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ENTREPRENEURSHIP AND THE INNOVATION-INTERNATIONALIZATION RELATIONSHIP

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Abstract

The relation between innovation and internationalization has increasingly received attention from academic research, however the integration of these issues in new ventures is less focused. This empirical research aims to investigate the factors affecting the relationship between internationalization and innovation in nascent business. For this purpose, this study uses the data on entrepreneurial activity undertaken by Global Entrepreneurship Monitor (GEM) for 50 countries. The results indicate a positive relationship between innovation and internationalization, but this relation is conditioned by specific factors: gender, sector, skills, localization and opportunity recognition by entrepreneur. Conclusively, it suggests that innovation acts as driver of early internationalization.

Keywords: Strategy, Entrepreneurship, Innovation, Internationalization, Nascent Entrepreneurship, New Business.

**BUSINESS VALUE OF IT IN COMPETITIVENESS OF KAZAKHSTAN'S ENERGY SECTOR:
THE ROLE OF INTERNATIONAL OIL AND GAS COMPANIES IN SUSTAINABLE
DEVELOPMENT OF THE LOCAL INDUSTRY**

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Abstract

Under conditions of a long-term downturn in the global energy sector, management teams within oil and gas companies, as well as policy makers and the wider community are looking for new strategic approaches in order to enhance their organizational competitiveness. Adopting information technologies (IT) is essential for improving operational excellence in the new market conditions, since IT has been acknowledged as a strategic resource that can potentially give a competitive edge to organizations. Currently, international oil and gas companies (IOC) are experiencing the convergence of new digital technologies. How local oil and gas companies can respond to these trends is especially important for developing and transitional countries where technological expertise is missing. Kazakhstan's recent accession to the WTO and consequent abandonment of certain local content requirements has put more pressure on the local energy sector through increasing competition. For this paper we conducted semi-structured interviews with CIOs and ICT experts from the oil and gas sector and found that levels of ICT adoption in Kazakhstan's energy sector is significantly different between international and large national oil and gas companies and local SMEs. This paper develops a model of value co-creation in the oil and gas industry and proposes what companies and government in Kazakhstan can do in order to increase the competitiveness of the local economy.

Key words: IT business value, Oil and gas, Kazakhstan, Clusters, Competitiveness.

**A CROSS-NATIONAL STUDY ON FIRM TECHNOLOGY AND INNOVATION ACTIVITY IN
SMEs THROUGH THE LENSES OF GENDER: APPLICATION OF INSTITUTIONAL ANOMIE
THEORY**

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Abstract

Why gender matter in innovation? This study further advance institutional anomie theory (IAT), rooted in sociology, by addressing its critical limitation concerning lack of attention given to gender. By examining both the main effect and the interaction between national factors to the firm on innovation, this multilevel study contributes to innovation literatures from the perspective of gender in the context of SMEs.

Importantly, this relationship is contingent on the national-level factors: social institutions (formal institutional development and gender inequality) and Hofstede's national cultures (individualism and uncertainty avoidance). We use a rich dataset from the World Bank's Enterprise Surveys and test our hypotheses using Multilevel modeling methods. The study is currently in process. Finally, we consider the contributions to extant research, discuss the study's practical implications and limitations, and future research in this area.

Keywords: Gender, Anomie Theory, SMEs, Social Institutions, National Culture, Innovation.

BI-COUNTRY VIRTUAL TEAM INTERACTION AND COORDINATION IMPACT ON LEARNING

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Abstract

This exploratory research addresses several issues regarding learning and coordination of global virtual teams. Research questions regarding students' business knowledge before and after the course project, coordination of virtual team activities with domestic and foreign team members, and business knowledge gained relative to other team members are investigated. This exploratory study involves virtual teams formed by pairing two students from a private northeastern United States (US) college with at least two students from a French university. Student teams were required to design a strategic plan for a new business venture. An empirical analysis of student survey data was performed. Tests of before project and after project knowledge suggest that both US and French students gain knowledge from the project. This suggests that multicultural virtual teams are an effective method to learn business concepts. Mixed results occurred for US and French students in regards to virtual team coordination and learning. Test results suggest that US students gain managerial knowledge without a positive virtual team experience, as measured by ease of coordination/interaction with foreign team members, while French students gain managerial knowledge with a positive experience with foreign team members. Results and implications are discussed.

Keywords: Virtual Teams, Business Learning.

MEASURING HUMAN CAPITAL IN SMALL AND MEDIUM MANUFACTURING ENTERPRISES: WHAT MATTERS?

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Abstract

The study proposes a novel technique to comprehensively measure the level of human capital (HC) in small and medium manufacturing enterprises (SMEs). By adopting a threefold strategy, this study put forwards human capital index (HCI) that computes and integrates both the tangible and intangible aspects of HC. Data from 100 SME experts were collected in two stages through bi-polar questionnaire. The Analytic Hierarchy Process (AHP) was used to prioritize dimension and sub-dimension of HC and derive the human capital index (HCI). The results indicate that not all dimensions and sub-dimensions of HC are important for deriving the HCI. Mainly, HC can be represented by 9 dimensions and 35 sub-dimensions. The core dimensions include skills, experience, training and education. Further, within experience the important sub-dimensions are work-related experience and organizational tenure. The results reveal the importance of experience relative to skills and education. Interestingly, compliance, which has been largely ignored in the literature, has been perceived as an important dimension of HCI by SME experts. The proposed framework can also be applied to derive industry specific HCI.

Keywords: Human Capital Index (HCI); Small and Medium Enterprises (SMEs); Analytic Hierarchy Process (AHP).

EMERGING MARKET MULTINATIONALS, OPERATIONAL FLEXIBILITY AND COMPETITIVE ADVANTAGE: CONTRASTING BRAZILIAN AND MEXICAN MULTINATIONALS

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Abstract

The evolution of emerging market multinationals is a topic of increased interest on the part of international business researchers (Ramamurti 2012, Peng 2012, Cuervo-Cazurra 2007, Luo & Tung 2007). Most specifically, how is it that firms from Emerging Markets evolve to become Emerging Market Multinationals (EMMs) when extant IB theory argues that firms from Emerging Markets do not have the requisite competitive advantages that would allow for global expansion. The purpose of this paper is to explore this phenomenon within the context of a number of EMMs from Brazil and Mexico and to place their internationalization evolution within the contexts of operational flexibility constructs that have been neglected in the literature (Kogut 1985). We hope to find a better explanation and provide an alternative framework for EMM internationalization activity.

Keywords: Emerging Market Multinationals, Operational Flexibility, Brazil, Mexico.

EMERGING MARKET MULTINATIONALS, OPERATIONAL FLEXIBILITY AND COMPETITIVE ADVANTAGE: CONTRASTING BRAZILIAN AND MEXICAN MULTINATIONALS

Frank L. DuBois

The evolution of emerging market multinationals is a topic of increased interest on the part of international business researchers (Ramamurti 2012, Peng 2012, Cuervo-Cazurra 2007, Luo & Tung 2007). Most specifically, how is it that firms from Emerging Markets evolve to become Emerging Market Multinationals (EMMs) when extant IB theory argues that firms from Emerging Markets do not have the requisite competitive advantages that would allow them to expand globally (Contractor, 2013). The purpose of this paper is to explore this phenomenon within the context of a number of EMMs from Brazil and Mexico and to place their internationalization evolution within the contexts of operational flexibility constructs that have been neglected in the literature. We hope to find a better explanation and provide an alternative framework for EMM internationalization activity.

Traditional FDI theories approach the internationalization process as an attempt by large firms to exploit a domestically obtained competitive advantage in other countries. In contrasting foreign direct investment to other forms of international involvement such as licensing or export, Dunning's classic OLI theory posits three determinants of international involvement (Dunning 1980). Firms will possess some sort of "ownership or proprietary" advantage from which they can extract economic rents globally. There are location advantages that make sense for the exploitation of these economic rents – a large market or sources of production resources (materials, skills, etc.) and finally there is an incentive to "internalize" this Ownership advantage in an effort to obviate the externalities that would result as a result of higher "bonding and monitoring costs" to prevent "opportunistic behavior on the part of firms that might license the ownership advantage.

Knickerbocker (1973) takes a behavioral approach in arguing that FDI is the result of large firms engaged in oligopolistic competition making efforts to gain a competitive advantage over industry rivals by preempting competition in markets where conditions exist to exploit competitive advantages. He posits that

this intra-industry rivalry impels industry members to react to actions of other industry members who may enter foreign markets. Kodak for example retaliated against Fuji in the photographic film industry by entering the Japanese market following Fuji's entry into the US market.

Finally, the Johanson and Valne (1977) or Uppsala hypothesis looks at FDI activity as the logical result of firm efforts to grow organically by entering markets that can be seen as less psychically distant as other markets. Their theory has as its focus, not the motivation for FDI, but the rationale for why firms may choose some markets over others. This model argues that the lower the "psychic distance" as defined by the cultural differences between markets or regions then there is more likelihood that firms in these markets will engage in cross border investment. An overarching theme in all of these theories though is that firms possess some not easily imitable competitive advantage that they try to exploit across national frontiers.

The question then must be posed: What are the critical success factors enabling emerging market firms to expand across national frontiers? Our focus is on emerging market firms (EMFs) and their ability to enter other markets, either other emerging markets (often the case especially when you are talking about geographic proximity or products designed specifically for consumers in those markets. It is rare to see EMFs enter developed markets initially before they have had a chance to develop skills and capabilities with regard to operations in other EMs. Most EMFs are likely to leverage strategic advantages to enter similar markets that are geographically and culturally proximate to the home country.

We posit that the strategic motivations of EMMs can be explained by their search for arbitrage and leverage activities that will serve to enhance their competitive posture in their home and international markets. EMMs, despite their smaller size in general and their acute lack of market strength and brand power, may acquire significant competitive advantage - especially in contrast to home country rivals - by taking advantage of opportunities to create operational flexibility through international expansion.

Operational Flexibility (OF) as described by (Kogut, 1985) is an effort to gain strength through the creation of what could be called "real options" through the use of arbitrage and leverage opportunities in global operations. These elements of OF combine to enable the MNE whether from a developed or emerging economy to overcome the Liabilities of Foreignness that are noted in the IB literature. Kogut argues that

MNE power derives from Operational Flexibility inherent in possession of dispersed operations and options. An MNE in contrast to a single nation firm (domestic firm or uni-national firm) may use these Arbitrage and Leverage opportunities to dominate markets. The following sections summarize Kogut's arbitrage and leverage activities.

Arbitrage Opportunities Come From 4 Areas

Production shifting. Production shifting refers to the ability to shift production to other locations as costs of factor inputs change due to local conditions or to exchange rate changes – in other words – if costs rise in one area then the MNE can transfer production to another area of the world (not without some costs associated). In the case of EMNEs, they may begin with a distinct cost advantage that derives from their location in a low manufacturing cost country. It may also be the case that EMNE firms begin their international expansions into other Emerging markets because of the relevant costs advantages that they may acquire there.

Tax minimization. Benefits that arise because funds and capital can be moved into low tax regimes through transfer pricing strategies (the price of internal transfers of things like parts, components, fees, royalties, etc.). Single country firms can't do this. EMMs like developed market multinationals (DMMs) can take advantage of offshore tax havens and other financial engineering strategies. This advantage allows firms with global operations to defer taxes or engage in financial engineering practices that enhance overall corporate profits and reduce foreign exchange exposure.

Financial Markets Arbitrage. An MNE is able to source funds from multiple market locations according to the best deal in terms of cost of capital. Multinationals might list on foreign stock exchanges, tap foreign sources of capital and engage in other capital development efforts to increase its competitive positioning. First, financial market liberalization in emerging markets have allowed EMMs to tap into

capital resources that were not routinely available to them in the later part of the last century. As a result of the financial market liberalization of the 90s, Brazilian firms are now able to float local currency denominated financial instruments in contrast to the periods when capital needed to be imported from outside sources and there were higher levels of foreign exchange risk. While interest rates on domestically sourced capital may be higher, the transactions risk associated with tapping global financial markets is eliminated. An additional aspect is the role that sovereign wealth funds may play in providing access to low cost financing that can be used to facilitate international expansion. In Brazil the national development bank plays a critical role in the providing funding for Brazilian firms. Likewise, hedge funds and private equity groups from developed countries seeking higher rates of returns in fast growing emerging markets resulted in the availability of large pools of investment capital in these markets. In Brazil, a major advantage was the listing of companies on the Novo Mercado of BMF-BOVESPA and the floating of shares on US and international stock exchanges which gave firms access to capital at much lower costs than other periods.

Information Arbitrage. This activity allows firms to get access to technical information about market opportunities due to multiple locations around the globe. This may take the form of new products and production processes or access to competitive knowledge that others don't have. It may well be the EMMs have developed managerial routines and heuristics in challenging conditions in their home markets that allow them to excel in markets with more stability and transparent regulatory environments. EMMs know how markets in developing economies work, they understand institutional capabilities and limitations, they understand logistics and supply chain challenges in emerging markets and most importantly they have the patience, skills and incentives to work around locational impediments that a DMNE may not have. Hashai and Buckley (2014) note that foreign born entrepreneurs who have studied extensively in business schools in the US or Western Europe may have acquired knowledge capabilities that enable them to overcome or minimize the called "Liability of Foreignness."

Leverage opportunities come from the bargaining power that arises from having operations spread around the globe. Two types of leverage exist:

Global coordination. An international firm can coordinate global operations to extract more value from its global footprint. It can, for example, use profits from one market to subsidize market entry into another. A good point is made by (Barney & Peteraf, 2014) with regard to assertion that an EMM does not need to have a competitive advantage when entering another market but may enter that market as a strategic effort to gain advantage as a result of cross-subsidization of activities in the home market. The firm for example may enjoy the benefits of economies of scale that allow it to gain an advantage over rivals in its home market.

“By augmenting the resource base as whole, enabling it to learn and transform its capabilities on a company-wide basis, such moves can make the company a more effective and more profitable global player, regardless of whether the particular entry move provides them with a competitive advantage in the newly entered market.” (p. 72)

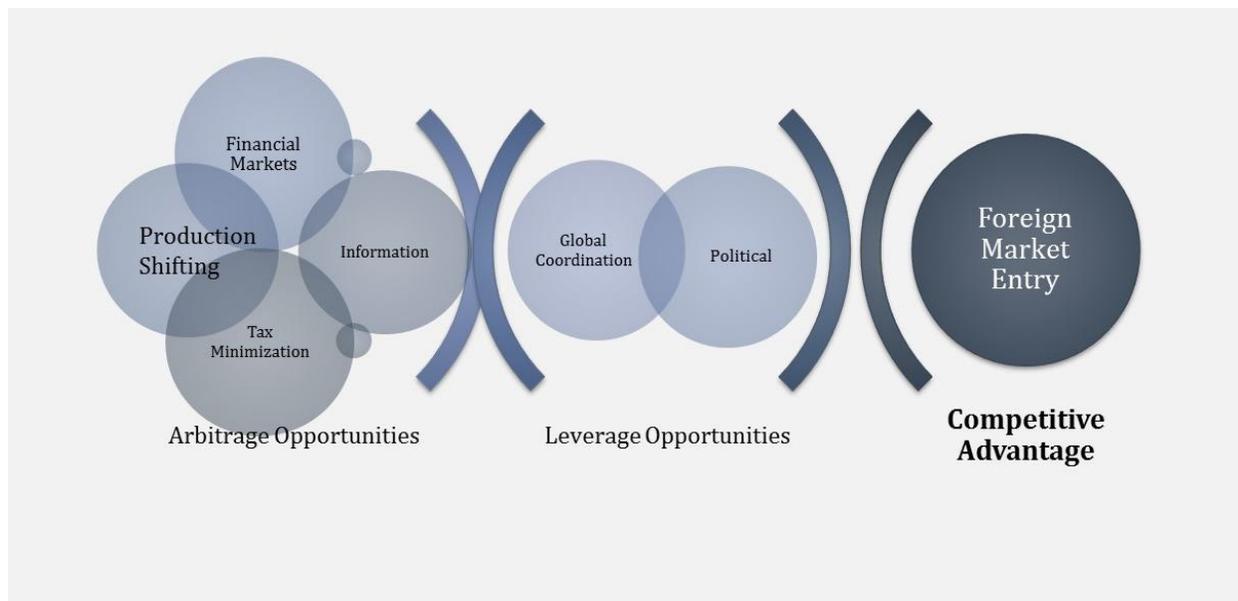
Indeed, a significant amount of learning may take place with respect to the international entry. Japanese automotive companies learned very quickly that their initial efforts to enter the US Automotive market was doomed to failure unless major product adaptations took place.

Political leverage. This form of leverage results from the increased negotiating power that an MNE has in terms of being able to negotiate more favorable operational terms with home and host country governments. With a multinational production and sourcing network, MNEs have significant bargaining power over home and host country governments that non-multinationals do not have. This can become a source of competitive advantage from the perspective of gaining preferential treatment when entering new markets.

Kogut argues that MNEs have many advantages over non-MNEs as a result of these arbitrage and leverage opportunities. These advantages result in operational flexibility and make it harder for host

country governments to develop regulatory mechanisms that may be at odds with the desires of the MNE. The effective exploitation of these opportunities then results in the accrual of strengths and the development of competitive advantage.

Figure 1. Competitive advantage through arbitrage and leverage activities



In the next sections we focus specifically on the case of Brazil and Mexico and the extent to which the Kogut model can be used to support our proposition that the international expansion strategies of MNEs from these countries can be supported by their quest for arbitrage and leverage advantages. We begin first with an examination of a unique aspect of the Brazilian economic landscape, that is, a development bank that provides funding for some Brazilian firms to support their international expansion efforts.

The Role of the BNDES in Facilitating Global Expansion

A unique characteristic of Brazil's economic development is the role that the Brazilian National Development Bank (BNDES) has played in providing low cost state subsidized funding for local firms. Quite often, this funding has provided the resources for Brazilian firms to expand internationally. Figure

two shows the growth of BNDES funding from 2006 to the present. Most notable is the rapid increase in funding beginning in 2007 following the inception of the Growth Acceleration Program (PAC) by the Lula government (Reid 2014). The PAC was designed to encourage a more rapid rate of economic development and poverty alleviation by providing funds at below market rates to Brazilian firms in addition to providing export financing to foreign firms importing Brazilian products.

Figure 2: Growth in Bovespa loan portfolio 2006 – 2015 (1st quarter, billions of Reals)

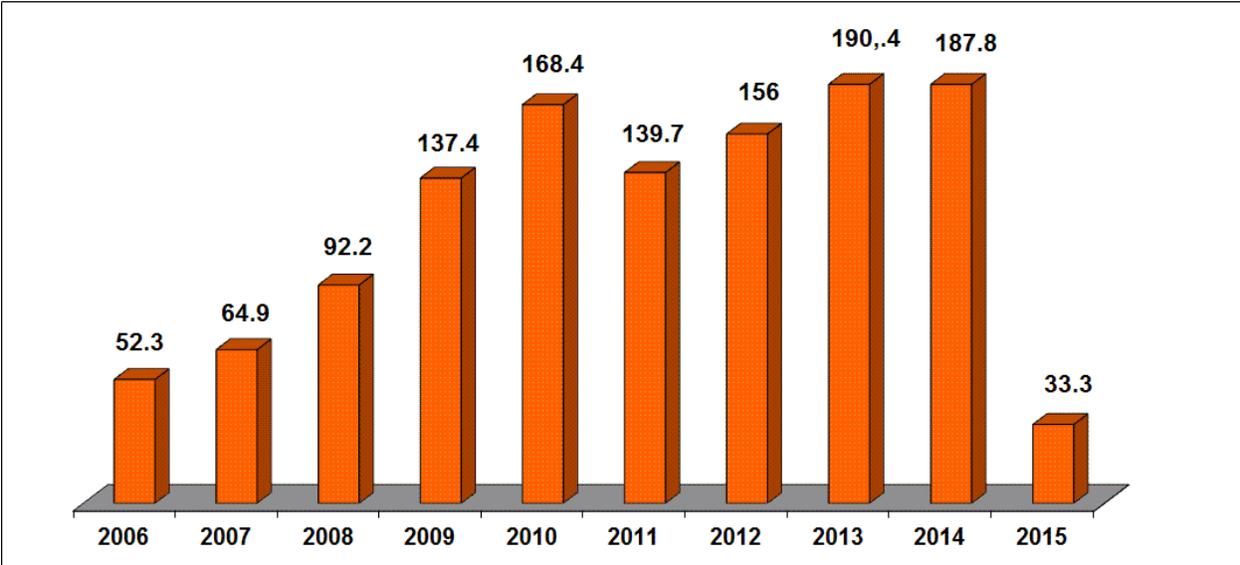
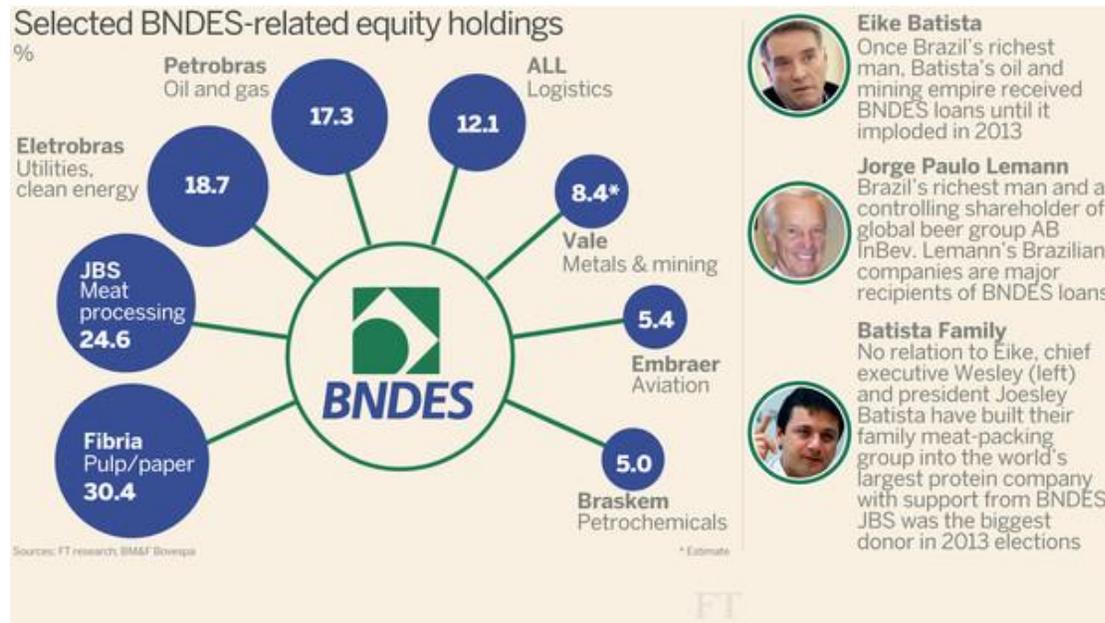


Figure 3 illustrates the magnitude of some of the BNDES loans as a percentage of the capitalization of some of the important Brazilian multinationals.

Figure 3: BNDES funding of major Brazilian MNEs



An additional consideration is the extent to which foreign capital flows also provided resources to Brazilian firms to engage in global expansion. Figure 4 illustrates the level of Cross-border capital flows for 173 countries. Figure 5 illustrates the source of foreign capital for Brazil from 2008 to 2011. Portfolio capital played an important role as result of the creation of the Novo Mercado in 2000. The Novo Mercado allowed firms who were prepared to adopt more stringent standards for corporate governance and accounting transparency to attract global capital seeking higher rates of return that were occurring in fast growing emerging markets. Without creation of the Novo Mercado it is unlikely that Brazilian firms would have been able to attract interest from the global financial community.

Figure 4: Cross-border capital flows 1980 - 2012

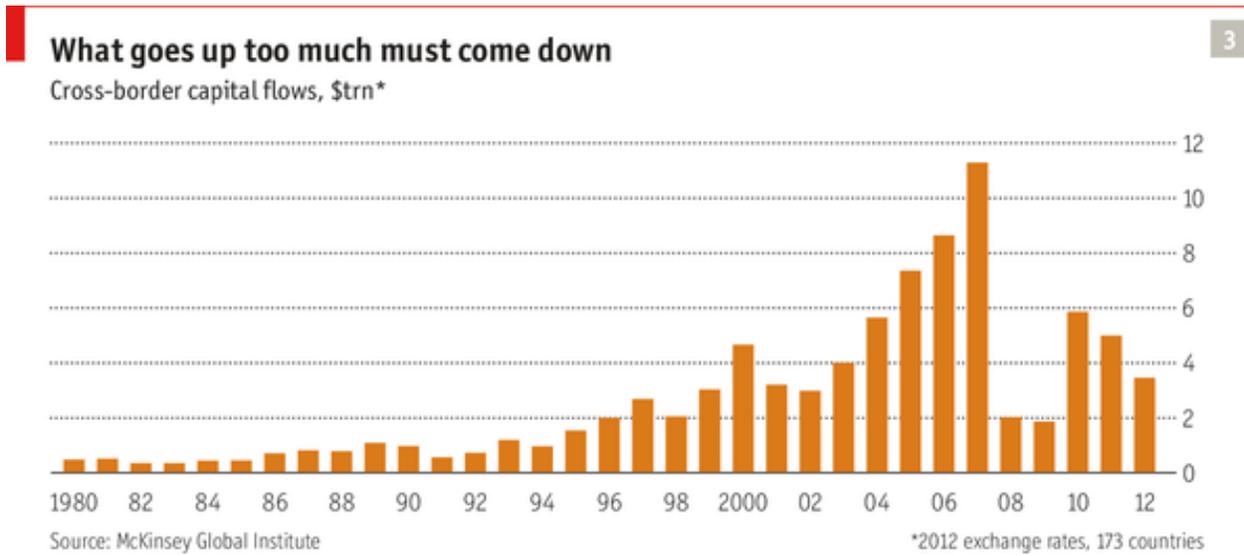
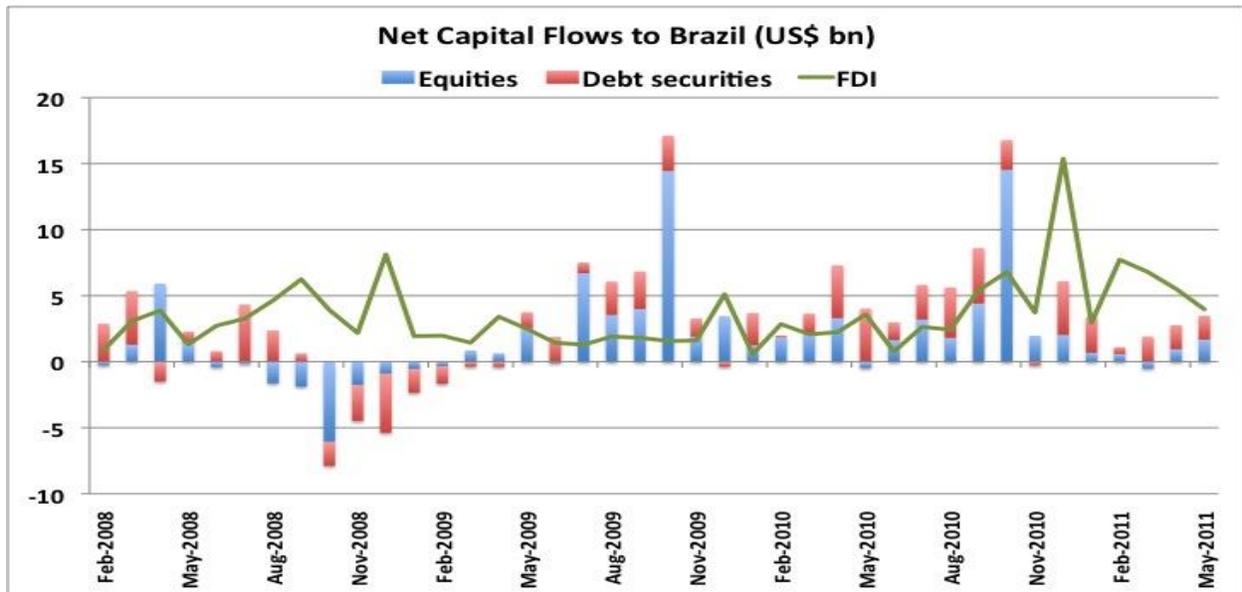


Figure 5: Equity, debt and FDI inflows to Brazil (2008 – 2011)



Selected Cases of Brazilian EMMs

In this section we profile a convenience sample of Brazilian MNEs who have engaged in significant international expansion initiatives over the course of their existence. We purposely avoid firms in the raw materials industries or firms who may have a significant amount of state ownership. Petrobras,

the state owned oil company, for example has a privileged position in the Brazilian economy and enjoys massive state subsidies and protections that other firms don't. The firm's chosen were selected based on their relative positions in their industries as well as the extent to which they rely on revenues from global sales.

MarcoPolo S.A. Founded in 1949, Marco Polo was an early player in the Brazilian manufacture of bodies for bus chassis¹. The company's emergence as a global player evolved rapidly in the 1980s and 90s as management invested resources into the adoption of "lean production" techniques which enhanced the quality and value of their products. With the increasing urbanization of emerging markets there was a ready market for buses for intra and inter-city applications. Their emergence as a multinational player in this industry began with exports to other emerging market countries, initially Uruguay and later other major markets throughout South America with the exception of Colombia and Argentina. The firm entered Marco Polo entered Argentina's market in 1992 following the creation of the Mercosur regional economic integration agreement. An entry strategy characterized by exports was replaced with FDI when a local manufacturer's plant assets were acquired in 1997 in Cordoba. This then served not only as a production site to serve the Argentine market but facilitated increased market entry into Chile thanks to its geographic proximity. Colombia's market entry involved direct investment in the creation of a factory in Bogota to supply buses for the TransMilineo project to develop an efficient intra-city transportation network using dedicated traffic lanes for purpose built buses. Other international initiatives were in Portugal in 1990 with a small presence to produce buses for the local market and also to provide a potential export platform to markets throughout the European Union and also to North Africa. Other initiatives included Angola and Mozambique (also Portuguese speaking countries) as well as Mexico and South Africa and later China. In reviewing Marco Polo's internationalization efforts, it is clear that the firm did in fact have a clear competitive advantage from the perspective of the ability to efficiently produce a high quality bus body that

¹ This discussion of Marco Polo has been informed by reference to the case study by Barreto de Goes and Da Rocha (Barreto de Goes & da Rocha, 2015).

met the needs of emerging markets. In addition however, there were arbitrage advantages from the perspective of gaining knowledge about trends and conditions in other emerging markets (information arbitrage) and advantages in terms of hedging exchange rate changes and the concomitant exposures to transaction losses (financial markets) especially in the case of the late 90s and early 2000s when exchange rates in Latin America were quite volatile following devaluations in Brazil and Argentina. Production shifting arbitrage can be seen in their efforts to localize production to take advantage of a natural hedge against the volatile exchange rate changes that were characteristic of their first two decades of FDI expansion in Latin America. Finally, Marco Polo was able to support its international market entry initiatives by leveraging the dominant market position it had in its home market of Brazil through access to capital and other financing mechanisms.

Embraer, S.A. Embraer was created in the mid-1900s as the result of Brazilian government military investments and import substitution efforts. The emergence of the Brazilian aviation industry is documented in (Bernardes & Guilherme de Oliveira 2003). This research examines the role that the local and national governments played in incentivizing suppliers, R&D organizations and educational institutions to locate in close proximity to the anchor firm, Embraer. Incentives that allowed Embraer to evolve into a globally competitive manufacturer of medium sized passenger aircraft. More importantly, local Embraer suppliers gained access to global markets as a result of the certification requirements needed to compete in this industry. Embraer had a cost advantage in construction and also benefited significantly from these government investments in the creation of an aerospace cluster near Sao Paulo. During the 70s and 80s, Embraer shifted away from military products to produce smaller jets that could be used for short-haul commuter routes – a product well suited for the realities of emerging market infrastructure development where regional airports were built that substituted for creation of an efficient inter-state highway system. Early on, management recognized that their strengths were in low labor costs and assembly expertise and so pursued a strategy of outsourcing of high value added technology-intensive components of the aircraft from world-class producers in developed countries (engines, avionics and landing carriages) and focused

on the production of more labor intensive components of the aircraft such as the fuselage. The final assembly takes place in Brazil using skilled labor that is significantly less costly than that used by its major competitors in the US and Canada. The nature of the final product allowed for relatively easy delivery to the final consumer.

An important characteristic of the Embraer's internationalization strategy is their ability to source parts and components from international sources without worrying about exchange rate risk. Due to their high percentage of international sales as a percentage of total sales, Embraer has a reliable inflow of currencies in those denominations that are needed to pay for components and other inputs (most significantly US\$). In addition to lower cost domestic funding from BNDES, Embraer was also able to tap into global financial markets with a listing on the New York Stock Exchange, an advantage that other emerging market firms may not have had. In this case we see, production shifting arbitrage and financial markets arbitrage playing major roles in motivating strategic decisions on the part of management.

JBS SA. Starting as a small regional slaughterhouse and meat packer in the State of Goias in the 1950s, JBS has grown through a series of acquisitions into the world's largest meat producer (Blankfeld, 2011). For most of its life JBS was a family owned locally focused slaughterhouse and meat packer, growth was organic and international operations were limited to export operations that began in 1997 and FDI with the acquisition of Swift Argentina in 2005 (Fleury & Fleury, 2014). 2007 saw three important events in the internationalization trajectory: a successful IPO on Brazil's Bovespa stock exchange, a US\$ 390 million loan from the Brazilian National Development Bank (BNDES) and the acquisition of the US firm Swift. Later, in 2009, with the assistance of a further loan of US\$2 billion from the BNDES JBS acquired Brazilian Meatpacker Bertin SA and US Based Pilgrims Pride making it the largest meatpacker in the world and placing it at a rank of #251 on the Forbes Global 500 in 2014. In 2015, JBS's subsidiary Pilgrim's Pride was in negotiations to acquire the Mexican operations of Tysons Foods.

In reviewing JBS's evolution into international markets, it is clear that management was very opportunistic in acquiring underperforming assets in other markets, initially in Latin America and later in

North America. This entrepreneurial orientation coupled with facilitating loans from BNDES allowed management to bid for food processing assets that complimented their home country portfolio. Their dominant position in their home market also allowed them to divert resources into developing and growing markets outside of Brazil. Again, foreign investment allowed for the development of natural hedges against exchange rate changes which they as major exporters to global markets were exposed to. JBS then was able to engage in financial market arbitrage and production shifting to gain an advantage in their industry, the use of global coordination leverage to shift resources some their home market where they operated form a position of strength into markets where they were notably weaker was also a distinct advantage.

Gerdau. The Gerdau is a producer of steel products. Their specialization is “long steel” such as ingots, billets, rebar, rail road tracks, I-beams, wire and other products that are differentiated from so-called Flat steel². It was founded in the southern state of Rio Grande do Sul by German immigrants and has grown to become the largest producer of long steel in the world. It competes in a mature market and owes its global expansion to a series of foreign market acquisitions starting with the purchase of an Uruguayan steel mill in 1980. This was followed by an acquisition in Canada in 1989, Chile in 1992, Argentina in 1997, and multiple others in Latin America. Acquisitions in 2001 and 2002 expanded their operations to the US, another acquisition in 2006 took them to Spain and to other investments in the US. They entered the Indian market in 2008 in a joint venture with a local Indian firm (Lannes, 2014). Their internationalization strategy is characterized by opportunistic acquisition of firms in financial distress in other strategic markets in an effort to diversify operations outside of Brazil. They funded these operations through internally generated funds and listing on Bovespa and the New York Exchanges. Lannes (2014) argues that their efforts to enter markets in North and South America were the result of strategic initiatives to preempt home country competitors.

² Flat steel is commonly used to produce such things as auto body components. It can be easily stamped into various configurations.

WEG. WEG is a producer of electric motors and machinery for industrial applications. It competes in industrial markets. Founded in 1961 it now is one of the world's three largest producers of electric motors and competes with the European giants Siemens and ABB in this industry. Its internationalization efforts began with exports in 1970 and acquisitions in 1988 of a Belgian company followed by a Japanese company in 1994. A UK acquisition in 1997 followed along with France, Spain and Sweden in 1998. Unlike others in this analysis they did not engage in FDI in Latin America until 2000 when they acquired firms in Mexico and Argentina. Two notable events, ISO 9001 certification in 1988 and entry into the Novo Mercado in Bovespa in 2007 encouraged global expansion. Competing in a mature industry, they took advantage of the tendency of larger firms to get out of what were perceived to be low-margin, low return on capital industries (Fleury and Fleury 2014). As such, there was a certain amount of financial market arbitrage taking place with export sales in hard currencies allowing purchases of undervalued assets in developed markets. Information arbitrage also played a role in terms of providing the managerial insight needed to turn underperforming firms around.

Braskem. A subsidiary of the Brazilian firm Odebrecht, Braskem was created in 2001 with the merger of 6 companies and 13 plants. They entered US market in 2010 with the acquisition of Sunoco's polypropylene business and subsequent purchase of Dow Chemical's polypropylene business in 2011. Dow wanted to get out of polypropylene and focus its propylene raw materials into other end products. As a member of a larger economic grouping (almost like a keiretsu or chaebol), Braskem had access to financial resources unavailable to competitors. As noted in an earlier section they also benefited from significant funding from the BNDES and so were able to arbitrage across financial markets to acquire assets in the US.

The Case of Mexican Multinationals

In the following section a sample of Mexican MNEs who have achieved significant international expansion is profiled. These firms are similar to the aforementioned Brazilian MNEs in both global

presence and applicable industries, ranging from construction and building materials to food production and distribution.

CEMEX S.A.B. de C.V. CEMEX is a Mexican-based cement producer, and one of the world's largest suppliers of building materials (Lessard and Lucea 2008). Founded in 1906, CEMEX has grown into a global force in the cement industry through a series of acquisitions over the latter half of the 20th century (www.cemex.com). CEMEX carefully studies the international companies that it acquires and applies operational efficiencies from its acquisitions to global operations to create improvements within CEMEX.

CEMEX first shifted strategy towards international operations under the direction of CEO Lorenzo Zambrano in the mid-1980s. This push began with the development of a satellite communication system (CEMEXNET) and an Executive Information System to create synergy among operations within Mexico. With this operational infrastructure in place to bolster communications and operations across multiple locations and factories, CEMEX began acquiring cement-producing companies within Mexico, starting with Tolteca in 1989 (Lessard and Lucea 2008).

CEMEX completed its first major international acquisition in 1992, with the acquisition of Valenciana and Sanson, two Spanish cement-producing companies. An important consideration in this acquisition is that now CEMEX had a presence in an investment-grade country in the Eurozone. This gave CEMEX the opportunity to finance operations with a much lower cost of capital than they had otherwise through their presence in Mexico and was fortuitous in its timing just before the Peso crisis that occurred in 1994. Furthermore, CEMEX was able to increase the profitability of its recently acquired Spanish counterparts by applying its own best practices to Spanish operations (Lessard and Lucea 2008).

This trend continued with other acquisitions in both developing and developed countries; however, in certain situations CEMEX adopted best practices from acquired companies and implemented them across global operations. In fact, Lessard and Lucea (2008) estimate that 70% of CEMEX's best practices have been adopted from acquisitions. This system of learning and evolving has allowed CEMEX to rise to

the top of the cement industry. Applying the Kogut framework to this strategy one can see that financial markets arbitrage as well as information arbitrage were clear motivations of their global expansion.

Grupo Bimbo, S.A.B. de C.V. Grupo Bimbo is a producer and distributor of baked goods that began operations in Mexico City in 1945 (Ocampo and Fernando 2013). Bimbo's origins can be traced back to several families that immigrated to Mexico from Spain in the early 1900s. The Panificación Bimbo, the enterprise that eventually evolved into the Bimbo Group, was highly successful and able to achieve a competitive advantage in the bread baking business within Mexico. The market entry opportunity was relatively easy given the funding and level of skills required in Mexico at the time (Hoshino 2001). Bimbo's expansion following 1944 can be attributed to investors that were skilled in the areas of foreign trade. Bimbo's later expansion throughout the latter half of the century can be attributed to the growing demand for bread in a developing country which had been primarily consuming corn and wheat tortillas. This type of expansion might not have been possible in a developed country where supply already satisfied demand with regards to bread production. The Bimbo group also made a strategic product diversification shift to produce pastries in 1954. Pastries, unlike bread, were not price-controlled by the Mexican government, so Grupo Bimbo was able to reap higher profit margins from these products (Hoshino 2001).

The availability of raw materials as well as a concentration in distribution and transportation have also fueled Grupo Bimbo's international growth (Ocampo and Fernando 2013).

PEMEX S.A.B de C.V. In 1917, Mexico ratified article 27 of the Mexican constitution which declared that all subsurface minerals were now the property of the Mexican Government (Howell 2007). With this article in place, Mexico's oil industry soon merged into a single entity: PEMEX. Officially founded in 1938 in Mexico City, PEMEX is now a global giant in the energy sector, boasting 2015 revenues of \$73.5 billion (<http://beta.fortune.com/global500/pemex-98>). PEMEX maintains a competitive advantage as a state-controlled monopoly within Mexico (Samples and Vittor, 2012). PEMEX usually accounts for anywhere between 30-40% of Mexico's federal government revenues. PEMEX also employs close to 140,000

employees, making it a major employer of Mexican citizens. In this situation, the Mexican government is highly invested in the success of PEMEX, both from a social and economic standpoint. This reliance on PEMEX is the precursor for a unique legislative relationship that exists between PEMEX and the Mexican government which allows PEMEX to maintain a significant competitive advantage in the Mexican marketplace. This relationship can be illustrated by the outcomes of the Energy Reforms that occurred in Mexico in 2008. The Energy Reforms, which include the Pemex Law, the Regulations to the Pemex Law, and the Pemex Contracting Rules, allow PEMEX an increased level of operational flexibility to better compete in the marketplace (Samples and Vittor, 2012). Unlike other firms though, PEMEX can be thought of more as an example of a “State champion” with heavy management influence from the national government. In a sense it is similar to Petrobras in Brazil but without as much power in the affairs of state. It is estimated that PEMEX generates as much as one-third of Mexican tax revenue and 10% of export earnings.

América Móvil, S.A.B de C.V. Up until the early 1990s the Mexican government had a monopoly over the Mexican telecom industry, with the state-owned entities Telmex and Telcel operating the majority of the countries landlines and broadband connections. The acquisition of a state-owned monopoly has contributed in large part to the success of America Movil. A privatization initiative aimed at increasing competition in the marketplace and creating more value for customers led to telecommunications sector reforms in 1989. Following these reforms, a majority stake in Telmex was sold to a group of companies for \$1.76 billion, with a minority controlling interest (20.4%) residing with Carlos Slim and Grupo Carso (Wellenius & Staple, 1996). Following this initial investment and other public offerings, telecommunications share of GNP in Mexico grew from 1.7% in 1990 to 2.5% in 1994 (Wellenius & Staple 1996). The privatization of this industry led to an increased demand for telecommunications lines; the long-distance call market doubled over a three-year span from 1990-1993 (McCurry). This unique relationship between the Mexican government and Telmex created an opportunity for Telmex to become a national champion with large economies of scale within its domestic market (Mariscal & Rivera). During the

second half of the 1990s, Telmex pursued two acquisition strategies in tandem in order to gain a competitive advantage within Latin American Markets. The company acquired several fixed telephony companies in Central America, while also expanding mobile services to countries in South America (Mariscal & Rivera).

America Movil was founded by Carlos Slim in 2001, as a mobile company subsidiary of Telmex. Located in Mexico City, the now telecom giant services over 250 million customers across Mexico and other countries in Latin America (americamovil.com). With a solidified position in the telecommunications market through the success of the recently privatized Telmex in the latter half of the 1990s, America Movil began a series of acquisitions in the early 2000s to increase market share within Latin America. The company expanded throughout the region, operating in 14 countries by the end of 2005, including Paraguay, Peru, and Chile (Mariscal & Rivera, 45). The market opportunity for Telmex was affected in part by the wide range adoption of “calling party pays” models throughout Latin America, as well as prepayment systems. These technological advancements, as well as the price reductions in providing mobile services, created a market opportunity among the poorer socio-economic citizens within Latin America that helped to drive the growth of America Movil (Mariscal & Rivera). America Movil now operates in 18 other countries outside of Mexico. In 2015, the company reported revenues of \$51.77 billion, with net income of \$2.14 billion.

Mitigating Factors

As noted by (Cuervo-Cazurra, 2008) EMMs from Latin America did not begin to become a significant phenomenon until home country economic conditions improved and stabilized. During the 1980s, owing to the Latin American debt crisis, there was limited investment capital available for global markets³. Firms operated in difficult and complicated environments and were protected from global competition by high tariff and non-tariff barriers. Widespread adoption of economic reforms as articulated

³ Indeed analysts cite 3 waves of investment, the 1960s, the 1990s and the 2000s.

by the so-called Washington Consensus⁴ impelled countries to reduce tariff barriers, stabilize currencies, privatize state owned enterprises, reduce debt and cut government spending. This unleashed a wave of economic activity that served to stimulate the pursuit of economic advantage by local firms. Firms that were unable to compete with best in class multinationals were challenged to adapt to this changing environment by restructuring operations to enhance competitiveness. Other firms succumbed to market pressures and failed or were taken over by more competitive rivals. However, despite market opening initiatives, Latin America is still a difficult place to do business for outsiders. The World Bank's "Doing Business In" Index offers insights into comparisons between Latin American countries and some of the major investor nations⁵. It also offers a proxy for what can be termed a Liability of Foreignness with respect to an outside firm attempting to enter a particular market.

As noted in the table, those countries with a poor ranking on the index are more difficult markets for outside firms to enter compared to those with lower rankings. Brazil in particular with a ranking of 120 is perceived to be a difficult market to enter as a result of the so-called "custo Brasil." In contrast, Mexico with a ranking of 39 is perceived to be more welcoming to foreign firms. As such, we argue that local firms who are familiar with the realities of doing business in a challenging economic and regulatory environment may have a certain kind of competitive advantage that non-local firms do not (Ramamurti, 2012). This view is endorsed by Madhock and Keyhani (Madhock & Keyhani, 2012) in their conceptualization of the inherent managerial skills and abilities which confront managers operating in home country environments characterized by low incomes and resource scarcity. These authors argue that EMMs engage in an entrepreneurial search for assets to acquire in developed markets that allow them to: 1) catch up to developed markets competitors through learning and competitive upgrading and 2) combine their endogenous skill sets (agility, alertness, flexibility, improvisation) with the acquired assets to create a sustainable competitive advantage. Clearly, the firms profiled above profited greatly through acquisitions

⁴ see for example, <http://www.iie.com/publications/papers/williamson0904-2.pdf>

⁵ See <http://www.doingbusiness.org/reports/global-reports/doing-business-2015>

of firms in other markets. JBS, CEMEX, Gerdau, Embraer and Marco Polo all gained significant arbitrage and leverage advantages through their operations in foreign markets. Embraer was able to develop an operational hedge by selling aircraft in dollars which could be used to purchase parts and components from global suppliers. CEMEX with its Spanish acquisition profited from access to European capital markets with a lower cost of capital and from the ability to deploy “best practices” in organizational management in an otherwise poorly managed acquisition. It might also be noted there that some of the acquisitions took place during or around the financial crisis of 2008, which meant, that there were bargains to be had, acquirers were coming from a position of strength in “protected” home markets and competitors in developed economies were focused on restructuring to sustain corporate profitability.

**Table 1: Selected country rankings on World Bank “Doing Business In” Index
(countries rank from 1 – 189) in Billions of \$US**

Country	Rank	GDP (2013)
USA	#7	16,780
Germany	#14	3,730
United Kingdom	#8	2,678
Brazil	#120	2,248
South Korea	#5	1,304
Mexico	#39	1,260
Chile	#41	277
Colombia	#34	378
Argentina	#124	609
Venezuela	#182	438
China	#90	9,240
India	#142	1,875

Discussion

In this paper we revisit Kogut's Arbitrage and Leverage opportunities as an overlooked explanation for why EMMs engage in global expansion. We argue that globalization provides EMMs with unique opportunities to diversify production platforms and export markets through the exploitation of arbitrage and leverage advantages. In the case of Brazilian EMMs a protected home market as well as access to capital markets through listing on the Bovespa exchange as well as resources provided by the Brazilian National Development Bank provided resources to seek assets for global expansion. Both Brazilian and Mexican firms were able to take advantage of production shifting, information, tax and financial markets arbitrage opportunities which led to the realization of asset purchases from poorly performing organizations in other emerging markets and in developed markets. Firm management also took advantage of leverage with regard to using strengths in one market to buttress weaknesses in others. Political leverage was used to negotiate with providers of capital in the home country as well as markets that were being entered. Finally, large inflows of investment capital in the early part of this century as well as the financial crisis of 2008 provided opportunities for well-managed Mexican and Brazilian firms to acquire poorly managed companies for a significant discount. Fleury and Fleury argue that in the case of the Brazilians, they are acquiring mature firms in sunset industries.

As noted by other scholars doing research on EMMs (Bonaglai et al. 2007, Madhock and Keyhani 2012, DeBeule et al. 2014 and Buckley et al. 2014) in most cases EMMs entered new markets through acquisition of an existing company that was either in financial difficulty (Gerdau and others) or was being spun-off by a larger economic conglomerate because the asset was not salient to the long terms strategic objectives of the owner (Braskem's acquisition of Sunoco and Dow polypropylene business units). In some cases the acquired firm was in a low margin segment of the industry and corporate management hoped to monetize assets in an effort to move into higher value added stages of the supply chain.

Future Research Directions

What happens when EMMs acquire firms in developed markets? What are the human resource implications? Aguzzoli and Geary (2014) examine the HR practices of a Brazilian mining company that acquired a Canadian firm and the operational problems and issues that arose as a result of the differing approaches to management policy and performance management. More research is needed on the arbitrage and leverage advantages and also the role the repatriation of managerial talent as well as the educational attainments of EM manager in western business schools and practices have played in the internationalization strategies of EMMs (Hashai & Buckley 2014).

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**SOCIAL MEDIA AS A TOOL FOR TEACHING INTERNATIONAL
MARKETING THROUGH EXPERIENTIAL LEARNING
The Case of a Norwegian Business School**

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Introduction

The influence of social media and digital technologies have spread at an unexpected speed. Its adoption has happened mainly outside the academic milieu and the time has come for the academy to be at the vanguard of trends, changes and technological innovations in all spheres of knowledge (Thomas and Thomas, 2012).

The class room needs to change at the same rhythm that the world is changing. As Ramburuth and Welch (2005) noted, it is important to link the classroom with the global workplace. Therefore, it is necessary for those who create the curriculum and different business education programs to take into consideration the importance of empowering the students and preparing them for the modern-day business environment from the classroom.

Employers nowadays expect understanding of the use of information and communications technology as well as expecting graduates to be knowledgeable in social media use, especially in marketing related tasks (Benson, Morgan, Filippaios, 2014), skills than can be absorbed on the University's learning experience.

The objective of this paper is to analyze the attitudes and perceptions of students towards a class project: making a social media promotional video. Experiential learning was the main teaching methodology for the project. It is based on a previous study developed by Alon and Herath (2014) among 155 students in an international marketing course at master and undergraduate level at a private U.S. college and at a public university in Israel, where the students had to develop a country branding promotional video. Both groups (United States and Israel country branding exercise and

Norwegian business school exercise) had a common professor, Dr. Ilan Alon, creator of the methodology, and therefore, they shared the same pedagogical style and guidance.

This paper analyses the differences in perceptions between the students of an international marketing master class in a social media branding exercise at the University of Agder in Kristiansand, Norway and the studied group of the country branding exercise (Alon and Herath, 2014). Additionally, it analyses the perceptions between the students who made the best videos versus the rest of the class in the University of Agder. Moreover, it compares the perceptions of the Norwegian versus non-Norwegian students.

By December 2016, Facebook had 1.23 billion active users on average (Facebook, 2017). YouTube (2017) has over one billion users and reaches more 18-49 years old than any cable network, only in the United States. Learning how to be able to provide or influence the content and type of information that millions of people have in their hands reading, watching or hearing must be a priority for firms, business educators and students.

Currently, there are many studies that show how educators use social media, especially videos, as pedagogical tool for teaching and sharing academic content (Hong, et. al., 2016; Snelson, 2015; Fralinger and Ownes, 2009). Through this paper we would like to contribute to the body of knowledge that analyzes the academic implications of business students being co-creators and developers of content for business or organizational purposes, adding to the literature that reports on students performing tasks as professional business managers would do in a real-life situation.

This paper is beneficial to students, who will be able to understand how their engagement in the academic activities can give them valuable skills that would enrich them professionally, such as digital marketing literacy, soft skills (Canhoto and Murphy, 2016) and cross-curricular competencies (Orús, et. al., 2016; Fralinger and Owens, 2009); to business managers, who will be able to rely at a greater extent in the new business graduates, being more confident of the graduates' competence when using social media on international marketing tasks and to business educators and faculty, who will know with greater certainty about the benefits of projects made with social media as teaching tool and experiential learning

as methodology, as well as having more information about the assessment of skill-oriented learning outcomes (Seno-Alday and Budde-Sung, 2016) . Furthermore, faculties will be able to design their curriculum with a higher percentage of education through experiential learning, integrating more teaching with practice, where the students will learn by doing, as well as optimizing the academic potential given by the current technological tools (Pitotrowski, 2015).

This article is structured as follows: first, the reader will find a review of the evolution of the teaching of International Business, the importance of experiential learning in business education, the relation between internet, globalization and social media use in international marketing, as well as a conceptual framework of branding. After, the methodology used in the study will be explained and the results will be analyzed. Subsequently, the article discusses the findings and describes the further research that can be developed from it and finalizes with conclusions of the study.

Literature Review

Experiential learning: from theory to practice. “Experiential learning takes place when, a) a person is involved in an activity, b) he looks back and evaluates it, c) determines what was useful or important to remember, d) and uses this information to perform another activity” (Kolbs, 1984, as cited in Chavan, 2011).

According to Paul and Mukhopadhyay (2005) techniques of experiential learning have become one of the most common approaches to help students engage in active learning. Experiential learning methods can be used in international business courses to facilitate the assimilation and application of theories and concepts, and develop skills like critical thinking, problem solving, analytical and creative thinking.

It has been proven that when experiential learning is included in the class room, specifically in business education, the advantages and learning outcomes can be much more positive than in the traditional teaching methods. Alon and Cannon (2000) conducted a study with a group of International Business students where they had to work in international projects organized in teams. In these projects, the

students worked with the construction of business plans for real companies seeking internationalization. Through this experience, the students gained content knowledge of international marketing, information management skills, working on a team and communication skills. All of these are necessary skills that business professionals need to have.

In this experience the students could learn new skill sets, likewise put into practice what they before knew only in theory.

Patricia and Henry McArthy (2006) also showed in their study *When Case Studies Are Not Enough: Integrating Experiential Learning Into Business Curricula*, the importance of the experiential learning in the classroom. They noted that experiential education integrates students' academic studies with opportunities for direct learning. Through experiential learning, the student must make decisions that are real rather than merely think about a situation or case.

Moreover, analyzing experiential learning from the student perspective, Kim Hawtrey (2007) made an evaluation of a range of learning methods, passive and active, in a student survey that provides an insight on student's attitudes to various class activities. The survey was conducted to 500 students enrolled in a third-year undergraduate economics course. In this survey, developing their knowledge of the subject was ranked by the students as the most important goal, ahead of preparing for the exam and stimulating intellectual curiosity.

Traditional learning modes had a poor score, when students were asked to rank different types of learning activity against achieving the above objectives. The student participants in the survey welcomed greater use of experiential learning devices, especially public media and in-class presentations. Active participation in the experiential learning activities has a direct influence on the perceptions that students have of the acquisition of cross-curricular performance and on their academic results (Orús et al., 2016, p. 254).

Internet and technology enhanced business education. The creation and utilization of the internet has changed the way that things are done in the world, from businesses and transactions to human

communications and relations. Business dynamics and education needs to evolve accordingly with the environment in order to stay up to date and on track. The business education curricula also needs to be developed correspondingly, and use the internet as a tool and strength instead of perceiving it as a challenge and threat. Seno-Alday and Budde-Sung (2016) stated that: It is argued that effective teaching requires alignment between the articulated learning outcomes of a course and the corresponding design of the syllabus. The course syllabus covers not only the course content and teaching methods/pedagogies (Dowd, 1973; Larreche, 1987) but also assignment selection and design (Figure 1). For example, readings and lectures would be appropriate teaching approaches for the achievement of information-oriented learning outcomes, while experiential learning pedagogies would be more appropriate for the achievement of skill-oriented learning outcomes (p. 70).

In the study conducted by Alon and Cannon (2000), the outcomes came from a learning experience through an internet based platform, Globalview.org. This facilitated the interaction between the students and the real world companies. This platform was an important tool to bring the business reality into a classroom while giving the students the possibility to participate in real projects. The use of the internet made this interaction possible for the students

Nowadays, the internet allows marketing education to be internationalized in a very creative and cost-effective manner (Bell, Deans, Ibbotson, Sinkovics, 2001). Traditional Classroom education (face-to face lectures) is being replaced by Technology-Enhanced classroom education (Evans, 2001), where technology plays a substantial role inside and outside the classroom. Evans (2001) states that “At universities and colleges worldwide, technology-enhanced classroom marketing education is playing a more central role. It is the wave of the future.” (p. 2). The internet has even become the classroom itself: with the MOOC’s or Massive Open Online Courses, students can sign up for classes delivered by renowned universities at a low fee or for free. The role of technology is essential in order to develop a good teaching (Mishra and Koehler, 2016), but only the incorporation of technological tools is not enough: it requires the interplay of content and pedagogy with technology.

Branding and social media. A brand is what identifies the product or service of a firm (Alon and Jaffe, 2013, p. 282). Branding is all the activities that the company is involved in order to develop its brand name, visual (sign, symbol, design) and sound elements and personality (Whitelock and Fastoso, 2007). As explained by the Oxford dictionary of Media and Communication (2011), branding is “*The marketing processes by which a company, product, or service acquires a distinctive identity in the minds of consumers—becoming associated with particular values, lifestyles, and meanings*”. The way in which companies decide to show this distinctive identity is what makes the difference in the top of mind of the consumers and users of each brand, product or service.

The pace at which the markets are moving and evolving, makes the firms and businesses to innovate and look for more modern ways of reaching their final customers, stay on top of the list and adapt to changes. As Kotler and Pfoertsch state in their book *Ingredient Branding*, it is an outdated idea that branding is simply the equivalent of an advertising campaign, but it is instead one aspect of external communications (p. 7). For it to be effective, all the messages that the company sends through the different channels, have to be consistent with its essence and with the message they desire to send, in order to ensure its success as a brand.

In the stance of Social media relationship with branding, there is a good example of the influence of this channel in the power of names and brands. There is no neglect, that the power of Social media is highly related to the influencers: generally, highly popular people who affect the perceptions of others towards products, places, services, initiatives or other people. As Jack Yan (2011) noted, when the British actor–writer Stephen Fry was on Twitter, there was a sudden growth in Twitter subscribers in the United Kingdom. In the case of Instagram, this social media company has discovered the power of images and pictures in its platform, knowing that images can communicate more than words. Its users share more than 95 million photos every day (Instagram, 2016). Facebook was born as a platform to connect students in the Harvard campus. When its creator decided to open it to non-students it became a success. Nowadays, Facebook includes groups and fan pages for organizations, advertising personalization for businesses and targeted ads. According to the Facebook, in 2015 the platform reached 1 billion users (Facebook, 2016).

In a study developed by Manca and Ranieri (2013) where they analyzed Facebook as a technology-enhanced learning environment, the pedagogical benefits of Facebook as teaching tool was pointed out, for instance, the possibility of using different information and learning resources and widen the learning context. Ajjan and Hartshorne (2008) identified the benefits considered by the faculty body in the use of social media in the class: it improves student learning, increase the student-faculty interaction as well as the student-student interaction, improves the student satisfaction with the course, improves the student writing skills and it is easy to integrate within the curricula.

Even if the potential benefits of utilizing social media as an academic tool has been widely spread, the drawbacks and obstacles of its use have been also analyzed. The main hindrances to its use are identified after a study made by Manca and Ranieri (2016) among 6139 members of Italian universities. These barriers have been divided in three dimensions:

- Cultural and socio-relational dimension: includes student's distraction, traditional roles, issues related with the relationship with students and privacy management.
- Pedagogical and teaching dimension: management of workload, pedagogical effectiveness and diffusion among students.
- Administrative and managerial dimension: time consumption, institutional support and technical integration among tools.

Other negative claims made on the use of social media for teaching is its efficacy compared with traditional ways of teaching and learning such as face-to-face lessons, paper-based knowledge sources and face-to-face communications among teachers and students. Concerning business education, Pitotrowski (2015) identified that the main drawbacks of the uses of Web 2.0 technologies noted by students were the risk of socializing during interactivity, issues related with privacy and data overload, while for faculty members was the quantity of options of social media outlets and lack of training in interactive mobile technology.

Marketing and business educators have not taken social media as a tool for their teaching yet (Tuten and Marks, 2012), and the main reasons for not embracing it involves lack of expertise on the part of faculty members, quantity of tools, limited lecture time and perceived functional uses of the tool. Thomas and Thomas (2012) have noted reluctance from researchers, business schools professors and scholars to change the way in which they work and embrace the “technological revolution” (p. 361).

Employers count on graduates to have knowledge of the use social media, particularly in tasks linked with marketing (Benson, Morgan, Filippaios, 2014). Given the increasing importance of Social Media in modern business, it is crucial that is included in the education of future managers and business professionals. It would be even more beneficial if the education is led by teachers proficient in the topic and accompanied by hands on experiences. According to Chang (2015) and based on a report published by Informate Mobile Intelligence, people in the United States check their social media apps 17 times a day and are the biggest consumers of mobile phone data in the world, spending 4.7 hours in the phone per day. Counting the number of hours that a person is awake per day, 4.7 hours can be considered a significant time. At a global level, the daily time spent on social networking by internet users worldwide from 2012 to 2016 passed from 96 minutes to 118 minutes per day according to the statistics portal Statista (2016). Therefore, to provide the students with the opportunity to learn how to create the content that people will be reading and receiving though social media should be a priority for business educators.

E. Sevin (2016) affirmed that social media communication is based on a two-way and one-to one communication understanding, which means that the information flow within social media depends more on the social relations of the user than on the media outlets per sé. Also, he affirmed that “the fast pace of digital communications does not change the fact that it takes time to create brand identities” (p. 316), reason why marketing professionals need to be proactive, changing and moving according to the pace of changes in the web.

Methodology

This study reports on one student group in an international marketing master course during the

2015-2016 academic year at the University of Agder in Kristiansand, Norway, which included the elaboration of a promotional video of a company or project to be published on YouTube. It follows a similar exercise conducted among 155 students of an international marketing course at graduate and undergraduate levels at a private U.S. college and a public university in Israel between 2011 and 2013, where the students' assignment was to make a country branding video (Alon and Herath, 2014).

In this exercise, the students were organized in groups taking into consideration gender and nationality in order to reach the greatest diversity in each team. Later on, the students decided which companies, topics, or specific projects in Norway or abroad they wanted to create the promotional video for. The students had weekly scheduled meetings by the program during 4 weeks, a part of the time that each group decided to dedicate to the project outside the scheduled group work hours. Also, the students attended a lecture with a multimedia expert from the University of Agder, who made a tutorial in video making and shared tools and resources for them to make a correct use of copyrights in images and music.

At the end of the class, all groups had a presentation of their final video and heard the suggestions of improvement or opinions from the teacher and classmates. The best videos were chosen democratically after the presentations. The students were also asked to respond a questionnaire in English, in order to measure their perceptions and learning outcomes. The questionnaire was conformed of 20 questions, which were divided in 16 Likert scale questions, 1 multiple choice question and 3 open questions. All the students were at a graduate level. There were 21 females and 28 male students, 17 Norwegian and 22 of other nationalities.

Results

All the participant students responded the questionnaire and also gave their insight of what they considered that were the skills they improved or acquired from the exercise, as well as the key barriers to completing the project. The next table summarizes the students' attitudes toward the social media video experience

TABLE 1
General student perception

	Norwegian University Exercise		Country branding exercise*	
	Mean N=39	Std. Deviation	Mean N=155	Std. Deviation
A1: More productive than listening to a lecture	3.51	1.09	3.79	0.93
A2: More enjoyable than listening to a lecture	3.84	1.22	3.93	0.98
A3: Gained real-world understanding of the challenges associated with global branding	3.97	0.77	4.23	0.82
A4: Finding relevant information sources was difficult	3.00	1.10	2.74	1.07
A5: The exercise taught me new skills relating to international marketing	3.84	1.18	2.93	0.98
A6: The exercise gave me more experience on the uses of technology	4.10	0.91	4.3	0.84
A7: Stimulated my interest in social media and its uses in international marketing	3.79	1.08	3.97	0.94
A8: Greater appreciation of team work	3.66	1.05	3.61	1.01
A9: Exercise should not be assigned to future classes	2.25	1.01	3.61	1.06
A10: This exercise was one of the best parts of the course	3.17	1.21	3.65	0.95
A11: Made me more knowledgeable about the implementation of social media campaigns	3.58	1.18	3.97	0.95
A12: The learning experience provided by this exercise was not worth the effort	2.48	1.14	2.03	1.10
A13: Understanding of international marketing was enhanced by completing this exercise	3.35	1.01	3.91	0.82
A14: This exercise motivated me to learn more about social media marketing	3.46	1.02	3.86	0.84
A15: The project was challenging	3.79	0.97	3.79	0.96

Note: 1 = Strongly disagree, 5 = Strongly agree

* Taken from Alon and Herath (2014).

Through a ranking methodology, it was possible to compare the perception of the students of the Norwegian business school with the students of the 2011-2013 group that made a country branding exercise, under the same methodology.

TABLE 2
General student perception ranking comparison

	<i>Norwegian University Exercise</i>		<i>Country branding exercise</i>	
	<i>Mean</i>	<i>Ranking</i>	<i>Mean</i>	<i>Ranking</i>
A6: The exercise gave me more experience on the uses of technology	4,10	1	4,3	1
A3: Gained real-world understanding of the challenges associated with global branding	3,97	2	4,23	2
A2: More enjoyable than listening to a lecture	3,85	3	3,93	5
A5: The exercise taught me new skills relating to international marketing	3,85	3	3,93	5
A7: Stimulated my interest in social media and its uses in international marketing	3,79	5	3,97	3
A15: The project was challenging	3,79	5	3,7	10
A8: Greater appreciation of teamwork	3,67	7	3,61	12
A11: Made me more knowledgeable about the implementation of social media campaigns	3,59	8	3,97	3
A1: More productive than listening to a lecture	3,51	9	3,79	9
A14: This exercise motivated me to learn more about social media marketing	3,46	10	3,86	8
A13: Understanding of international marketing was enhanced by completing this exercise	3,36	11	3,91	7
A10: This exercise was one of the best parts of the course	3,18	12	3,65	11
A4: Finding relevant information sources was difficult	3,00	13	2,74	13
A12: The learning experience provided by this exercise was not worth the effort	2,49	14	2,03	14
A9: Exercise should not be assigned to future classes	2,26	15	1,71	15

Note: 1 = Strongly disagree, 5 =Strongly agree

When comparing the student groups' attitudes, both agree with the first and second most important factors perceived with the project: the exercise gave them more experience on the uses of technology and that through it, they gained real-world understanding of the challenges associated with global branding. For the Norwegian business school students, the third and fifth place was shared by two different factors respectively. In the third rank were: the project was more enjoyable than listening to a lecture and it taught them new skills relating to international marketing. The fifth place in the ranking was shared by the factors: the project stimulated their interest in social media and its uses in international marketing and the project was challenging.

For the students of the country branding exercise, the third and fifth places were also shared, but by different factors from those of the Norwegian business school exercise. Additionally, both student

groups ranked the same factor in 9th place: the exercise was more productive than listening to a lecture. Both student groups had the same three factors with the lowest perceptions (three last on the list). Both disagreed the most with the negatively worded questions, placing them at the end of the list: both disagree with not assigning exercise to future classes and also disagree with the statement that affirms that the learning experience was not worth the effort. In addition, both groups ranked the difficulty of finding relevant information sources in the same place (rank 13th). We could therefore infer from both groups' general attitudes and perceptions that the exercise should be assigned again to future classes and that the learning experience provided by it, is worth the effort.

This comparison of perceptions between two completely independent groups of students, in different years (2011 – 2013 the student group from the country branding exercise and 2016 the Norwegian business school student group) from different countries and schools, confirms the increasing importance of the use of social media as a tool for teaching international business: in both groups the students placed the same factors as the highest and lowest, being the most important that both considered that through the project, they got more experience on the uses of technology and gained real-world understanding of the challenges associated with global branding.

Coming back to the group subject of our research, we have divided the group in two main categories: Norwegian vs. non-Norwegian, and, best videos vs. rest of the class. In order to analyze and infer if there is a statistically significant difference between the perceptions of the subdivisions of both groups, an analysis of variance ANOVA was made.

In both cases, alpha or the significance value is 0.5 and the degree of confidence 95%. The null hypothesis was that there is no significant difference in the perception between the groups within each category regarding each factor and the alternative hypothesis, that there is statistically significant different in the perception between the groups.

Table 3 summarizes the descriptive statistics of the students who belong to the team with the best videos and the rest of the class, presenting the mean values of each group in each factor, as well as the

lowest and highest values of each group. There were 9 students, members of the teams with the two best videos of the class and 30 students who were part of the other team.

TABLE 3
Best Videos Vs. Rest of the class student perceptions

	<i>Best videos</i> <i>N= 9</i>		<i>Rest of the class</i> <i>N= 30</i>		<i>Total</i> <i>Mean</i>	<i>Sig.*</i>	<i>Sig.**</i>
	<i>Mean</i>	<i>Std.</i> <i>Deviation</i>	<i>Mean</i>	<i>Std.</i> <i>Deviation</i>			
A1: More productive than listening to a lecture	3.66	1.22	3.46	1.07	3.51	0.63	0.67
A2: More enjoyable than listening to a lecture	4.00	1.32	3.80	1.21	3.84	0.67	0.69
A3: Gained real-world understanding of the challenges associated with global branding	4.00	.86	3.96	0.76	3.97	0.91	0.92
A4: Finding relevant information sources was difficult	2.66	1.00	3.10	1.12	3.00	0.30	0.29
A5: The exercise taught me new skills relating to international marketing	4.22	.97	3.73	1.22	3.84	0.28	0.23
A6: The exercise gave me more experience on the uses of technology	4.66	0.50	3.93	0.94	4.10	0.03	0.01
A7: Stimulated my interest in social media and its uses in international marketing	4.22	0.83	3.66	1.12	3.79	0.17	0.13
A8: Greater appreciation of team work	4.22	0.97	3.50	1.04	3.66	0.07	0.07
A9: Exercise should not be assigned to future classes	1.77	0.97	2.40	1.00	2.25	0.10	0.12
A10: This exercise was one of the best parts of the course	3.55	1.33	3.06	1.17	3.17	0.29	0.34
A11: Made me more knowledgeable about the implementation of social media campaigns	3.77	1.30	3.53	1.16	3.58	0.59	0.62
A12: The learning experience provided by this exercise was not worth the effort	2.44	1.33	2.50	1.10	2.48	0.90	0.91
A13: Understanding of international marketing was enhanced by completing this exercise	3.88	0.92	3.20	0.99	3.35	0.07	0.07
A14: This exercise motivated me to learn more about social media marketing	3.66	1.41	3.40	0.89	3.46	0.50	0.61
A15: The project was challenging	4.00	0.70	3.73	1.04	3.79	0.48	0.39

Note: 1 = Strongly disagree, 5 =Strongly agree

* Significance level by ANOVA test.

**Significance level by Welch and Brown-Forsythe robust tests of equality of means.

Bold indicates the factors with statistical significant difference in perceptions between groups.

With the alpha level given by the ANOVA test we can affirm that there is no statistically significant difference in the perceptions between the group of students with the best videos and the rest of the class in all factors, except for the perception with regard to the gained experience on the uses of technology (factor 6), where we reject the null hypothesis and accept the alternative hypothesis. The

perception of the experience gained in the uses of technology with the exercise was higher among the students who made the best videos (4.66) compared with the perception of rest of the class (3.93).

The Welch and Brown-Forsythe tests of robustness confirmed our inference of statistically significant difference in perceptions between the two groups with regard to the experience gained in the uses of technology with the drastically lower level of significance in factor 6 (0.005, rounded to 0.01) compared with the significance given by the ANOVA test (0.03). These tests also confirm that there is no statistically significant difference of perceptions between both groups regarding the other factors.

Table 4 summarizes the descriptive statistics of the Norwegian students and the non-Norwegian students, presenting the mean values of each group in each factor, as well as the lowest and highest values of each group. There are 17 Norwegian students and 22 non-Norwegian students representing 12 different countries: Germany, Poland, Romania, Ghana, Uganda, Cameroon, Nepal, Afghanistan, Pakistan, Sri Lanka, France and Colombia.

The significance levels of the Welch and Brown-Forsythe tests of robustness have been used to confirm the assumptions and get a more precise significance level in order to correctly reject or accept the null hypothesis that affirms that there is no statistically significant difference in perceptions of the exercise between Norwegians and non-Norwegians.

Analyzing the differences in perception between both groups with a significance level of 0.05 and with a confidence of 95%, we can infer that there is statistically significant difference in the perception of Norwegian versus non-Norwegian students regarding the exercise being more productive than listening to a lecture. Non-Norwegians perceived that the exercise was more productive than listening to a lecture (3.9) compared with the perception of the Norwegians (3.00).

TABLE 4
Norwegian Vs. Non-Norwegian student perceptions

	Norwegian N=17		Non-Norwegian N=22		Total	Sig.*	Sig.**
	Mean	Std. Deviation	Mean	Std. Deviation			
A1: More productive than listening to a lecture	3.00	0.86	3.90	1.10	3.51	0.01	0.007
A2: More enjoyable than listening to a lecture	3.41	1.00	4.18	1.29	3.85	0.05	0.043
A3: Gained real-world understanding of the challenges associated with global branding	3.88	0.92	4.05	0.65	3.97	0.52	0.543
A4: Finding relevant information sources was difficult	2.58	0.79	3.32	1.21	3.00	0.04	0.030
A5: The exercise taught me new skills relating to international marketing	3.64	0.99	4.00	1.30	3.85	0.36	0.345
A6: The exercise gave me more experience on the uses of technology	4.11	0.92	4.09	0.92	4.10	0.93	0.929
A7: Stimulated my interest in social media and its uses in international marketing	3.41	0.79	4.09	1.19	3.79	0.05	0.040
A8: Greater appreciation of team work	3.29	0.91	3.95	1.09	3.67	0.05	0.048
A9: Exercise should not be assigned to future classes	2.82	0.80	1.82	0.95	2.26	0.00	0.001
A10: This exercise was one of the best parts of the course	2.52	0.94	3.68	1.17	3.18	0.00	0.002
A11: Made me more knowledgeable about the implementation of social media campaigns	3.17	1.38	3.91	0.92	3.59	0.05	0.070
A12: The learning experience provided by this exercise was not worth the effort	3.17	1.13	1.95	0.84	2.49	0.00	0.001
A13: Understanding of international marketing was enhanced by completing this exercise	3.00	1.06	3.64	0.90	3.36	0.05	0.056
A14: This exercise motivated me to learn more about social media marketing	3.00	1.00	3.82	0.90	3.46	0.01	0.013
A15: The project was challenging	3.41	0.79	4.09	1.01	3.79	0.03	0.025

Note: 1 = Strongly disagree, 5 = Strongly agree

* Significance level by the ANOVA test.

**Significance level by Welch and Brown-Forsythe robust tests of equality of means, used to confirm the hypothesis.

Bold indicates the factors with statistical significant difference in perceptions between groups.

Also, based on the Welch and Brown-Forsythe tests of robustness, we reject the null hypothesis and accept the alternative hypothesis inferring that there is statistically significant difference in the perception between both groups of students with respect to the exercise being more enjoyable than listening to a lecture: the non-Norwegian students perceived at a higher degree (4.18) that the exercise was more enjoyable than listening to a lecture than the Norwegian students (3.41).

When comparing the perceptions of the difficulty in finding relevant information, we reject the null hypothesis: The Norwegian students found less difficult to find relevant information (2.58) than the Non Norwegians (3.31). In contrast, the non-Norwegians found more interest in social media and its uses

in international marketing (4.09) and felt greater appreciation of team work (3.95) compared to the Norwegian students (3.4 and 3.2 respectively).

When asked if the exercise should not be assigned to future classes, the non-Norwegian students disagreed at a higher degree (1.81) than their Norwegian counterpart (2.82). In contrast, there is statistically significant difference in perception between Norwegian and non-Norwegian students when asked if the learning experience provided by the exercise was not worth the effort: The Norwegian students agreed stronger that it was worthless (3.17) compared with the non-Norwegians, who disagreed (1.95).

Furthermore, the non-Norwegian students perceived at a higher extent that the exercise was one of the best parts of the course (3.68), that it was challenging (4.09) and that the exercise motivated them to learn more about social media marketing (3.81) compared to the perception of the Norwegian students (2.52, 3.41 and 3.00 respectively).

The analysis of variance indicated that there was statistically significant difference in seven factors (1,2,9,10,12,14 and 15), but when analyzed further with the Welch and Brown-Forsythe test of robustness, it revealed that there was statistically significant difference in the student perceptions in three more factors (2,7 and 8) than the ones indicated in the ANOVA test, therefore we can infer that there was difference in the perceptions of the exercise between Norwegian and non-Norwegian students in 10 out of 15 factors.

Discussion

Through this exercise, we could identify the students' perceptions on an experiential learning application in the classroom. As Ramburuth and Daniel (2011) noted, effective teaching should engage students in the learning process (p.1), and this student group successfully engaged in a creative process that considered more productive and enjoyable than going to a lecture. This is closely related with the results of the study conducted by Li and Armstrong (2015) where they found that the extraverted international managers "have a preference for grasping new experience by engaging in concrete

experience rather than abstract conceptualization; prefer to transform experience via active experimentation rather than reflective observation; and tend to have an accommodative learning style". As the experiential learning definition by Kolb (1984, p.41), it is ... the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience (Li and Armstrong, 2015, p. 423).

In this research there was no statistically significant difference in the perceptions between the group of students with the best videos and the rest of the class, except for their perception regarding the experience gained on the uses of technology where the students who made the best videos had a higher perception of the experience gained in the uses of technology compared with the perception that the rest of the class had of the same factor.

When the difference in perceptions between the Norwegians and non-Norwegian students was analyzed, there was statistically significant difference in the students' perception of 10 out of 15 factors. The non-Norwegian students had a higher perception than the non-Norwegian students in 8 of those 10 factors: the exercise being more productive and more enjoyable than listening to a lecture, it was difficult to find relevant information sources, that it stimulated their interest in social media and its uses in international marketing, that the exercise gave them greater appreciation of team work, that it was one of the best parts of the course, motivated them to learn about social media marketing and that it was challenging (factors 1,2,4,7, 8, 10 14 and 15). The Norwegian students, in the other hand, agreed stronger than the non-Norwegian students in the two remaining factors: the exercise should not be assigned to future classes and it was worthless (factors 9 and 12).

Even if there were differences in the perception between the students in the Norwegian business school, the fact that two independent groups of students, both the 2011-2013 student group and the Norwegian business school students, chose the same most and least important factors (factors A6, A3, A12 and A9) puts in evidence the benefits of experiential leaning techniques and the use of social media. Both groups clearly gained real-world understanding of the challenges associated with global branding

and gained more experience on the uses of technology. Showing a general similar perception, confirms the great importance and usefulness of experiential learning as a tool for teaching international business.

In this exercise, we can conclude that experiential learning is an effective alternative to the necessity to empower the students and prepare them for real world challenges. To simulate real market conditions represents a challenge for educators and institutions, but it is certainly worth the effort since it allows the students to be the closest to the reality and gives them the opportunity of gaining and using their understanding and managerial skills while training for the future.

The utilization of information and communication technology as teaching tool, motivates the students to be actively involved in the learning process, interacting with the reality and observing the results of such interaction. Moreover, it contributes to cultivate abilities related to creative and critical thinking, helping the student to integrate and retain information, facilitating the comprehension of what he or she has learnt in a comprehensive and dynamic way. The utilization of ICT tools serve the student to develop significant learning abilities that will become long lasting skills (Esteve Mon & Gisbert Cervet, 2011).

Either making marketing campaigns for private companies; creating a crowdfunding initiative; or promoting a nongovernmental organization, the use of social media is a mean to amplify the intensity and reach of the message intended to be sent. Even if traditional media (magazines, ads, television) still dominate the rankings of the best places for doing marketing and advertising, social media plays an important role: when the traditional and social media are integrated, social media serves to intensify the persuasiveness and reach of the messages communicated through traditional media. Additionally, it is the easiest way to connect with consumers (Smith, 2013).

By using social media in the classroom as a teaching tool, the students will be in a learning environment that will allow them to create, cooperate, share ideas and make decisions by consensus, while the educators will be their guides, providing them with the necessary structure to build knowledge (Lee and McLoughlin, 2007), helping them to step out of their comfort zone.

The use of social media and experiential learning in international marketing education gives the students the opportunity to experience the uses of technology, get real-world understanding of global branding and develop skills that will empower them to make the necessary decisions to successfully overcome future challenges. Through it, the students will be emboldened while preparing themselves to face the business world.

Further research

This work can serve as encouragement to do more research in the student perceptions, to research further with other samples of students in order to analyze and confirm the findings. Also, it can give inspiration to study the cultural differences between the Norwegian and non-Norwegian students or between other countries of origin, in order to discover how these differences have an influence in the behavior, attitudes and learning outcomes of the students in the classroom.

Conclusion

In this study, we could analyze the perceptions and attitudes of the students of a Norwegian business school towards a social media branding project, were they had to create a promotional video for an organization or company of their choice. The students perceived that the exercise gave them more experience on the uses of technology and that they gained real-world understanding of the challenges associated with global branding through the exercise. They also felt that the class was more enjoyable than listening to a traditional lecture and that it taught them new skills related to international marketing.

When comparing their perceptions, with the perceptions with a group of students from the United States and Israel, who made the same exercise with a country branding objective, both groups coincided with the two most important factors perceived with the project, as well as disagreeing in the same factors, which they placed as the lowest places when ranked. Both groups ranked as first and second place that they gained more experience in on the uses of technology and real-world understanding of the challenges associated with global branding and also ranked as the lowest in perception, disagreeing the

most with the exercise being worthless and not being assigned to future classes, which lets us understand that the students agree with the project being used for business and marketing education.

The group subject of our study was subdivided in 3 categories: Best videos and rest of the class and Norwegians and non-Norwegians. When comparing the perceptions of the students who made the best videos versus the rest of the class, the only difference was that the students who made the best videos perceived at a higher extent that the exercise gave them more experience in the uses of technology. When the difference in perceptions and attitudes between Norwegian and non-Norwegian students was analyzed, there was statistically significant difference in the perception of 10 out of 15 factors. It was possible to discover that the non-Norwegian students perceived stronger than the Norwegians that the exercise was more productive and enjoyable than listening to a lecture, that finding relevant information sources was difficult, that their interest in social media and its uses in international marketing was stimulated and had a greater appreciation of team work as well as feeling that the exercise was challenging and that they were more motivated to learn more about social media marketing. As compared with the Norwegians, the non-Norwegians felt that the exercise was of value for their education and that it should be integrated in future classes.

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APPENDIX A

Questionnaire

Gender Male 18 Female 21

Citizenship Norwegian 17 Non Norwegian 22

Countries represented: Norway, Ghana, Colombia, Nepal, Germany, France, Uganda, Cameroon, Afghanistan, Sri Lanka, Pakistan, Poland, Romania.

Please rate the items below based on the following scale:

Strongly disagree		Neither agree nor disagree		Strongly agree
	2	3	4	5

As a learning experience, this exercise was more productive than listening to a lecture.	1	2	3	4	5
As a learning experience, this exercise was more enjoyable than listening to a lecture.	1	2	3	4	5
I have gained real-world understanding of the challenges associated with global branding.	1	2	3	4	5
Finding relevant information sources was difficult.	1	2	3	4	5
Compared to case analysis, the exercise taught me new skills relating to international marketing.	1	2	3	4	5
Compared to case analysis, the exercise gave me more experience on the uses of technology.	1	2	3	4	5
This project has stimulated my interest in social media and its uses in international marketing.	1	2	3	4	5
As a result of this exercise, I have a greater appreciation of what it takes to work on a team.	1	2	3	4	5
This exercise should not be assigned to future classes.	1	2	3	4	5
This exercise was one of the best parts of the course.	1	2	3	4	5
Because of this project, I am now more confident to implement a social media campaign for a company.	1	2	3	4	5
The learning experience provided by this exercise was not worth the effort.	1	2	3	4	5
My understanding of the concepts of international marketing was enhanced by completing this exercise.	1	2	3	4	5
This exercise gave me stronger motivation to learn more about social media marketing.	1	2	3	4	5
Doing this project was challenging.	1	2	3	4	5
The number of hours I worked on this project is	Less than 5	5 to 10	11 to 15	16 to 20	More than 20
This exercise should be assigned to future classes with a grade (part of the final grade)	1	2	3	4	5

What are some of the skills you improved or acquired from this exercise? How can this exercise be improved in the future?
 What were the key barriers to completing this project?

APPENDIX B

Project Description

Assume that you are representing an investment-promotion agency of a company and are tasked with developing an advertising campaign for the firm using social media, among other international communication outlets. The company wants to improve its image, increase exports and inward investments, and attract more customers. Develop a media campaign that will include a short video to be posted on YouTube.

Teaching objectives

- Introduces students to material related to corporate marketing and branding. Allows students to develop multidisciplinary decision-making skills.
- Allows students to evaluate potential business opportunities using various business models.
- Encourages students to analyze the qualitative and quantitative data that are presented to decision makers.
- Permits students to develop solutions to address the difficult issues related to controlling and/or adapting a brand, which often involve uncontrollable factors and require a significant amount of time.

Criteria for evaluating YouTube assignments

Technical proficiency (works well during presentation, sound and picture quality)

Target market is identifiable

Unique selling points and positioning is provided

Video does not violate copyrights

Purpose: calls for action, behavioral objectives

Transition of slides is smooth and logical

The 4Ps are addressed

Voice and/or music is at the right level and consistent with presentation Length:

well balanced with content, audiences, entertainment, aesthetic value Credit is given (name, date, title, sources)

Outcomes

After the presentation of the final videos in the class, the two best groups were chosen by vote. The group members of the two best videos were asked by the Business School administration to develop a promotional video to be used by the University.

The video in the first place was about the city of Kristiansand in Norway being a family friendly destination. The Major of Kristiansand showed interest in using it for the touristic promotion of the city.

Besides it, when one of the companies that the students chose knew that a group of MBA students had made a video about them, they asked to contact the group that had made it.

APENDIX C

Links of YouTube videos developed by the student groups

<https://www.youtube.com/watch?v=V7UaTXi5FK0>

<https://www.youtube.com/watch?v=Do95sp-0C34>

<https://www.youtube.com/watch?v=nAU8fVNbrT0&feature=youtu.be>

<https://www.youtube.com/watch?v=0ap03f-Gwzo&feature=youtu.be>

<https://www.youtube.com/watch?v=-DFsoYdlAC8>

<https://www.youtube.com/watch?v=dZ60ueGB3B4>

<https://www.youtube.com/watch?v=J5g6ZOjgP7g>