/Route to Market
Transactions (e.g., B2C, B2B, C2C)
Goods/Services
Digital Sales Channels (e.g., websites, E-commerce, E-marketplaces, Social media commerce, etc.)
Digital Marketing
Technologies Driving Global E-Commerce
Sensing, Seizing, Transforming International Entrepreneurial Opportunities Using Global E-Commerce


Student Information Management
Introduction and reminders throughout the term
Methods for organizing and updating course-related information

Online environment necessitates frequent communication with students regarding course-related events, assignments, and exams. Typically, students require frequent reminders, reinforcement, and encouragement. No organic student-to-student information flow; groups (if one is used) are less dynamic and communicate less, thus limiting reminders and the distribution of important course information. Encourage reliance on a regularly updated master calendar. Technology can help.

The influence of (disruptive) external forces on global strategy
Early in the term, international marketing, and global strategy, reinforced throughout the term
The rise of populism -Introduction of Radical technologies, e.g., AI, VR


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- Early in the term
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**What is International Business and Why is Important**
- Global and Business Practices
- Structure how the international business will provide skills to thrive in the job market.
- Simulation and Role-Playing – How it’s going to be my future?
- SMART is an acronym to guide goal-setting launched by Peter Drucker’s Management by Objectives concept. There are revisions on the names of the letters, and you can find different resources on the internet, however, I suggest keeping it simple with the students. If the concept is distant from you, check Charter Institute of Management – UK [https://www.managers.org.uk/~/media/Files/Campus%20CMI/Checklists%20PDP/Setting%20SMART%20objectives.ashx](https://www.managers.org.uk/~/media/Files/Campus%20CMI/Checklists%20PDP/Setting%20SMART%20objectives.ashx)
- Mercer Global Talent 2020 Survey shows that we live in an era of uncertainty where conversations about the future dominate with increasing accountability of all of us. Students are insecure about their future, and having the opportunity to express will reduce anxiety and develop empathy. [https://www.mercer.com/content/dam/mercer/attachments/private/global-talent-trends-2020-report.pdf](https://www.mercer.com/content/dam/mercer/attachments/private/global-talent-trends-2020-report.pdf)

**Government Intervention and Regional Economic Integration**
- Global and Business Practices
- Obtain, interpret, and use knowledge, facts, keeping current with global events, and discussing their implications.
- Case Study - Tecme
- Factiva Database: Provides essential business news and information combined with content delivery tools and services to help users to make better business decisions.
- Support Text to launch the debate.
1. Simulation and Role-Playing – How it’s going to be my future?

Session: What is International Business and Why is Important

Target audience: undergraduate

Learning objective(s): Structure how the international business will provide skills to thrive in the job market.

Context:

The United States will continue to experience a coronavirus-induced recession through 2021 and even 2022. The pandemic has disrupted the undergraduate path and many students face insecurity about their future and their careers. Undergraduate students, especially from low-income families, the first generation of students in state universities are experiencing the pandemic disruptions. Those students who relied on part-time jobs for extra income lost their jobs. Family members lost their income, and family members were lost fighting the coronavirus.

- This activity can be done online or offline
- You can instruct the students to draw or to use any electronic tool or device they feel comfortable
- Script for the students:
  1. Let’s imagine you are in May ____ (year of your graduation). You finished all the courses and credits. You are ready to conquer all of your dreams.
     - Take a moment and review those dreams? Did they change? How?
     - If you need to write, feel free to write it down
     - So, this is what you want? Check your feelings? Are you happy? You feel good about it? Okay, go to the next step.
  2. What are the steps to get there? Now, break down your dream in short and middle term actions you will need to go through to get there?
     - If you want to write objectives develop them SMART (specific, measurable, acceptable, relevant and time bounty)
     - Thinks about how you will reach then?
     - Do you need to start in a small firm before work on that top accounting firm? Do you need to gain some experience at some firm?
  3. Pick up the first step you think you need to accomplish and imagine yourself there—your first day.
     - Imagine how is space: what are the colors of the walls? How are the work stations organized? How are the office hours structured? Can you work from home?
       - With this picture in mind create the office space (you can use games like The Sims, you can draw, use your creativity to explore the area and its elements)
     - What type of skills will you need to excel in it?
     - How the international market affects your activity? How can you anticipate and mitigate potential risks?
     - Make a list of everything you think would help you if you knew it? (this is the list you will share with your instructor)

Deliverable:

2. List of information: the student will reach the end of the exercise with a list of information, activities, curiosities to fulfill his first step in achieving his dream. Even if the list is not entirely associated with international business, try to map and connect how you can adjust the course to meet the student’s needs.
If possible, share with the students what is your commitment to helping them to gather from the course. Remember to define if the outcome would be shareable with the other students or not, although I usually prefer to keep confidential and share only the “broad” topics. The student will know if it belongs to him or not.

**Extra resources to support:**
- SMART is an acronym to guide goal-setting launched by Peter Drucker’s Management by Objectives concept. There are revisions on the names of the letters, and you can find different resources on the internet, however, I suggest keeping it simple with the students. If the concept is distant from you, check Charter Institute of Management – UK [https://www.managers.org.uk/campus%20CMI/Checklists%20PDP/Setting%20SMART%20objectives.pdf](https://www.managers.org.uk/campus%20CMI/Checklists%20PDP/Setting%20SMART%20objectives.pdf).
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**2. Case Study - Tecme**

**Course:** Global and Business Practices

**Session:** Government Intervention and Regional Economic Integration

**Target audience:** undergraduate

**Learning objective(s):** Obtain, interpret, and use knowledge, facts, keeping current with global events, and discussing their implications.

**Resources:**
- Factiva Database: Provides essential business news and information combined with content delivery tools and services to help users to make better business decisions.
- Support Text to launch the debate.

**Debate: Is the government intervention in Argentinean Med-Tech companies justifiable?**

- The class should be divided into three groups:
  - one will develop arguments to justify the government intervention
  - the second group will develop arguments to fight against the intervention
  - the third group represents Tecme, the Argentinean firm. The firm hired the two organizations to establish a public positioning regarding the Argentinean government intervention. This group will hear each side and select the arguments that will support their positioning.
- This activity can be done either in the classroom, online through a synchronous sessions.
- Resources like breakout rooms at Zoom can be useful to divide the groups to work on it.
- It can be used as a graded item in the evaluation scheme

**Development:**

1. Tasks before the activity:
   - All the students need to read the article (5 to 7 minutes reading)
   - Search for information’s about the respirator market and Tecme.
   - Search for information’s about the ventilator market and Tecme.

The instructor might assign the students to groups before performing the activity since it can be done partially beforehand or authentic time. If doing in the classroom on F2F mode is critical to take into account the social distant issues and university policies.

2. The instructor needs to divide the groups providing different instructions according to the group focus
3. Group 1 and Group 2 presents their argument. Group 3 takes five extra minutes to assimilate and choose the firm positioning and argument

**Med-tech companies in Argentina and Brazil ramp up ventilator production**

By Sergio Held 6-7 minutes

BOGOTA, Colombia – Med-tech companies across Latin America that have traditionally focused on domestic and regional markets are in a race against time to supply ventilators to deal with worsening COVID-19 outbreaks. Latin America’s med-tech industry has focused for years on the production of medical devices for the global market, but a significant shift is underway with companies quickly ramping up production to deal with localized outbreaks.

“We’ve got desperate requests for ventilators from many countries in the Latin American region, because they lack self-production, and those are the countries where ventilators made in China, the U.S. or Europe will arrive last,” Silvina Grasso, general manager at Leistung Ingenieria S.R.L. in Argentina told BioWorld. For the time being, those requests may not be addressed.

Leistung, a 35-year-old med-tech manufacturing company, is one of just two companies in Argentina that produce ventilators. The plan to supply private hospitals in the southern province of Córdoba. Both companies were forced by the government of Argentina to halt all exports, report their production volumes on a weekly basis and sell all their products to the government only.

“Two months ago, we decided to stop exports, and then the government requested it. They also requested us to increase production, and thereafter, they informed us that we should report our stocks on a weekly basis [to them] as well as our planned production for the weeks ahead,” said Grasso.

Leistung is not looking at the government’s order as a roadblock to Med-tech companies in Argentina and Brazil ramp up ventilator production business, but rather as a strategy to centralize supplies of ventilators. This is just another step in the country’s strategy to contain the outbreak and prepare for the peak of COVID-19.

Argentina already has more than 2,600 confirmed cases and more than 120 deaths. According to Grasso, the Argentine government wants to increase the supply of ventilators by between 3,000 and 4,000 units. The country has between 7,000 and 8,000 units available at ICUs, for a population of almost 45 million people.

“We’ve got a lot of purchase orders from the provinces, municipalities and private hospitals, but we can only sell our products to the national government, which in turn, has the whole strategy to supply the entire country,” said Grasso, who is unsure about the government’s plan to supply private hospitals in the southern part of the country where infrastructure is weaker.

Grasso, who is part of the second generation of the family that founded the company, wants to include their positioning and argument in a product development business, but rather as a strategy to force the government to centralize supplies of ventilators. This is just another step in the country’s strategy to contain the outbreak and prepare for the peak of COVID-19. Argentina already has more than 2,600 confirmed cases and more than 120 deaths.

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around the world are fighting for the components needed to build ventilators. The supply is becoming really complex. There are certain brands of valves and sensors that we all use, so [maintaining] the supply of those parts is really difficult nowadays.” Many of the parts used by ventilator manufacturers around the world are produced in the U.S., China and Japan. “That’s a bottleneck for us,” Grasso said. Even though some parts can be replaced by domestically made components, regulations for medical devices can be onerous. Med-tech companies in Argentina and Brazil have ramped up ventilator production and certifications to ensure that ventilators can be licensed and delivered as fast as possible. Challenges also in Brazil

Leistung is facing similar problems in their second plant in Jaraguá do Sul, a city located in the north of the Brazilian state of Santa Catarina. The Argentine company established the factory there about 20 years ago to supply ventilators to the Brazilian market, as well as exporting between 30% and 40% of its production to markets in Asia and the Middle East. However, as it has happened in many places around the world, ventilator exports came to a halt because the borders are closed for at least 180 days. “Our company acted very fast in Brazil where we have tripled our own production and also reached an agreement with WEG SA to license our products, so they can use their technology to increase the production volumes, which are being coordinated by the ministry of health,” said Grasso. WEG Electric Equipment SA is a Brazilian electrical engineering company that is one of many non-med-tech industries that have stepped in to boost production of ventilators. “The plan is to immediately purchase all required components in order to produce 50 ventilators. Once the production line is installed by WEG, Leistung will have an estimated capacity to produce 50 ventilators per day and deliver in the second half of May,” the company said in a press release. Brazil is one of the few countries in the region that has not put lockdowns in place. The country’s Minister of Health Luiz Henrique Mandetta was fired by President Jair Bolsonaro on April 16 due to unresolved differences in their approaches to the pandemic. Bolsonaro has opposed lockdowns and even dismissed the threat of the virus. Brazil, the most populous country in the region with more than 210 million people, has recorded 30,000 infections and about 2,000 deaths. (https://www.bioworld.com/articles/434591-med-tech-companies-in-argentina-and-brazil-ramp-up-ventilator-production)

3. Brief description of the activity: Globalization vs Deglobalization Debate

Course: Introduction to International Business
Session: Globalization
Target audience: undergraduate
Learning objective(s): Categorize the effects of globalization

Resources:

- How the Coronavirus Pandemic Can Lead to Deglobalization: Interview with Walden Bello
  https://youtu.be/rmiCBl8imedHU
- Coronavirus and the Death of ‘Connectivity’: The Great Recession could have killed globalization, but China emerged as the champion of a new global “connectivity.” With the coronavirus, that phase is finished. Support Text to launch the debate. https://fpif.org/coronavirus-and-the-death-of-connectivity/
- Chapter 2 of International Business: New Realities

Debate: Should globalization resume or not?

- The class should be divided into two groups:
  - one will develop arguments to defend the continuity of globalization
  - the second group will develop arguments to fight against globalization

This activity can be done either in the classroom, online through a synchronous sessions. Resources like breakout rooms at Zoom can be useful to divide the groups to work on it.

Development:

1. Tasks before the activity:
   - All the students need to read the article [5 to 7 minutes reading] and watch the video.
   - The instructor might assign the students to groups before performing the activity since it can be done partially beforehand. If doing in the classroom on F2F mode is critical to take into account the social distant issues and university policies.

2. The instructor needs to divide the groups providing different instructions according to the group focus

3. It is important to connect the topics presented by the students with the Drivers of Globalization and the Firm and Societal Consequences of Globalization that will emerge (the International Business – New Realities provides this framework that can support the discussion structure)