International Relations in Business and Management Programs: History, Cases, and Challenges in the Philippines

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The academic field of International Relations (IR) has been characterized by its largely Western-centric philosophical founding masters. Thus, the subject matter of IR has entailed discussions on "Wars, international conferences, diplomacy, Olympic games, espionage, trade, foreign aid, immigration, tourism, hijacking, world-wide epidemics, violent revolutions…" (Couloumbis and Wolfe, 1978). But precisely because of these issues, business and management programs worldwide have likewise incorporated the subject matter of IR.

Globalization and the omnipresence of multinational corporations (MNCs), for instance, have demanded the discussion of such issues and phenomena as: peace and international crisis management, global framework agreements to regulate international labor relations, dynamics introduced by the role of language and culture, political and economic theories of global management, ethical and legal issues in relation to bribery and corruption, transnational public-private partnerships (PPPs), theoretical and practical frames for pedagogy, among many others.

The rapidly changing nature of the international political economy along with its increasing complexity, poses challenges for both theoreticians as well as policymakers. This paper shall explore the pedagogy and practice of IR within business and management programs, investigate the various issues and challenges and how business programs have successfully taught them and resolved the problems, and present a theoretical framework for how these issues and challenges might be tackled and resolved in the context of Philippine institutions especially business schools.

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1. Introduction

Whether through international trade, foreign direct investment, cross-border portfolio flows, policy decisions on intellectual property, regulations, and taxes around the world, or the competitive environment of an industry in any particular economy, business is shaped by international circumstances and relationships. In an age of globalization, national polities no longer function as bounded or closed systems. With the omnipresence of multinational companies (MNCs) all over the globe, we can no longer view the internationalization of the firm as merely a collection of independent international trajectories but rather as the result of interdependent international trajectories, with the relationships of the firm with international customers as one of the major driving forces behind this interdependence.

Global companies must succeed in the business they are in and at the same time show competence in managing multiple stakeholders at home and abroad. While it is of key importance to have the right products and services at the right price and time, global companies might not be able to deal successfully with issues and challenges outside their direct sphere of control. For example, one can point to many cases in history in which corporations, without wanting to, have become implicated in human rights abuses. Or they may have found their production equipment destroyed or sabotaged, as was the case of Shell Oil's pipelines in Eastern Nigeria (Saner, et al., 2000).

The rapidly changing nature of the international political economy along with its increasing complexity, poses challenges for both theoreticians as well as policymakers. This paper shall explore the pedagogy and practice of IR within business and management programs, investigate the various issues and challenges and how business programs have successfully taught them and resolved the problems, and present a theoretical framework for how these issues and challenges might be tackled and resolved in the context of Philippine institutions especially business schools.

2. International Relations and Business

Given a huge variety of international relations in the age of globalization, business and management programs in business schools throughout the world ought to take them seriously in a differentiated way with great sensitivity and sophisticated understanding. While one can generally believe in the benefits of global civil society, one nevertheless has to recognize that it poses ethical dilemmas with possibly tragic outcomes. As Robert Cox would say: "Our era of 'hyper-liberal globalizing capitalism' is the site of some major contradictions and struggles: between the rhetoric of democracy and the 'democratic deficit' caused by the internationalization of the state; between the growing demands for international protection of the environment and the surrender of state authority to international corporate finance and business; and between the rhetoric of victory in the Cold War over socialism and the accelerating inequality both within and between states" (Griffiths, 1999, p. 118).

It is a reality that inequality and exclusion are endemic features of contemporary global politics. There are many reasons for this, but three factors in particular are crucial: first, enormous inequalities of power between states; second, global governance is shaped by

powerful interests and global capital; third, the technocratic nature of much global decision-making, from health to security, tends to exclude many with a legitimate stake in the outcomes (Baylis, et al., 2011). The consequences are, therefore, obvious especially for the training and education of business professionals in the globe's academic institutions.

In an age of globalization, national polities no longer function as bounded or closed systems. While sovereignty remains a principal juridical attribute of states, it is increasingly divided and shared between local, national, regional, and global authorities. In fact, global politics asserts that all politics—understood as the pursuit of order and justice—are played out in a global context. Understandably, inequality and exclusion are unfortunate consequences. Therefore, in business and management—especially in the context of international business ethics—, there are specific and clear roles that emerge, which business schools and educators must capture and transmit inside and outside the classroom (Baylis, et al., 2011)

Given the omnipresence of multinational companies (MNCs) throughout the world, the issue of international relations has become all the keener for business schools. Multinational businesses by definition operate in multiple jurisdictions and therefore are subject to regulation under a diverse array of national laws. Traditionally, curriculums on international business–government relations (IBGR) have incorporated such topics as: (1) the MNE as a new institution, (2) political vulnerability and risk, (3) the obsolescing bargain, (4) the investment climate, (5) legitimacy, confrontation and accommodation, (6) the resolution of conflicts between national and corporate interests, and (7) global framework agreements, among many others (Grosse, 2005).

Early on, most research centered on public policies toward inward and outward foreign direct investments (FDI) and the latter's impacts on balances of payments. In the last 40-50 years, because of the unprecedented scope and reach of international relations as they impact business, the literature has come to: (1) focus on MNC–government relationships in the context of the emergence of the multinational enterprises as a new institution and of the novel responses they have required of national governments, and (2) research and teach new concepts and partial theories that have anchored the study of international relations ever since. The next section shall discuss and describe some of the content of IR programs in some of the more prominent business schools.

3. International Relations in Business and Management Programs

Because of the issues mentioned above, business and management programs worldwide have incorporated the subject matter of international relations (IR) into their curriculums. Globalization and the omnipresence of MNCs have demanded the discussion of such issues and phenomena as: peace and international crisis management, global framework agreements to regulate international labor relations, dynamics introduced by the role of language and culture, political and economic theories of global management, ethical and legal issues in relation to bribery and corruption, transnational public-private partnerships (PPPs), theoretical and practical frames for pedagogy, among many others.

The excellent global business schools offering strong international business and international relations (IR) curriculums typically are concerned broadly with the management of the business enterprise in a multinational context. They usually provide a core business curriculum in accounting, finance, strategic management, marketing, leadership and decision-

making while nurturing a nuanced understanding of the global socio-political, socio-economic, and industry contexts. Many of them develop theoretical and applied/managerial analytical frameworks applicable to manufacturing, trading, service and financial firms operating at different stages of their internationalization process.

They would typically offer a comprehensive and practical study of international affairs and solid business skills that give students a global perspective of economic, political and social interactions. Those top business schools tapping on the IR expertise of their mother universities would normally combine the expertise of both institutions: the Chicago Booth School of Business, for instance (https://www.chicagobooth.edu/) offers the MBA and MA in International Relations degree which allows students to complement their business education with the study of the role of ideas, interests, and power in shaping international relations; students take theoretical and interdisciplinary courses in international relations and write a master's thesis tailored to fit their specific interests and career goals.

The Huntsman Program in International Studies and Business at the Wharton Business School of the University of Pennsylvania (https://www.wharton.upenn.edu/) prepares its students to become leaders in today's increasingly interconnected world. Such leaders must be maximally adaptable to changing circumstances, in both professional and cultural terms. They are trained to acquire a variety of skill-sets in order to adjust their professional goals to changing opportunities and markets, and to be able to communicate with citizens not only of their own culture but increasingly of other cultures, in a way that involves mutual understanding on a number of levels. In addition, its MBA/MA Lauder Joint-Degree in International Studies prepares future business leaders by integrating the Wharton MBA with an MA in International Studies from the University of Pennsylvania's School of Arts & Sciences. Students become part of a small, tight-knit community that is passionate about international management issues and global studies. The MA in International Studies includes advanced language study and an international course sequence in the humanities and social sciences, thus giving the program a solid liberal arts training and flavor. (*Appendix A* provides the 2016 listing of the best business schools according to the Forbes list. This paper has the limitation of only cursorily looking up the curriculums of the top 12 on this list.)

4. International Business Issues and Challenges

Theoretical and practical frames for pedagogy: Robert Cox, a critical theorist of IR and a critic of realism in IR, assembled impressive and complex thinking stemming from history, philosophy, and geopolitics, to illuminate how politics can never be separated from economics, how theory is always linked to practice, and how material relations and ideas are inextricably intertwined to co-produce world orders. For Cox, the globalisation of capital, production and debt is not part of some inevitable trend to a post-industrial, postmodern world caused solely by exponential advances in the technology of manufacturing and communications. It has been enormously facilitated by a neoconservative hegemonic ideology of deregulation designed to disempower traditional oppositional forces, particularly the trade union movement. He believes that our era of "hyper-liberal globalizing capitalism" is the site of some major contradictions and struggles: between the rhetoric of democracy and the 'democratic deficit' caused by the internationalization of the state; between the growing demands for international protection of the environment and the surrender of state authority to international corporate finance and business; and between the rhetoric of victory in the Cold War over socialism and the

accelerating inequality both within and between states. Having said this, the training and education in business schools have to provide strong and solid knowledge of political and economic theories of global management. Thus, these shifting social, legal, economic, political, and technological pressures pose different challenges to business schools. Understanding the educational implications of the internationalization process requires faculty with a global mindset, in order to satisfy the demand of business students to garner the skills to cope with the forces that govern tomorrow's world economy (Grosse, 2005; McIntrye, et al., 2005).

The role of culture and language: The role of language and culture has become more pronounced with the age of globalization, thus adding pressures to business schools to enable their students to acquire sharp skills in these areas. Organizational cultures, which face at least three important challenges—relations between individuals, employees, clients or directors; attitude towards time; and relations with nature—, will have to adjust to the following aspects: (1) the establishment of contracts; (2) the role of top management; (3) the scheduling of business travels; and (4) work evaluation and reward, among others (Raducan & Raducan, 2016). Many examples can be given that indicate challenges that are associated with managing a global workforce. As globalization continues to be important for businesses, it's obvious that managers need to understand how to best manage that global workforce. Some researchers have suggested that managers need *cultural intelligence* or cultural awareness and sensitivity skills. Cultural intelligence encompasses three main dimensions: (1) knowledge of culture as a concept—how cultures vary and how they affect behavior; (2) mindfulness—the ability to pay attention to signals and reactions in different cross-cultural situations; and (3) behavioral skills—using one's knowledge and mindfulness to choose appropriate behaviors in those situations (Robbins & Coulter, 2012).

Peace, human rights, security, international crisis management: The primary responsibility for peace, security and development rests with governments, but the private sector can make a meaningful contribution to stability and security in conflict-affected and high-risk areas. Commercial activities have direct and indirect positive impacts by creating job opportunities, generating revenues that advance economic development and recovery, making sustainable investments in cities and towns, creating inclusive hiring policies that build good relations between ethnicities and communities, developing "bottom of the pyramid" business strategies and promoting best practices in the areas of human rights, labour, the environment and anticorruption. Business can also be a powerful incentive for bringing people together across national and cultural lines, creating relationships based on a shared sense of identity and purpose, overcoming differences that, in the wider society, are more difficult to surmount. These contributions can be made by companies of all forms: small and large, public and private, international and local. (UN Global Compact, 2010). Adaptation to the changing security environment requires changing of the priorities for international crisis management, including the whole capacity of the society, and implementation of new forms of interaction between the state, business and NGOs, such as public-private partnership. Business schools' international relations programs, therefore, have to empower students and trainees in this all-important area of peace and international crisis management.
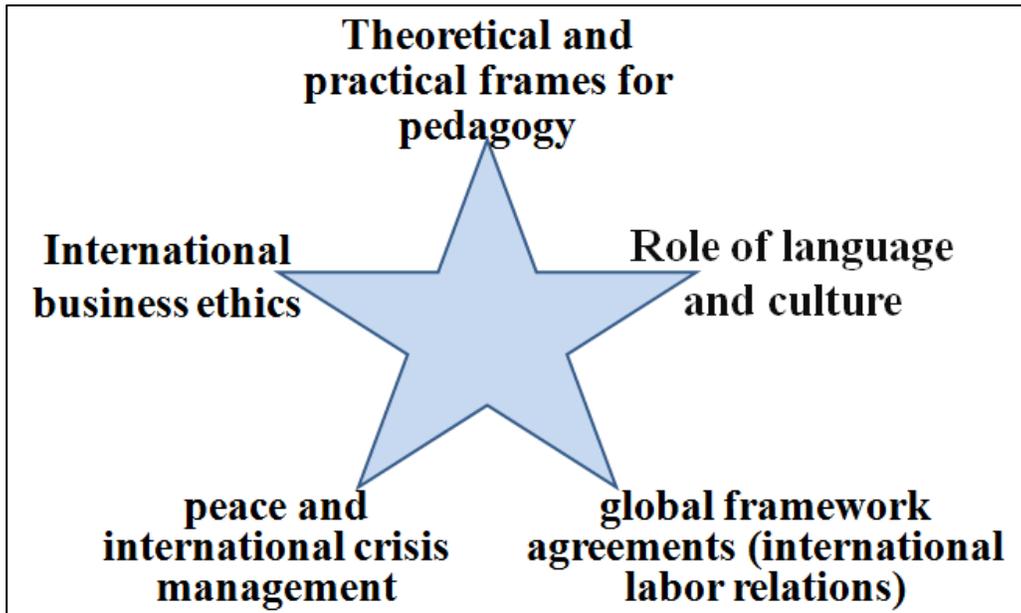
International Business Ethics: The internationalization of business and the process of globalization raise many ethical issues about acceptable norms of conduct on the part of multi-national companies (MNCs) and other organisations. The search for better business ethics has been an issue accompanying the industrialization process, as it has slowly become a global

phenomenon. Globalization is the main reason why international business ethics has become an important topic in the international business curriculum. The firm doing business on a global basis is faced with many difficult decisions about what to do in different countries: whether to follow the company's home country rules and customs, or whether to follow host country rules and local customs. Ethical dilemmas and value conflicts are bound to arise in many areas, and corporate managers need new guidance. Hence, corporations need to give careful thought to international business ethics, and need to use moral theory to establish principles of international business ethics. Business leaders and NGOs that advocate greater corporate social responsibility (CSR) have the opportunity to contribute to the development of global civil society by working together to establish persuasive codes that do not require slow and difficult international intervention by government. But there is a whole set of potential conflicts that an international corporation needs to think carefully about how to handle. Corporate codes of conduct are standards of behavior which a company adopts without being compelled to by law, but which then become binding on all employees, in order to minimize potential conflicts arising from undesirable effects of international business activity on societies and the natural environment. Such corporate codes of conduct at least make it clear that the management of the corporation is concerned about how business goals are achieved. As a moral minimum, corporate ethical codes need to rule out what the management believes to be clearly unacceptable behavior. Section 5 below, which proposes a theoretical framework for International Relations (IR) in business and management programs, outlines how this can be achieved.

Global framework agreements to regulate international labor relations: Regional co-operation agreements in the past were regarded as precursors to inward-oriented economic blocs and, therefore, stumbling blocks to multilateral trade. However, they are now considered as complementing and having a positive effect on global trade liberalization (if they are consistent with WTO provisions) and are becoming the order of the day all over the world (Gaur, 2003). There are many benefits to multilateral regional trade agreements, including economies of scale and a larger consumer market. Another reason nations may join in a regional trade bloc is to create a counterweight to the increasing economic power of other regional trade organizations. The growing dominance of the EU, for example, was one reason that the United States strove to create trade blocs in its hemisphere. The prequel to these international multilateral trade agreements was the International Trade Organization (ITO) which, because of its excessive restrictiveness, morphed into the General Agreement on Tariffs and Trade (GATT). This "second-best" trade institution, which was viewed as a "temporary" organization, has existed ever since; and in 1995, GATT morphed into the World Trade Organization (WTO). GATT codified four main principles of trade: (1) every member would automatically be granted most-favored nation status by every other member (in other words, trade terms agreed with one country applied to all other member countries), (2) members were expected to reduce nontariff barriers to trade, such as quotas, (3) members had to report the imposition of any tariff or trade barrier; and (4) imported goods would be treated in the same way as domestic manufactures or goods. In its infancy, GATT performed spectacularly, reducing or eliminating numerous trade barriers. In the 1930s, world trade had contracted, but in the 25 years after the adoption of GATT, global trade increased at a yearly rate of more than 7 percent. Companies based in industrialized countries began selling their products in every corner of the globe. People migrated from regions with little employment to areas where jobs went begging. Because of labor shortages workers saw their wages increase and their standard

of living improve. With their higher wages, workers bought more goods, so both domestic production and trade increased (Goldstein, 2007). The challenges of, opportunities for, and outlook on these free trade agreements, in the context of globalization, have to be discussed thoroughly in business schools.

5. Toward a Theoretical Framework for Problematizing International Relations in Business Schools

• Theoretical and practical frames for pedagogy: At the Clausen Center for International Business & Policy of the Haas Business School (http://www.haas.berkeley.edu/), the mission is to promote path-breaking scholarly research, enhance teaching in the area of international economics and finance, and contribute to the policy dialogue on these issues. Through its research initiatives, the Center engages in continued dialogue with policy makers and pursue work that is rigorous, insightful, and firmly anchored in reality. There is, thus, the need to revisit the various theories of IR in order to find those that could carefully inform the discourse and the resolution of conflicts. Robert Keohane, who has come to be called a "contemporary classic" theorist on IR, clearly distinguished himself from the interwar idealist doctrine of 'harmony of interests' among states by stressing the international system's non-harmonious nature. The international society is primarily dominated by interstate rivalry, and only secondly does co-operation exist to temper this. Yet, the international society is not anarchical in a Waltzian sense since international institutions actually do constrain and enable action. This view of history rests on a view of human action which differs from the one typically found in traditionalist writings. Keohane *assigns greater importance to each human being's possibility of affecting the course of history*, implicitly refuting the cyclical and predetermined view of history. Each person can affect the international development by enlightening the civic and, in particular, the business leaders and the statesmen (Neumann & Wæver, 1997). Perhaps for this, it might be necessary to revisit and re-apply the *civic humanism* school of thought of the Florentine Quattrocento.

- Dynamics introduced by the role of language and culture: Facing the above challenges, global companies require business competencies that most global managers have no background or training in. The competencies needed to deal with foreign country interests, multiple domestic and foreign pressures groups or international conflict demand that global companies acquire organizational competency in **Business Diplomacy Management**. This competency would help build bridges between their core business and the complex political environments within which they conduct business. The attributes of a Business Diplomacy Manager are comparable to the competency profile of a political diplomat.

- International Business Ethics: A research study proposed a Model for International Business Ethics, thus:
  - --Trust;
  - --Fairness;
  - --Do not Cheat;
  - --Honesty;
  - --Full disclosure of financial information;
  - --Be responsible for your dealings;
  - --Respect National sovereignty;
  - --Support the economic goals of host country;
  - --Respect social and cultural values and traditions;
  - --Respect human rights and fundamental freedoms;
  - - Provide equal opportunity;
  - - Uphold integrity of your company;
  - - Be respectful to every person contacted;
  - - Uphold environmental laws and regulations;
  - - Be fair and take action not to discriminate;
  - - Honor contracts, agreements, and assigned responsibilities.

The above "code of international business ethics" was derived from relevant literature and from sample business codes, many of which held the same criteria for their employees. The first four points (Trust, Fairness, Honesty, and Do not Cheat) are part of a moral imperative that all organizations should respect. The idea of respecting national sovereignty was necessary and beneficial because it could reduce tension and conflict. In the study's literature survey, it was found that most problems arose because companies apparently assumed that foreigners do not respect their host countries' goals and culture. Therefore, "support the economic goals of the host country" was included, to help address this seeming lack of respect in international business relations. Companies must place greater emphasis on understanding the host country's cultures and beliefs if they wish to succeed. There needs to be some sort of general code of fair environmental behavior in the "international ethical code": it is vital to protect the environment, in part by establishing universal rules and regulations for those who wish to practice business overseas. The rest of the international business code of ethics is fairly straightforward. It is important to respect the host country's culture and to uphold one's personal and corporate integrity in business dealings.

- Peace and international crisis management: Programs in business ethics education and training can help teach corporate crisis management. There was a specific case of a module within a course on ethical decision-making in business and organizations where students completed pre- and post-course assignments assessing their knowledge about crisis/management, as well as their skills in crisis recognition, evaluation and action planning.

Findings showed significant knowledge acquisition on crisis/management; significant skill development on crisis recognition, evaluation and action planning; and significantly greater "true positives" and significantly fewer "false negatives" in post-course identification of crisis warning signs. Despite the centrality of both ethics and human resources development (HRD) to crisis management, there has been a dearth of research on whether ethics education is a useful context through which to teach this topic. Business schools will have to be more actively involved in *peace and conflict resolution research* and training (Simola, 2014).

- Global framework agreements to regulate international labor relations: As mentioned above, the challenges of, opportunities for, and outlook on free trade agreements, in the context of globalization, have to be discussed thoroughly in business schools. It has been suggested that the aspects that may limit trade in some free trade agreements can be divided into three categories: a) institutional issues, b) facets of the business and export culture (partnerships among producers), and c) aspects of productivity. Perhaps continued research—as well as applications in practice—of these issues and challenges has to be carried out by business schools, their faculty, and postgraduate students.

6. Conclusions, Recommendations, and Implications for Business and Management Programs at Philippine Institutions

Having seen the international relations (IR) and international business literature and cases in the preceding pages, this section seeks to present briefly some of the learnings from the above proposed theoretical framework as they might apply to academic institutions in the Philippines. The following aspects are emphasized: (1) the need for a liberal arts approach for the study and presentation of IR in Philippines institutions; (2) the need to implement an improved international business ethics component in business schools; and (3) the consideration of an environmental element in recognition of the important role of environmental protection and conservation in accomplishing sustainable economic development.(*Appendix B* provides the listing of IR schools in the Philippines. This paper has the limitation of only cursorily applying the recommendations here to the institutions on this list.)

IR and Liberal Arts: Firstly, since the academic field of International Relations (IR) has been haunted by its Western-centric philosophical founding masters, it is necessary that IR pedagogy be interrogated, so that the contributions of the other (non-Eurocentric/non-Western-centric) IR theories may properly and usefully emerge. With the pursuit of regional framework agreements—for example, the ASEAN Economic Community—in full swing, business schools have to be at the frontlines in the pedagogy of these concepts and best practices. At the Stanford Business School (https://www.gsb.stanford.edu/), for instance, students go on Global Study Trips where they gain the skills to critically examine a challenging global issue by meeting a variety of stakeholders (CEOs, small business owners, young professionals, government officials and entrepreneurs) to understand their wide range of perspectives. Global Study Trips foster a unique learning community of 20 to 30 students and a faculty member through formal and informal learning, including pre-trip meetings, on-the-ground activities, and discussions and reflection before, during, and after the trip. Secondly, international relations (IR) courses ought to continue thriving in liberal arts settings as well as in major research universities. In the liberal arts setting, the field can pose fundamental questions, not rhetorically but sincerely; can offer a variety of theories, themselves varyingly messy, for the same event; and yet can happily make up new theories on the spot to explain other events. Broadening

rather than narrowing unifies the liberal arts. Whereas an applied curriculum teaches the best method for attaining a specific goal, a liberal arts curriculum examines available and imaginary methods and asks what motivates them, what they assume, what they entail, how have they been used (Shanks, 2014).

International Business Ethics: This paper recommends the adoption on all business schools the suggested 'international business ethics codes' as indicated in Section 5 above. Palma-Angeles (2013) discussed the three challenges confronting the teaching of Business Ethics in the Philippines: (1) moral numbness, (2) an underdeveloped capability for moral reasoning, and (3) the lack of moral courage. She asserts that ethicists are of two minds about the cause of ethical failures. One side says, ethical failure is a function of cognition; it stems from the agent's lack of understanding of the ethical dilemma, stakeholders, available options, and their consequences. The other side believes that unethical decisions happen because agents prioritize their self-interests above anything else, most especially above those of the group for which they are responsible. A third reason is moral numbness without sensitivity to the dilemma, no moral reasoning can ensue and no moral courage is required. A return to virtue ethics as an approach to or framework for teaching business ethics is hereby highly recommended.

IR and the Environment: Environmental issues play a significant role in the subject matter of IR, as they have features that enhance the onset of conflict, but at the same time call for global cooperation and coordination. The environment appears in the twenty-first century as a key issue in international relations, as it has enormous potential to change the structure and the dynamics of the international system. Environmental issues, and the ones related to the exploitation of natural resources in particular, are perhaps the most global, both in their essence and scale of action, and consequently the future of humankind largely depends on the ability to create an effective web of multilateral governance (Castro-Pereira, J. (2015).

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The Best Business Schools (Forbes listing)
http://www.forbes.com/business-schools/list/

Rank	Name of Business School	In top 12?	List of IR Schools?
1	Stanford Business School (Stanford University)	✓	✓
2	Harvard Business School (Harvard University)	✓	✓
3	Kellogg School of Management (Northwestern University)	✓	
4	Columbia Business School (Columbia University)	✓	✓
5	Tuck School of Business (Dartmouth College)	✓	
6	Chicago Booth School of Business (University of Chicago)	✓	✓
7	Wharton Business School (University of Pennsylvania)	✓	
8	Haas School of Business (University of California Berkeley)	✓	✓
9	Sloan School of Management (Massachusetts Institute of Technology)	✓	✓
10	Johnson Graduate School of Management (Cornell University)	✓	
11	Yale School of Management (Yale University)	✓	✓
12	The Fuqua School of Business (Duke University)	✓	

- Ateneo de Davao University
- Ateneo School of Social Sciences and Ateneo School of Government
- Cavite State University
- Centro Escolar University
- College of the Holy Spirit
- De La Salle – College of Saint Benilde - School of Multidisciplinary Studies
- De La Salle University College of Liberal Arts
- Far Eastern University
- Liceo de Cagayan University
- Lyceum of the Philippines University - College of International Relations (AB Foreign Service major in Diplomacy/International Trade)
- Manuel L. Quezon University
- Mindanao State University - Main Campus, Marawi City
- Miriam College
- New Era University
- Philippine Women's University
- RC Al-Khwarizmi International College - College of Diplomacy and International Relations, Marawi City
- University of Asia and the Pacific-Political Economy Program with Specialization in International Relations and Development
- University of Manila - Department of Foreign Service
- University of St. La Salle
- University of San Agustin
- University of San Jose – Recoletos
- University of Santo Tomas Faculty of Arts and Letters
- University of Southern Mindanao
- University of the East - College of Arts and Science
- University of the Philippines College of Social Sciences and Philosophy
- Xavier University – Ateneo de Cagayan