

**Academic course:** 2021/22

**Course:** International Business post-COVID-19 world

**Semester:** Spring 2022

**Workload:** 6 ECTS (150 hours)

**Instructor:** Massimo Cermelli / / Ricardo Aguado / Ekhi Atutxa / Asela Ange

## Description and justification

This subject contributes to the academic and professional profile of students from diverse degrees. Indeed, regardless of the Degree from which each student is from, in their future professional career all of them will need to be able to understand and analyse the economic, political and social drivers and consequences of Globalization. Moreover, in a near future students will also need to tackle new complex economic and political situations result of economic, sanitary and political crisis.

By assisting to the course students will acquire the basic concepts, knowledge and instruments to understand and critically analyse Globalization and the International Business environment. To this end, the course is divided in four main blocks. The first block delves on the globalization processes in a new COVID-19 world, the impact of fiscal and monetary policies in international business and the economic development of nations and Business opportunities. This block will shed light on the economic consequences that COVID-19 crisis had in firms' international business operations an introduction into the main internationally used concepts of Economic Development and Globalization, as well as the link between Globalization and International Business. The second block focuses on International business by understanding its link with international trade, financial markets and foreign direct investment. The third block focuses on the liquid geo-economics of the 21st century, the relevance of business diplomacy and shared value approach and the need of businesses to manage socio-political risk. International business by focusing in its link with international trade, trade integration and foreign direct investment. Students will learn how to transform the management of business diplomacy from a peripheral "nice to have" to a core strategic concern of the entire strategy. Besides theory, students are going to debate and critically analyze the different topics presented in each block. In this way, the subject will provide theoretical and practical knowledge; students will acquire abilities which are highly demanded by Businesses, Governments and International Organizations.

## Prerequisites

None.

- Spring 2022

- [iro@deusto.es](mailto:iro@deusto.es)

## Competencies and learning outcomes

- **Generic Competences (GC):**

GC. Systemic thinking: to organize and to integrate interrelated components forming a coherent whole. To understand and to apprehend reality through global patterns. Level of mastery 2: To deal with reality by using holistic knowledge in complex tasks and situations

**Learning outcomes:** the student

- Integrates elements of diverse subjects and fields in his/her analysis of reality (Systemic principle).
- Adopts different perspectives, sources, dimensions, etc. in order to analyse reality (Systemic principle).
- **Specific Competences (SG):**
  - SC 1. To apply basic research methods in social sciences to the analysis of trends in international society and to the development of original papers on the thematic areas of the degree.
  - SC 2. To apply the main debates in the discipline to an understanding of the actors and factors determining the current system of international relations.
  - SC 3. Actors in a global economy: To interpret the reality of the local and global economic environment. The aim is to take advantage of the opportunities and manage the challenges product of developing their economic activity in an international context.

**Learning outcomes:** the student

- Applies the theoretical approaches applied to the analysis of international society
- Identifies the main actors and factors determining the current system of international relations in the international society.
- Analyzes causes and dynamics of change in the international society.

## Contents

### Introduction: dynamics & assessments (5 hours - 1stweek)

#### Block 1

- Unit 1: Globalization in a new COVID-19 world (10 hours - 1<sup>st</sup> week)
- Unit 2: The impact of fiscal and monetary policies in international business (17,5 hours - 2<sup>nd</sup> and 3<sup>th</sup> week)
- Unit 3: Economic development of nations and Business opportunities (17,5 hours 3<sup>th</sup> and 4<sup>th</sup> week)  
- Spring 2022

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#### Block 2

- Unit 3: International trade in a new COVID-19 world (10 hours - 5<sup>th</sup> week)
- Unit 4: Financial markets in a new COVID-19 world (17,5 hours - 6<sup>th</sup> and 7<sup>th</sup> week)
- Unit 5: Foreign direct investment (17,5 hours - 8<sup>th</sup> week)

#### Block 3

- Unit 6: From geopolitics to geoeconomics (10 hours - 9<sup>th</sup> week)
- Unit 7: The liquid geo-economics of the 21st century (10 hours - 10<sup>th</sup> week)
- Unit 8: The relevance of business diplomacy and shared value (17,5 hours - 11<sup>th</sup> and 12<sup>th</sup> week)
- Unit 9: Socio-political risk management (17,5 hours - 13<sup>th</sup> week)

## Teaching-learning strategy

The teaching methodology will be based on the University of Deusto Learning Model (UDLM) that integrates the stages of contextualization, reflective observation, conceptualization, active experimentation and assessment. To apply this methodology the following teaching resources are used:

- Use of learning materials in different formats for the presentation of theoretical content.

- Carrying out different learning and assessment activities to verify the acquisition of both theoretical and practical knowledge and the acquisition of skills.
- Individual and / or group tutoring aimed at the personalized monitoring of the students and the supervision of their work.
- Combination of synchronous remote video conference classes (2 hours a week) with online learning through resources and activities on the university's learning platform.

## Assessment

- In each block students are going to individually write an essay (1800 words) and to make an oral presentation in groups about the topics assigned by the Professors. The two assignments of each block represent the third part (33,3%) of the final grade. In each assignment, the general and specific competencies are going to be taken into account. In order to pass the subject, students need to get a 50% of the final grade.
- Extraordinary call: Students must do and pass again the pending subject's parts in reference to the Generic and Specific Competences.

- Autumn 2021

- [iro@deusto.es](mailto:iro@deusto.es)

## Basic bibliographical and audiovisual material

### Block 1

- International Business - Compiled by Massimo Cermelli (2016) Pearson edition
- Becchetti L. & Cermelli M. 2018. "Civil economy: definition and strategies for sustainable well-living," *International Review of Economics*, Springer; vol. 65(3), pages 329-357, September.
- <https://hbr.org/2020/05/will-covid-19-have-a-lasting-impact-on-globalization>
- [https://www.ted.com/talks/nick\\_hanauer\\_the\\_dirty\\_secret\\_of\\_capitalism\\_and\\_a\\_new\\_way\\_forward?language=en#t-127371](https://www.ted.com/talks/nick_hanauer_the_dirty_secret_of_capitalism_and_a_new_way_forward?language=en#t-127371)
- Covid Economics (2020) <https://cepr.org/content/covid-economics-vetted-and-real-time-papers-0>

### Block 2

- Baldwin, R., & Mauro, B. W. D. (2020). *Economics in the Time of COVID-19*. VoxEU.org Book. CEPR Press.

- Carril-Caccia, F. & Pavlova, E. (2018). Foreign direct investment and its drivers: a global and EU perspective, ECB Economic, Issue 4, pp. 60-78.
- Wild, J. J. & Wild, K. (2015). International Business: The Challenges of Globalization. Global Edition, 8/E, Pearson edition.

### Block 3

- Henisz, W. J. (2016). The Costs and Benefits of Calculating the Net Present Value of Corporate Diplomacy. Field Actions Science Reports. The journal of field actions, (Special Issue 14).
- Henisz W.J. (2014): Corporate Diplomacy. Building Reputations and Relationships with External Stakeholders.
- Kesteley, J., Riordan, S., & Ruël, H. (2014). Introduction: business diplomacy. The Hague journal of diplomacy, 9(4), 303-309.
- Porter, M.E. y Kramer, M.R. (2011): "Creating Shared Value". Harvard Business Review. Ene-Feb 2011, pp. 62-77
- Saner, R., Yiu, L., y Søndergaard, M. (2000): Business diplomacy management: A core competency for global companies. The Academy of Management Executive, 14(1), 80-92.
- Yiu, L., & Saner, R. (2017). Business Diplomacy in Implementing the Global 2030 Development Agenda: Core Competencies Needed at the Corporate and Managerial Level. International Business Diplomacy: How can Multinational Corporations Deal with Global Challenges?, 33.