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International business education: What we know and what we have yet to develop

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ABSTRACT

International business education (IBE) scholarship is extensive and is continuously growing. Nevertheless, to date there is no systems perspective overview of the literature dedicated to this topic. Using latest advancements in scientometric analysis, this study structures and visualizes the entire IBE scholarship, which allows to identify gaps in research and propose a number of future research directions. Data extracted from 894 peer-reviewed documents made available through the Scopus database allows to map the scholarship across five identified research directions in IBE – *IB, political economy environment, and education; student learning and experience; the lingua franca and communication; interrelationship of IBE and the ecosystem;* and *business school curricula and internationalization.* The scholarship was also compared to the *Academy of Management Learning and Education* and to the *Journal of International Business Studies* together with the *Journal of World Business* journal scholarships to recommend further prospective directions for the future development of IBE.

1. Introduction

International business (IB) as a discipline was established in the late 1950s and in the 1960s with the internationalization of functional areas of the business particularly in marketing, accounting, finance, and personnel (Eden, 2009; Wright, 1970). IB as a field of research incorporates the study of the multinational enterprise (MNE) phenomenon, MNE activities and interactions with the environment and all other actors on the international level, as well as cross-country comparisons of actors and business environments (Boddewyn, 1997, p. 60; Eden, 2008, p. 3).

The rise in the IB research inevitably led to an accompanying commencement of international business education (IBE) with Columbia Business School (Columbia University) introducing an IB component to an MBA program in 1955, building on the various foreign trade management courses in North American business schools (Elahee, 2007; Fayerweather, 1994). The IB discipline together with its education significantly grew in prominence in the 1970s when North American educational institutions were tasked with preparing students for the complexity of IB, which in turn aimed to improve the US international competitiveness (Beamish & Calof, 1989). Success of US multinationals globally and their correlation to formal training in IB prompted other institutions and countries to adopt IB pedagogy accordingly (Liesch, Håkanson, McGaughey, Middleton, & Cretchley, 2011).

Despite globalization and the growing importance of IBE in economic and social development, there is no current overview of the topic. To capture the true spirit of IBE interdisciplinarity (Dunning, 1989; Eden, 2008), we need an integrative systems outlook of the entire field. Indeed, it is imperative for interdisciplinary researchers and to those who are relatively new to the field to gain a broad systems view of the entire scholarship to be able to identify how various disciplines in the field of study are structured and related to each other. The aim of this study is in outlining the state-of-the-art of IBE research through the systems view of the scholarship to help further develop the research on IBE. Thus, the main question guiding this study is: What is the state of IBE scholarship and how can we further develop research of IB pedagogy to better inform the educators, educational institutions, researchers, and the industry?

For the purposes of this paper, the IBE construct is consistent of four interrelated conceptualizations. First, IBE refers to the practices involved in teaching IB courses and curricula. This approach revolves around designing effective courses to deliver IB with tools including case

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study, simulation, and project-based learning on top of the traditional lecture approach (see, for example, a special issue on approaches to teaching IB by Aggarwal & Zhan, 2018). The second IBE meaning is a holistic understanding of IB as a discipline, more specifically IB studies being taught in business schools. Since its beginnings of international modules being added to the functional courses including marketing, management, accounting, strategy and others, IB domain has gone a long way to becoming a truly interdisciplinary field which encompasses not only the 'functional areas of business' but also economics, political science, sociology, law and other disciplines. In this case, IBE generally refers to a subdiscipline to other disciplines including management, marketing, economics, and finance (for a more detailed discourse see Dunning, 1989) in business schools. The third IBE conceptualization is as a "transformative learning process that results in international awareness, competence, and expertise, and which involves all stakeholders, especially those students likely to become managers" (Schworm et al., 2017, p. 495). This conceptualization stems from internationalization of curricula stance where education institutes are measured in their internationalization in terms of not only the curriculum, but their research, services to the society, and reflected through the roles and activities of faculty, students, and administrative staff (see for example, Bartell, 2003). Finally, internationalization of businesses involves the *lingua franca*, the English language to facilitate efficient communication between parties globally. Thus, a large interdisciplinary research of English as the lingua franca as well as communication in general in international business and the related education needs is part of the IBE paradigm (Hejazi & Ma, 2011; Nickerson, 2005). Therefore, for the purposes of this study and building on previous research, IBE broadly encompasses the four aforementioned conceptualizations. We have taken this broad stance so as to accommodate the comprehensiveness of the four interrelated research directions as it is impractical to cleanly separate the conceptualizations from each other. In its essence, we refer to IBE as an investigation of the pedagogy-related domain of IB as well as internationalization of business studies education globally.

The main objectives of this study include: (i) provision of a holistic systems view of the current literature of IBE from the interdisciplinary perspective by mapping the scholarship into a taxonomy; (ii) comparison of IBE to the top business and management education outlet; (iii) comparison of the IBE scholarship to the top tier IB scholarship; and (iv) provision of future research directions stemming from the in-depth review of the literature and the comparisons.

To achieve these objectives and ultimately to answer the research question we adopt a systems perspective which provides a holistic representation of integration of constituent parts known as sub-systems into one structure (Jackson, 2003, 2006; von Bertalanffy, 1968). It is imperative that the entire system is used as a unit of analysis to gain an understanding of the entirety of the system rather than several features or sub-systems (Nazarov & Klarin, 2020), as 'the whole is greater than the sum of its parts'. The systems analysis is thus able to provide a taxonomy of the IBE scholarship. Taxonomy is a methodology and a principle of systematic classification of a studied topic which sets up arrangements of sub-systems into one system. The optimal way to create this systems taxonomy is through systematically feeding the holistic outlook on a particular topic (for example the entire dataset extracted from Scopus database) through algebraic clustering techniques that integrates closely related themes into clusters based on algorithms (van Eck & Waltman, 2010, 2014). Thus, a systems view of the topic offered in this paper allows to create this taxonomy and suggest future research directions. In this way, a scientometric review allows an extensive investigation of the available literature to produce the interdisciplinary map of the IBE domain, which is necessary considering that the IB domain prides itself on interdisciplinarity and there are traditionally calls for bridging the interdisciplinary domains in IB (Dunning, 1989; Eden, 2008; Laughton, 2005; Liesch et al., 2011; Wright, 1970).

2. Scientometric methods to systematically review IBE

Systematic reviews apply scientific methods that explicitly aim to limit systematic errors or bias through identifying, appraising and synthesizing all relevant studies in order to deal with a question or a set of questions (Schlosser, Wendt, & Sigafoos, 2007). Tranfield, Denyer, and Smart (2003) proposed three stages of conducting a through, transparent and a reliable systematic review in terms of the: 1) planning and outlining a review protocol, 2) execution of the protocol, and 3) reporting.

In the planning stage (1), we identified the value of the research by providing a holistic understanding of the interdisciplinarity of the topic. We also developed a protocol for selection, search strategies, methods of the review, and accompanying data and information. In this stage we chose to use the entire Scopus database as it is considered the second largest scientific knowledge database after Google Scholar, and exceeds that of the Web of Science (WoS) (Harzing & Alakangas, 2016). Google Scholar, however, has many stray citations where minor variations produce duplicates as well as a disorganized nature of the database that includes sources that may not pass strict scientific standards (Harzing & Alakangas, 2016). Also, it has been shown that Scopus and WoS have major overlaps, meaning the results to have marginal divergences between the two databases especially if looking to compare large volumes of articles (Vieira & Gomes, 2009). The dates of the document search were set from the beginning of Scopus listing to 10 December 2019.

In the second, execution of the protocol, stage we followed the procedures set out in the planning stage by identifying the search terms, selection of studies, assessing their quality, and then extracting and synthesizing data. The search criteria were set as follows: ""international business" (the first search criteria) AND "educat*" or "curricul*" or "teach*" or "pedagog*" (second search criteria which must appear with the first criteria)" using Boolean search of Scopus. The search returned 2,237 documents that contain either of these terms within the titles, abstracts, and keywords of the original works. We utilized the search of all publication types (including editorials, letters, books, book chapters, proceedings) as a large-sample thematic study of the entire scholarship requires a semantic analysis of noun terms regardless of the criteria (Justeson & Katz, 1995; van Eck & Waltman, 2014). After several exclusion criteria were applied and two rounds of inclusion filtering by going through each title, abstract, and keyword fields (see Fig. 1 for the final sample selection process), the final number of publications was narrowed down to 894 publications.

The systematic review was carried out using an innovative science mapping software, VOSviewer, which utilizes citation analysis that demonstrates relationships between scientometric indicators in a visual map. We have combined a bibliometric analysis that provides results for identification and analysis of interactions of authors, documents, organizations, keywords, sources, countries of publication together with a thematic analysis made available by extracting commonly occurring noun phrases thereby creating a taxonomy of the scholarship, which together constitute a scientometric analysis. In the process of generating the mapping, we utilized the default settings in the software, which generally represent best practices in the science mapping literature (Klarin & Suseno, 2021; van Eck & Waltman, 2010). Based on the entire extracted literature (894 documents) on IBE, the mapping categorized the content according to clusters. Terms that are strongly associated with each other are placed in the same cluster, demonstrating an emergent view of existing literature of IBE.

3. Findings

Having carried out an overarching analysis of the IB-related education scholarship, we found that IBE not only refers to the courses usually taught as an IB specialization, but also carries a wider variety of meanings. These refer to practices in business education including IB (for example, in studies where a study sample is based on IB students),

Fig. 1. Results of the search and study selection criteria.

business education at an international level, the role of language and communication in business education internationally, and the internationalization of business schools and education. This broad conceptualization represents the interdisciplinary nature of IB stemming from the rationale behind introducing IB components in business schools in the last century. The rationale for IBE is to prepare students for global citizenship where globalization impacts all aspects of the society and where individuals and organizations are inevitably a part of the global society (Dunning, 1989; Laughton, 2005; Witte, 2010). Therefore, to fully discuss the IBE phenomenon we not only need to be teaching our students IB practices, but also consider IBE as being part of the global education system where language and communication are discussed, where business education practices internationally are compared, and where business schools are converging in practices and standards.

3.1. Identified clusters of IBE scholarship

In this study the software clearly produced five major clusters of existing IBE research – (i) red cluster contains discussions related to *IB, political economy environment, and education,* (ii) green cluster highlights the *student learning and experience,* (iii) blue cluster indicates *the lingua franca and communication,* (iv) yellow cluster denotes the

interrelationship of IBE and the ecosystem, and (v) lilac cluster relates to *business school curricula and internationalization.* To provide a thorough investigation of the areas of research, each cluster is analyzed according to the themes that are presented within the respective cluster. The results of the thematic analysis are represented visually in Fig. 2. In the map, the frequency of occurrences is represented by the size of the noun phrase, i.e. larger circles represent higher number of occurrences of the term.

In addition to providing a visual representation of the IBE scholarship as shown in Fig. 2, a number of tables to highlight bibliometric (descriptive citation information), thematic, and semantic results extracted from the scientometric review of the topic is also provided. Table 1 demonstrates i) themes that are prevalent in the documents that receive the highest normalized citation counts, ii) top trending themes that appear in the most recent articles, and iii) indicative disciplinary domains. Table 2 represents the top five articles for each of the clusters as well as the indicative top five journals that have published research in each cluster. In addition, Table 3 reveals the top fifteen authors or groups of authors who have published on IBE in terms of the number of citations as of December 2019.

Fig. 3 demonstrates country affiliations of the published documents. The map shows that most of the research has been carried out in the

Fig. 2. IBE scholarship.

Table 1
Key themes discussed in the five research areas.

	Top article citation impact terms[a]	Top trending terms[b]	Indicative fields
Red – IB, political economy environment, and education	Sense; entrepreneur; entrepreneurship; scholar; Japan; debate; MNC; evolution; decade; host country; Russia; international education; transformation; corporation; expert; policy maker; trend; international trade; cost; location; direction; academia; past; state; recent year; firm; growth; India; region; enterprise	Entrepreneurship; Russia; policy maker; India; sense; academia; motivation; evolution; efficiency; host country; scholar; cooperation; enterprise; Japan; investment; entrepreneur; transformation; account; competitive advantage; Europe; MNE; international education; job; region; innovation; opinion	International business; international management; entrepreneurship; economics; trade; politics
Green – Student learning and experience	Cultural intelligence; international student; gender; strength; students' perception; assessment; effectiveness; behavior; experiential learning; choice; reflection; IB school; international experience; Australia; consideration; competency; attitude; classroom; expectation; learning process; game; pedagogy; cultural difference; age; principle; complexity	Cultural intelligence; gender; semester; leadership; cultural diversity; international experience; principle; graduate student; teaching IB; Netherlands; contrast; reflection; collaboration; student learning; outcome; competency; behavior; project; origin; complexity; age; expectation; students' perception; effectiveness; tool; team; experiential learning	Education; training; organizational behavior; psychology
Blue – The lingua franca and communication	Lingua franca; textbook; light; negotiation; limitation; text; internet; English; professional; style; language; domain; access; communication; evaluation; foreign language; possibility; depth; instructor; relevance; task; IT; experiment; web; learner; IB communication; variety; obstacle; computer; instruction; comparison; class; criterium; department	Lingua franca; English; domain; participant; web; professional; limitation; communication; disadvantage; learner; language; experiment; style; task; access; series; textbook; class; possibility; comparison; light; instructor; negotiation; variety; text; instruction; mean; relevance; department; presentation; evaluation; software; obstacle	Business communication; education; language studies
Yellow – Interrelationship of IBE and the ecosystem	IB environment; IB community; society; academic; social implication; international dimension; book; ethic; consequence; economic; transition; economics; solution; engagement; global economy; practitioner; combination; MBA; business administration; marketing; finance; business ethics; Germany	Higher education institution; social implication; best practice; engagement; book; argument; Germany; law; combination; society; academic; consequence; economics; overview; France; solution; economic; IB community; IB environment; master; business practice; practitioner; MBA	Higher education; human resource management; business ethics
Lilac – Business school curricula and internationali-zation	AACSB; recommendation; suggestion; international marketing; journal; establishment; curriculum development; progress; internationalization; business school; IB program; business curriculum; requirement; executive; center; faculty; emphasis; critical thinking; risk; international manager; international management; educational institution; IB course	Journal; critical thinking; recommendation; risk; international management; curriculum development; progress; international marketing; international manager; IB program; establishment; Canada; internationalization; suggestion; customer; school; requirement; college; business school; emphasis; global business; AACSB; Mexico	Education policy; business education; international business as a program

[a] Top impact terms appear in the highest average normalized citation articles, arranged in the descending order.
[b] Top trending terms appear in the most recent articles, arranged in descending order from the most recent publication date.

developed country context, the higher the number of publications the darker the shade as seen from the associated number of publications for each country. Not surprisingly, the USA, the UK, Australia, Canada, China, and Western European countries account for the vast majority of all research on IBE. As shown in Fig. 3, there is still lack of research in the least developed countries (LDCs), most of Eastern Europe, the Middle East, South America, and Asia. These countries and regions are fast developing and becoming the drivers of the global economy, it is thus imperative that high quality research is conducted more in these locations to inform and develop the IB knowledge.

3.1.1. Red cluster: IB, political economy environment, and education

The largest cluster discusses the interrelationship between IB, education, and the political economy environment. The topics frequently occurring in this cluster revolve around social and policy-driven discussions. An important research direction in this cluster discusses economic, cultural, environmental and educational needs of societies, countries and regions to maintain attraction and create competitiveness internationally (Anheier & Daly, 2006; Eraydin, 2008; Haakonsson, Ørberg Jensen, & Mudambi, 2013; Harzing & Giroud, 2014; Wan, 2008). For example, Czinkota (1997) carried out an extensive exploratory study into Russia's employers and the workforce found the marketing, strategic planning, international business, and business law were the four key learning issues while problem solving, decision making, customer orientation, team building and communications abilities were rated highest in terms of the need for behavioral change. Haakonsson et al. (2013) demonstrate that government policies including intellectual property rights, education, and investment attractiveness have a strong impact on the development and maintenance of the attractiveness of a location for international businesses.

The theme of entrepreneurship looms large in this cluster, both of

entrepreneurship education in international settings (Elenurm, 2008; Finkle & Deeds, 2001; Roy & Roy, 2010) and entrepreneurship in IB and what we can learn about it (Basu, 2011; Fletcher, 2000; Sommer & Haug, 2011). Elenurm (2008) calls for partnerships between IB student teams and SMEs to gain advantageous information about potential export markets, as well as developing student skills so they can act as gatekeepers in international networks. From a business perspective, diversification, knowledge of foreign languages and educational activities emerged as crucial to improve small wineries' performance internationally, and therefore build their resilience (Alonso & Bressan, 2015). Despite these and further studies of entrepreneurship in IB, Kaartemo, Coviello, and Zettinig (2018) note that IB programs are relatively scant on investigations of skills and attitudes specific to entrepreneurship and venture creation which are the domains of international entrepreneurship field.

This stream also discusses international expansion of universities as businesses, in terms of recruitment and/or export of services (Ayoubi & Al-Habaibeh, 2006; Henthorne, Miller, & Hudson, 2001; Naidoo, 2010; Riad Shams, 2016). Finally, this cluster discusses more general topics on the current state and the implications of IB, its agents, education, and multinational enterprises (MNEs) (for example insights in Becker-Ritterspach, Blazejewski, Dörrenbächer, & Geppert, 2016).

3.1.2. Green cluster: student learning and experience

The green cluster discusses students' learning, experience, and outcomes. As such, prominent themes in this cluster are the pedagogy strategies, education environments, and learning outcomes (Gribble, Blackmore, & Rahimi, 2015; Nijhuis, Segers, & Gijselaers, 2005; Rodrigues, 2004). For example, Nijhuis, Segers, and Gijselaers (2007) demonstrate that conscientiousness and openness to experience are related to learning strategies, that students' perceptions of the various

Table 2

Five highly cited (normalized citations) representative articles[1] and journals[2] in each cluster[3].

Red – IB, political economy environment, and education	
Finkle TA, Deeds D. 2001. Trends in the market for entrepreneurship faculty, 1989–1998. *Journal of Business Venturing* **16**(6): 613–630.	• International Journal of Educational Management
Sommer L, Haug M. 2011. Intention as a cognitive antecedent to international entrepreneurship - understanding the moderating roles of knowledge and experience. *International Entrepreneurship and Management Journal* **7**(1): 111–142.	• Journal of Management Development
Lau CM, Bruton GD. 2008. FDI in China: What we know and what we need to study next. *Academy of Management Perspectives* **22**(4): 30–44.	• Journal of International Management
Henthorne TL, Miller MM, Hudson TW. 2001. Building and positioning successful study-abroad programs: A "hands-on" approach. *Journal of Teaching in International Business* **12**(4): 49–61.	• Journal of International Marketing
Anheier H, Daly S. 2006. *The Politics of Foundations: A Comparative Analysis*. Routledge: Abingdon.	• Education + Training
Green – Student learning and experience	
Cubillo, J. M., Sánchez, J., & Cervio, J. (2006). International students' decision-making process. *International Journal of Educational Management*, 20(2), 101–115.	• Academy of Management Learning and Education
De Vita, G. (2001). Learning styles, culture and inclusive instruction in the multicultural classroom: A business and management perspective. *Innovations in Education and Teaching International*, 38(2), 165–174.	• Journal of Management Development
Arambewela, R., & Hall, J. (2009). An empirical model of international student satisfaction. *Asia Pacific Journal of Marketing and Logistics*, 21(4), 555–569.	• Journal of Teaching in International Business
Nijhuis, J. A. N. F. H., Segers, M. S. R., & Gijselaers, W. I. M. H. (2005). Influence of redesigning a learning environment on student perceptions and learning strategies. *Learning Environments Research*, 8(1), 67–93.	• International Journal of Educational Management
Paul, P., & Mukhopadhyay, K. (2005). Experiential learning in international business education. *Journal of Teaching in International Business*, 16(2), 7–25.	• Innovations in Education and Teaching International
Blue – The lingua franca and communication	
Nickerson, C. (2005). English as a lingua franca in international business contexts. *English for Specific Purposes*, 24(4 SPEC. ISS.), 367–380.	• English for Specific Purposes
St John, M. J. (1996). Business is booming: Business English in the 1990s. *English for Specific Purposes*, 15(1), 3–18.	• Academy of Management Learning and Education
De Vita, G. (2000). Inclusive approaches to effective communication and active participation in the multicultural classroom: An international business management context. *Active Learning in Higher Education*, 1(2), 168–180.	• Journal of Marketing Education
Kankaanranta, A., & Louhiala-Salminen, L. (2010). "English? - Oh, it's just work!": A study of BELF users' perceptions. *English for Specific Purposes*, 29(3), 204–209.	• Business Communication Quarterly
Locker, K. O. (1998). The role of the association for business communication in shaping business communication as an academic discipline. *Journal of Business Communication*, 35(1), 14–49.	• Journal of Teaching in International Business

Table 2 (*continued*)

Red – IB, political economy environment, and education	
Yellow – Interrelationship of IBE and the ecosystem	
De George, R. T. (1987). The status of business ethics: Past and future. *Journal of Business Ethics*, 6(3), 201–211.	• Journal of Teaching in International Business
Van Tulder, R., & Van der Zwart, A. (2005). *International Business-Society Management: Linking Corporate Responsibility and Globalization*. Abingdon: Routledge.	• International Journal of Educational Management
Czinkota, M. R., & Ronkainen, I. A. (2005). A forecast of globalization, international business and trade: Report from a Delphi study. *Journal of World Business*, 40(2), 111–123.	• Journal of Management Development
Rooney, D., McKenna, B., & Liesch, P. (2010). *Wisdom and Management in the Knowledge Economy*. New York: Routledge.	• Journal of Marketing Education
Inglehart, R. F., Basañez, M., & Moreno, A. (2010). *Human Values and Beliefs: A Cross-Cultural Sourcebook: Political, Religious, Sexual, and Economic Norms in 43 Societies: Findings from the 1990-1993 World Values Survey*. Ann Arbor: University of Michigan.	• Journal of Business Ethics
Lilac – Business school curricula and internationalization	
Adler, N. J., & Harzing, A.-W. (2009). When knowledge wins: Transcending the sense and nonsense of academic rankings. *Academy of Management Learning & Education*, 8(1), 72–95.	• Academy of Management Learning and Education
Kedia, B. L., & Comwell, T. B. (1994). Mission based strategies for internationalizing US business schools. *Journal of Teaching in International Business*, 5(3), 11–29.	• Journal of Teaching in International Business
Trapnell, J. E. (2007). AACSB International accreditation: The value proposition and a look to the future. *Journal of Management Development*, 26(1), 67–72.	• International Journal of Educational Management
Blasco, M. (2009). Cultural pragmatists? Student perspectives on learning culture at a business school. *Academy of Management Learning and Education*, 8(2), 174–187.	• Journal of Management Development
Lundstrom, William J., D., White, S., & Schuster, C. P. (1996). Internationalizing the marketing curriculum: The professional marketer's perspective. *Journal of Marketing Education*, 18(2), 5–16.	• Journal of ManagementEducation

[1] The articles identified above met the criteria of containing a minimum of two terms in their title/abstract, with at least 70 % of terms belonging to a single cluster.

[2] The indicative journals are selected by the number of citations and by the number of documents.

[3] Clusters are assigned on the basis that over 50 % of the terms in the titles and the abstracts belong to that cluster.

elements of the learning environment influence their learning strategies, and that there are direct and indirect relationships between conscientiousness, openness to experience and learning strategies. In this field, technological developments are said to have an impact on learning experiences of IB students (Lawson, White, & Dimitriadis, 1998; Ueltschy, 2001). As such, Farrell (2005) demonstrate that a web-based IB simulation was a more effective learning tool as compared to traditional resources including textbooks and case studies. The game stimulated interest and participation among students, provided an appreciation of the international context and complexity of cross-national decision-making, as well as being an effective teamwork exercise.

Arguably the more prominent learning techniques discussed in this cluster are those in relation to experiential learning (Alon & Cannon, 2000; Alon & Herath, 2014; Alon, 2003; Chavan, 2011; Paul & Mukhopadhyay, 2005; Richards, 1997; Tuleja, 2008). One of the proponents of experiential learning in IB and international marketing, Alon

Table 3

Top 15 authors or groups of authors (with at least 2 publications in this area) by a number of citations.

Author(s)	Cluster*	Documents	Citations	Avg. pub. year	Avg. citations
Harzing A.-W.	Lilac and Red	2	456	2011.5	228
Adler N.J.	Lilac and Red	2	439	2008.5	219.5
De Vita G.	Green and Blue	2	187	2000.5	93.5
Nickerson C.	Blue	3	147	2007.33	49
Doh J.P.	Red	2	105	2006	52.5
Kankaanranta A. & Louhiala-Salminen L.	Blue	3	98	2012.67	32.6667
Alon I.	Green	7	94	2008.72	13.4286
White D.S.	Lilac	4	93	1997.25	23.25
Czinkota M.R. & Ronkainen I.A.	Yellow	4	92	2004.75	23
Kedia B.L.	Lilac	4	72	2007.5	18
Ietto-Gillies G.	Lilac and Yellow	2	66	2011	33
Ayoubi R.M.	Red	2	59	2006.5	29.5
Schuster C.P.	Lilac and Yellow	2	57	1997	28.5
Shooshtari N.H.	Lilac	5	50	2001	10
Lundstrom W.J.	Lilac	2	44	2001	22

* Note that the allocation to a cluster is based on the author's/authors' work being visually predominant in the corresponding cluster.

together with Herath (2014) successfully integrated social media experiential learning project into an international marketing course that proved to be beneficial and positive as it helped to promote an understanding of the importance of teamwork and the uses of technology.

At the turn of the century, the topic of distance learning has become emergent in education including IB (Alon & Cannon, 2000; Edwards & Edwards, 2001; Smith & Duus, 2002). Over the years online supported and based education is increasing in its presence and importance. The beginning of 2000s saw the first movements towards incorporation of online environments for students in the leading European and US business schools. As such, from the outset online environments were utilized for efficient communication and collaboration as well as improved access to information (Paul & Mukhopadhyay, 2001). Smith and Duus (2002) demonstrated that Copenhagen Business School as one of the frontrunners of e-learning environments saw a great potential in problem-oriented and dialogue-based new technology-oriented pedagogical paradigms. Pimpa (2011) attempted to answer the ever-pertinent question of how to increase student engagement in an online environment. The study demonstrates that "pedagogical development, technical supports for students, and support from technicians contribute to the high level of engagement in e-learning environment among business students from diverse backgrounds" (Pimpa, 2011, p. 77). Aggarwal and Wu (2020) in their special issue of online IBE pointed to the inevitable shifts from traditional teaching approaches to online pedagogy in the IB field due to efficiencies in conveying information, inexpensive design, accessibility, and other factors. Certainly, with the COVID-19 pandemic the relevancy of online environments has dramatically risen in its importance, it is still early to judge as to what extent this has impacted the pedagogy of business schools and beyond.

A related but a distinct topic in this cluster is in international students' experiences and placement (Arambewela & Hall, 2009; Cubillo, Sánchez, & Cervio, 2006; De Vita, 2001). For example, Goby (2007) demonstrates that there are differences in the needs expressed by multicultural students dependent on the context within which they are located. Students also abstained from ethnocentrism while in the cross-cultural environment, further, students are more inclined towards groupthink because of the noted cultural differences and the need to avoid conflict.

The final prominent theme in this cluster is the role of cross-cultural development (Orta, 2013; Ott & Michailova, 2018; Ramburuth & Welch, 2005; Stedham & Yamamura, 2004). In the book entitled 'Paradoxes of Culture and Globalization', Gannon (2007) comprehensively studies the interrelationship between cross-cultural paradoxes and the changes that are occurring because of globalization. Topics covered in this complex relationship include leadership, cross-cultural negotiations, immigration, religion, economic development, and business strategy.

3.1.3. Blue cluster: the lingua franca and communication

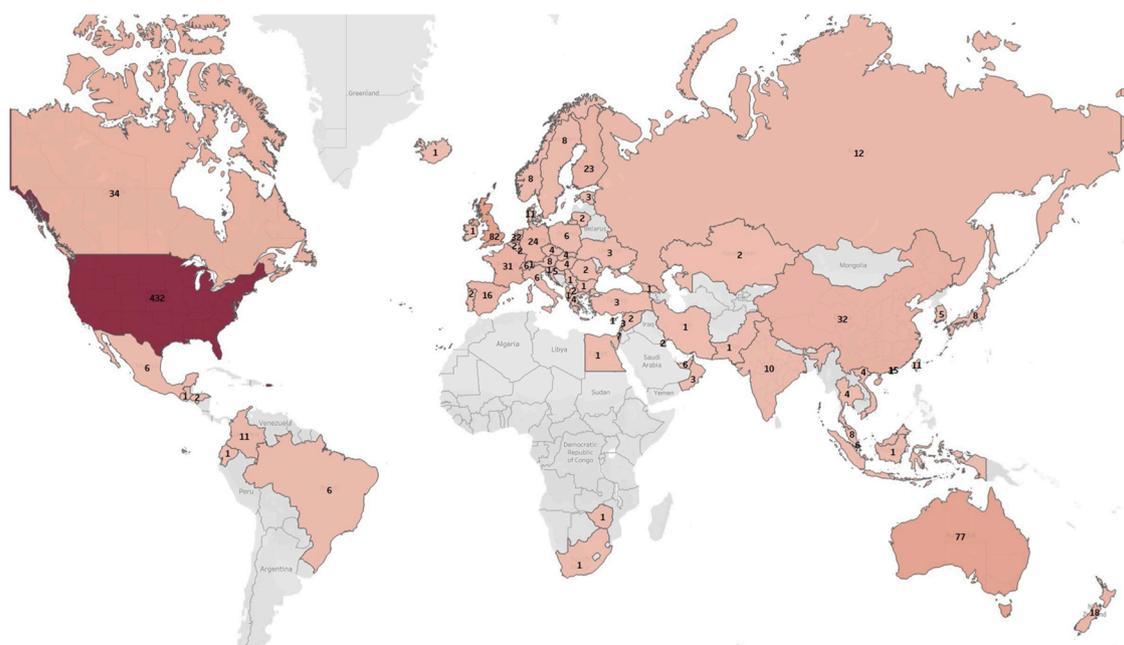An important part of IBE is communication, with English being

Fig. 3. IBE publications by country.

recognized as the lingua franca of global communication, especially in international business communication. This cluster discusses the two interconnected streams where the first stream relates to the lingua franca of business and the second stream relates to communication more broadly.

Much of the highly-cited papers relate to English as a lingua franca in international business contexts (Kankaanranta & Louhiala-Salminen, 2010; Kilpatrick, 1984; Nickerson, 2005; St John, 1996). For example, Louhiala-Salminen and Kankaanranta (2011) conducted an extensive survey study and demonstrated that global communicative competence consists of three layers: multicultural competence, competence in English as a business lingua franca and the communicator's business know-how. Where English language knowledge is the key component and is considered the language of global interaction. While recognizing that English as the lingua franca, a stream of research discusses teaching English and IB and the outcomes of these curricula (Barczyk & Duncan, 2012; Locker, 1998; Tsai, 2010; Zhang, 2013). For example, effectiveness of business communication teaching and research can be increased through a mix of discourse and perception studies at a national and corporate or professional culture levels. Where both face-to-face and also other technologically-mediated intercultural negotiation methods should be utilized (Ulijn, 2000).

Finally, there is much literature that investigates communication in the context of multicultural classrooms (see for example, Antal & Friedman, 2008; De Vita, 2001). There are a range of issues that international students face including pronunciation, colloquialisms and idiomatic expressions, discourse style divergences, understanding of academic integrity, cultural barriers to public communication, and other issues that have to be recognized and resolved through further communication and adaptation of course materials and delivery (De Vita, 2000).

3.1.4. Yellow cluster: interrelationship of IBE and the ecosystem

This cluster/research direction finds itself wedged in-between clusters, particularly the red and the lilac clusters, thus the research tends to fall under a number of topics that are related to other clusters. To best illustrate the cluster positioning we provide an example of Goodall, Warner, & Lang (2004) study that investigates MBA as a value proposition in China which was gaining traction while facing criticisms in the US in the beginning of the century. The issue is studied through the resource-based view while placing MBA development in the context of the China's radical educational, economic and political changes. Although this subject falls under curriculum development (lilac cluster), the lens through which this subject is studied is the resource-based view with institutional theory implications, thus placing this study in the yellow cluster.

The more obvious themes within this cluster are the IB environment, ethics together with corporate social responsibility (CSR), and business practices that ought to be translated to appropriate IB curricula. With so many changes taking place in the global business environment including trade and institutions dynamics (Czinkota & Ronkainen, 2005), different socio-cultural institutional pressures (Inglehart, Basañez, & Moreno, 2010), disruptive developments in information technology (Deans & Ricks, 1991), and other pressures, businesses ought to exercise due diligence and adjust their business practices accordingly (Cairns, Śliwa, & Wright, 2010; Jun Lin, 1998; Rooney, McKenna, & Liesch, 2010). These changes in the business environment and the firm adjustments are an important impetus for the continual development of research and the translation of this knowledge to IB students (Peiperl & Trevelyan, 1997; Tuleja, 2008). Global economy and IB have been proven to be learned better through short travel courses (Sarathy, 1990; Schuster, Zimmerman, Schertzer, & Beamish, 1998). Overall, it is important to introduce practitioner-oriented knowledge, skills and abilities to students if intending to appease the industry needs. For example, Prestwich and Ho-Kim (2007) demonstrated that hiring businesses require general management skills followed by five specific IB-related skills – direct

sales (exporting/distributorships); importing (sourcing/purchasing); global sales contracts/negotiations; global transportation/logistics, and strategic planning.

Finally, research is unanimous in developing IB curricula to include and further incorporate ethics and CSR as these are crucial components of business activities in an increasingly transparent and sustainability-mindful environment (De George, 1987; Engle, 2007; Gonzalez-Perez, 2013; Van Tulder & Van der Zwart, 2005). Various suggestions are offered in not only developing awareness in curricula, but also in instructing students. For example, Bos, Shami, and Naab (2006) demonstrate that students were successful in perspective taking, considered trade-offs between profitability and CSR, and were able to come up with creative solutions to difficult trade-offs when the teaching program involved case studies of ethical dilemmas in IB.

3.1.5. Lilac cluster: business school curricula and internationalization

This cluster is concerned with the evolutionary development and internationalization of business schools with a particular attention to IBE. The organizational aspects of IB discipline placement within a wider field of business studies are the domain of this cluster in which studies discuss *raison d'etre* of IB as a discipline (Dunning, 1989; Laughton, 2005; Witte, 2010). As such, Buckley and Lessard (2005) point out the multi-level analysis of IB studies that could be as easily replaced by 'the primary management disciplines' including marketing, finance, strategy, and others. The authors argued that every 'theory driven' and 'issue driven' IB article should aim to add some contribution to IB theory to ensure continuation of the discipline in its own right. Liesch et al. (2011) used scientometric methods to demonstrate that the discipline moved from macro-environmental issues to firm-level with MNE as an organizational form throughout the history of IB.

The studies that expand on the development of business school programs and curricula should involve practitioners and practitioner-oriented insights into the programs (David, 2006; Lundstrom, White, & Schuster, 1996; Milhauser & Rahschulte, 2010). Business programs should also involve more integrated cultural education through a more in-depth cultural immersion programs (Blasco, 2009; Porth, 1997), as well as developing more general cognitive, behavioral, and critical skills of students (Koris, Örtenblad, & Ojala, 2017; Witte, 2010; Yu & Jin, 2005).

A large part of internationalization of business schools stems from the global recognition that is gained through joining international business accreditation agencies including the Association to Advance Collegiate Schools of Business (AACSB), European Quality Improvement System (EQUIS), Association of MBAs (AMBA), Association of Collegiate Business Schools and Programs, and International Assembly for Collegiate Business Education (Manuel, Shooshtari, Fleming, & Wallwork, 2001; Nash, 1997; Thanopoulos & Vernon, 1987; Trapnell, 2007; Urgel, 2007; Zhao & Ferran, 2016). It is noted that these international accreditations are no longer considered to be the elites and luxuries of the most prolific business schools but are simply requirements for business schools to conform to, especially in developed countries. However, a pertinent question remains as to the value of academic ranking systems and whether these systems contribute to the fundamental values that academia offers (Adler & Harzing, 2009).

3.2. Comparing IBE to the Academy of Management Learning and Education (AMLE) journal: trending terms and high impact terms

IBE as a subfield of business education is often discussed or compared to the mainstream business and management education scholarship (De Vita, 2000; Porth, 1997; Rodrigues, 2004; Rooney et al., 2010). We took the leading business and management education journal (AMLE) scholarship to identify themes being discussed in the journal and compare these to the IBE dataset that we presented to possibly identify directions for future research and the development of IBE based on the comparison. AMLE's mission is to contribute to management education

by publishing top-tier research on the processes of management teaching and the resultant learning, while the aim of IBE relates to the discussion of IB teaching and the resultant learning.

Through conducting a scientometric review, we compare and contrast the IBE scholarship to AMLE, which is incidentally the only 1st quartile SJR Scimago Business, Management and Accounting category education journal, it is the only journal that receives the high rating of 4 in the Association of Business Schools' Academic Journal Guide (AJG) 2018 list, it is also the only A* education journal on the Australian Business Deans Council (ABDC) 2019 list. This enables us to get an overview of the trending terms and high impact terms between the IBE scholarship and the general management and business education scholarship represented by the AMLE. The comparison of the top trending and high impact terms between AMLE (as an indicator of top business and management education scholarship) and IBE (from the entire scholarship on IBE available from Scopus) is provided in Appendix A.

To gain the comparison results we followed a five-step process. First, the total list of top 50 occurring terms was selected from the entire AMLE dataset of publications (657 articles as taken from Scopus). Terms that had little meaning (e.g., 'part' or 'issue') were excluded. The terms that the researchers were not sure whether to include or exclude remained in the final list for comparison. Second, we matched the top 50 AMLE terms to the top 50 in the IBE literature. Third, we calculated proportions of each term occurrence for both – the AMLE and IBE documents. Fourth, we subtracted the proportion of all occurrences of a term in IBE from the proportion of all AMLE occurrences of the term to gain the discrepancy between the two source streams. Finally, the emphasis ratio demonstrates the proportion of AMLE results divided by the proportion of IBE results to demonstrate the over- or under-emphasis of AMLE over the IBE occurrences (Markoulli, Lee, Byington, & Felps, 2017). The topic discrepancies between IBE and AMLE are demonstrated in Appendix A.

When the top trending terms between the IBE and AMLE research are compared, there are a number of terms that can differentiate the two fields from each other, (see the terms highlighted in bold based on themes in Appendix A). First, the obvious discrepancy between the two scholarships is in the overemphasis of management-related theme in AMLE, which is obvious from the top impact and top trending terms that include *management education, management educator(s), management learning, leadership*-related terms, *management research* themes, *gender* and *diversity*. This comes as little surprise as AMLE is oriented towards management scholars and educators, thus we do not draw any conclusions from the overemphasis in these terms and themes.

Second, AMLE has a further emphasis on individual-related themes as highlighted by the terms including *scholar, behavior, individual, academic, faculty member, performance, career, participant, instructor*, and others. This is also of little surprise as there are a number of studies in AMLE that discuss academic careers (Bedeian, Cavazos, Hunt, & Jauch, 2010; Mitchell, 2007; Pudelko & Tenzer, 2019), while IBE has a lesser emphasis on the academic career pathways and implications.

Third, AMLE research is also interested in discussions and debates of various themes, which is evidenced by terms that are overemphasized including *reflection, legitimacy, suggestion, criticism, critique, relevance, conversation, feedback, dialog, investigation, effectiveness,* among others. This is, perhaps, due to a wider reach of AMLE in regards to general discussions around business and management education, including themes on effectiveness of courses (Feldman, 2005; Rubin & Dierdorff, 2013; Wright, 2010), theoretical critiques (Berkovich, 2014; Fotaki & Prasad, 2015; Ketokivi & Mahoney, 2016), and other discussions.

Finally, a clear delineation of the scholarships is in the discussion of entrepreneurship and sustainable entrepreneurship. Themes including *social entrepreneurship* and general *innovation and entrepreneurship* are overemphasized in AMLE compared to the dataset of IBE scholarship. Even though entrepreneurship is a discipline in its own right, both AMLE and IBE contain research related to entrepreneurship and social entrepreneurship. AMLE contains tens of articles related to entrepreneurship

education (including the highly cited, Béchard & Grégoire, 2005; Nabi, LiñáN, Fayolle, Krueger, & Walmsley, 2017; Rauch & Hulsink, 2015), as well as social entrepreneurship (Driver, 2012; Pache & Chowdhury, 2012; Tracey & Phillips, 2007). Nevertheless, we propose further research and implementation of entrepreneurship, innovation, and social entrepreneurship in IBE as these are increasingly pertinent in IB and business education in general.

3.3. Comparing IBE to the top IB journals: trending terms and high impact terms

Traditionally, IBE served as means for the US and Canadian industries and subsequently the economies to maintain global competitiveness (Beamish & Calof, 1989). The IB domain, thus, relied and is still very much reliant on the study of, and the interactions including comparisons between, MNEs, environments, and institutions (Eden, Dai, & Li, 2010). Therefore, inevitably the IB industrial performance in its nature guides the IB curricula. When we research IB this knowledge informs (or at least should inform) the curricula by way of applying theories and frameworks to the real-life IB experiences of MNEs and indigenous firms. Thus, we felt it necessary to compare IB domain research to IBE to ensure consistency between what is being researched and what is being taught.

Following the same five-step methodology of comparing the IBE dataset to AMLE, we compared the results of the IBE scholarship to the top IB journals to identify areas of where the IBE scholarship require further development. It is indeed important to translate and be in sync with the important and latest scholarly findings in higher education to guide the future managers and the workforce in the latest developments in the related discipline. As a robust sample of the general IB scholarship we took the *Journal of International Business Studies (JIBS)* and the *Journal of World Business (JWB)* as both journals are at the top of Scimago SJR index, the only two IB-oriented journals that receive the score of 4* and 4 accordingly in the AJG 2018 list, that are A* in the ABDC 2019 list, and the only two IB-oriented journals with the 2019 impact factor of over 5. The comparisons of the top impact and top trending themes are provided in Appendix B.

In the comparison table (Appendix B) it is evident that the general IB scholarship is keen to emphasize firms, subsidiaries, and performance. From the top impact terms in the IB scholarship, the terms that stand out are the *firm performance, foreign subsidiary, (international) joint venture (s), subsidiary, ownership, governance, FDI, home country, MNC/E(s),* and *uncertainty*. These terms have a comparatively high emphasis ratio where the ratio of IBE publications mentioning the term is significantly lower than that of the IB scholarship. For example, the term *uncertainty* is mentioned in 81 publication topics in the IB literature as compared to only 9 publications in the IBE scholarship. Taking into the fact that the IBE scholarship is primarily related to education, we see it is important that the themes that are highly important in the general IB literature should be translated to the education curricula to keep abreast of the developments surrounding IB.

When analyzing the top trending terms, we see a heavy emphasis on the institutional theory in the IB scholarship. While it is true that IB courses generally include some institutional discussions, how far, as educators, do we discuss the fundamentals of the business environment including *informal institutions* and *institutional void(s)*? Other notable themes include *foreignness, immigrant(s), private firms, family firms, host country institutions, outsidership, talent management,* and *language*. We thus propose IB educators to consider the discrepant themes for the IB curricula. These include a more in-depth analysis of emerging markets, their strategies, varied institutional environments, the role of communication and language, as well as the increasing uncertainties for businesses.

4. Discussion for future research

We carried out an extensive analysis of IBE by gaining a systems view of the scholarship thereby delineating IBE from the umbrella of IB. The IB domain is the interdisciplinary study and practice of encompassing the 'international' and 'business' domains including the functional areas of business such as marketing, management, accounting as well as other social science disciplines including political science, sociology, law, and economics. Eden et al. (2010, p. 58) define IB domain as "business that crosses national borders, that is, it includes the comparative study of business as an organizational form in different countries, cross-border activities of businesses, and interactions of business with the international environment." IBE, on the other hand, concerns the pedagogy-related practices in teaching IB, IB as a separate (sub)discipline in business schools, internationalization of business school curricula including its international recognition and its conformation to the international standards and practices of business schools, and finally, the importance of communication and languages as well as English as a lingua franca of IB contexts and the implications for education.

The systems view of IBE that identified the main clusters of the research, coupled with the comparison of the scholarship to top business and management education as well as the top IB scholarships, provides a number of opportunities for the future research development in this area, as summarized in Table 4. To derive these research directions we analyzed the discourses of each of the clusters (Sections 3.1.1–3.1.5), which are summarized in Fig. 2 and Table 1, we then compared the IBE scholarship to that of the top business and management education (AMLE) and the top IB domain (JIBS and JWB) scholarships, and were thus able to identify gaps and opportunities to fill these gaps through further research. Following the Table 4 outline, we discuss each of the clusters and the possible research directions based on the scientometric systems view of the literature.

4.1. Red cluster: IB, political economy environment, and education

Considering the broad nature of this cluster, there are a number of themes that require further attention in the literature. A number of factors including globalization, the lowering of trade barriers, and technological advancements allow smaller firms to engage in the world trade. As such, international entrepreneurship should be integrated into the modern IB curricula (Bell, Callaghan, Demick, & Scharf, 2004; Fletcher, 2000). This issue is particularly acute in the recent years where international entrepreneurship and its education are becoming pertinent issues that require further attention with calls for this research in Cumming and Zhan (2018) special issue and Kaartemo et al. (2018) highlighting the lack of attention to entrepreneurship in IBE. Finally, the comparisons of AMLE as well as JIBS & JWB scholarships to the IBE

dataset (Sections 3.2 and 3.3) demonstrate the need to develop research and the related practices in IBE towards the integration of entrepreneurship into IBE.

Expanding on the above, innovation themes should also be present in the IB curricula to ensure the educators provide up-to-date and relevant knowledge that students require (Bell et al., 2004; Karakaya, 1993). A special issue on 'innovative pedagogical approaches in teaching IB' hosted by Akdeniz, Zhang, and Cavusgil (2019) suggests that business educators face challenges as new generations of learners increasingly rely on IT to communicate and learn. Innovative pedagogical approaches are becoming a necessity rather than choice especially considering global disruptions such as COVID-19.

Pertinent discussions of bridging the gap between education and the industry should be present to ensure excellent value in IB pedagogy. At the moment the literature is sparse and is far between (Cairns et al., 2010; Prestwich & Ho-Kim, 2007). The QS Global Employer Survey 2018 (QS Intelligence Unit, 2018) has highlighted that *soft skills* such as problem solving, communication, teamwork and digital literacy are in demand, while the traditional system of education is reliant on passive learning and is becoming increasingly outdated (Akdeniz et al., 2019; Kardes, 2020). One way to ensure sustainable development of IB curricula is to critically evaluate the current skills and knowledge that is required in the industry and adopt it for effective IBE (Cairns et al., 2010; Prestwich & Ho-Kim, 2007). More research should be directed towards identifying and implementing the skills and knowledge that students require to be ready to tackle issues and act towards opportunities in the real-life workplace environment.

Developing countries are gaining importance and slowly but surely are playing a larger role in the world economy, thus the educators should align their curricula towards understanding and discussing features of the developing countries and emerging market firms as traditional management systems may/do not align with those in developing nations (Scott-Kennel & Salmi, 2007). For example, Darley and Luethge (2019) demonstrate that Western accreditation standards are inconsistent with African business problems nor are addressing the educational needs in the context. This research direction is prevalent in the mainstream IB research (from the comparison of IBE in section 3.3 to JIBS and JWB scholarships) and is yet to emerge in IBE. There are indeed lack of emerging market institutional environment themes and discussions in IBE as evident from Table 1, Fig. 2, and the IBE country publication map in Fig. 3.

4.2. Green cluster: student learning and experience

Educators ought to keep track to ensure the most effective and efficient ways of delivering information to students in the continuously changing environments. Connecting the recent attention to online

Table 4
Research gaps and further research recommendations.

IB, political economy environment, and education	Student learning and experience	The lingua franca and communication	Interrelationship of IBE and the ecosystem	Business school curricula and internationalization
International entrepreneurship as well as innovation is increasingly prevalent, this needs to be captured by the IB curricula.	Online education is at the top of the agenda considering increased mobility and disruptions to the traditional education system.	How important are other languages except English in IB? Various country and region analyses are required.	Introduce and develop IB curricula to include ethics, CSR, and sustainability.	Studies into the value added of various associations, memberships and ranking systems.
How do educators bridge the gap between IB curricula and the practitioners? Industry engagement research recommended.	What are the most effective education tools to ensure IB students' learning and experience in the age of disruption?	How to ensure effective communication (and learning) in multicultural environments including classrooms?	Studies into effectiveness and the need for practitioners and industry participation in educating IB students.	Internationalization of business schools – various implications including maintenance or dilution of value through expansion
Further developing countries' business environments and firm behavior integration into the IB curricula is required.	How to enhance the skills of educators, students, and provide value to the industry through education?	Studies of business communication and cross-cultural skills in IB curricula and their effectiveness and applicability to the real-life environment.		

teaching methods due to various efficiencies in accessibility, mobility, financial and time costs (see for example a special issue by Aggarwal & Wu, 2020), we cannot emphasize enough the importance of research into online pedagogy practices. Online learning practices require attention in measuring the impact of disruptions, empirical investigations into the experiences of students, educators, and business schools, and a variety of other pertinent issues into these transformational shifts in technology.

Education systems and students themselves are inevitably changing overtime due to factors brought forth by technological advancements. As such, latest developments in using technology as means of enhancing students' learning and experience need to be continuously researched (Lawson et al., 1998; Smith, Bush, & Bush, 2002; Ueltschy, 2001). Extrapolating on the above, how do educators ensure the best practices in students' learning and experience? Consider a study by Shi and Dow (2019) that demonstrates how Yale School of management utilizes raw case study pedagogy methods that rely on real-life management situations. This method is yet to be evaluated and adopted by educators but may indeed prove to be a valuable tool in development of IBE.

We support the papers that call for further research into professional development of IB academics as well as international students as a subtheme in this cluster (Bush & Bush, 1999; Gribble et al., 2015), as well as institutions (Festervand & Tillery, 2001; Ortiz, 2004). Experiential learning that incorporated social media and technology enhanced students' learning and experience while at the same time building valuable industry skills, which inevitably led to positive outcomes for students, the business school and the industry (Parodi & Alon, 2019). The study also emphasizes the need for the educators to be proficient in the required technologies to maintain the highest standards of teaching quality. The increased use of technology is inevitable, thus research needs to continuously inform and test new pedagogical methodologies to align students to industry needs through growing proficiency in the use of technologies.

4.3. Blue cluster: the lingua franca and communication

Internationalization of students, staff, and institutions calls for development of a number of underresearched themes in the sphere of communication. Several studies identified knowledge of foreign languages as 'very important' as rated by students and the industry (Gillespie & Folks, 1985; Martin, Heppard, & Green, 2011; Walker, 2009). As such, further studies should identify which languages are important in various country and region contexts, or is English as the global lingua franca sufficient? We agree with Brannen and Mughan (2016) and Tenzer, Terjesen, and Harzing (2017) in that language has not received enough attention in IB research nor education and that further research into this matter is necessary especially considering the multicontextual nature of the IB field. The research will serve as an impetus for educational adjustments by business schools.

Multicultural cohorts are a common phenomenon especially in top IB classrooms around the world. Educators search and strive for effectiveness of learning practices, thus research should develop in the sphere of facilitation of multicultural classrooms and the various education methodologies. The growing internationalization of classrooms calls for further research into the best practices in facilitating education (Edwards & Edwards, 2001; Kedia & Comwell, 1994; Li, 2013). Further, we need to understand the various implications of classroom internationalization for educators, institutions, and other stakeholders. A study of over 2,000 students in 412 teams in 40 countries that engaged in virtual teams demonstrated that cultural intelligence along with global knowledge had a significant impact on team performance (Randazzo-Davis & Nelson, 2020). Multinational design studies are indeed becoming increasingly prevalent in today's technology enhanced study environment, which is a profound progress in developing education, especially so for IB students.

IB and international management educators further need to assess the effectiveness of their business communication and cross-cultural instructions in the real-life environment. More research should critically evaluate some parts of the content we deliver to students and its applicability to the real-life environment (see for example a special issue by Nickerson, 2005). A recent special issue in the Journal of World Business explored the centrality of business communication in IB and proposed a number of research directions in this pertinent field (Szkudlarek, Osland, Nardon, & Zander, 2020). We thus support the call for the field development and direct researchers to Szkudlarek et al. (2020) and the articles in the special issue that propose the development of the field. The role of language in communication in the mainstream IB research (section 3.3 and Appendix B) demonstrates itself as one of the top trending themes and thus should encourage research in IBE.

4.4. Yellow cluster: interrelationship of IBE and the ecosystem

IBE educators need to continuously monitor and update their curricula to accommodate changes that occur locally and internationally related to IB. Building on the previous call for skills, knowledge, and current business practices that should be taught to ensure students are industry ready, IB educators and institutions ought to introduce greater components of ethics, CSR, and sustainability into the curricula as these matters become increasingly potent (Gonzalez-Perez, 2013; Rottig & Heischmidt, 2007). This in turn ensures sustainable development of IBE. Although business schools have been adopting global sustainability education into their curricula, little research is available on the effectiveness and value of the programs, which is surprising considering the amount of attention that is dedicated to this development in the past decade (Dean, Gibbons, & Perkiss, 2019).

Studies into the value-added of practitioners' inputs in IBE are rare (Jain, 2009; Karakaya, 1993), more research needs to address the link between industry practitioner input and IBE. Gribble et al. (2015) finds that enhancing the employability skills of students via integrated career education, a focus on communication proficiency and soft skills development are central to success in work-integrated-learning programs in Australia. We believe there are avenues for further research into cross country comparisons between industry engagement in education. Further research is required to develop strategies of integrating students into the industry through various internship programs and ultimately prepare students for employment.

4.5. Lilac cluster: business school curricula and internationalization

Legitimacy gained through various memberships has a direct correlation to the success and growth including internationalization of the institutions. Thus, the final part of the future directions is in ensuring long-term sustainability of business schools.

Although there are studies that evaluate the value of memberships in a particular association (for instance, AACSB, EQUIS, AMBA) (Halkias, Clayton, Katsioloudes, Mills, & Caracatsanis, 2009; Nash, 1997; Trapnell, 2007), these remain conceptual or limited in their sample scope. We propose further research into the value added of various memberships through large-scale, perhaps quantitative, investigations in this field. This point also extends to various academic ranking systems and their value (Adler & Harzing, 2009), this would either legitimize the ranking systems further or call for changes of these systems. Recent research in this area indicates the pressures created from the entrenchment of international accreditation and ranking systems upon universities in developing countries (Darley & Luethge, 2019; Prasad, Segarra, & Villanueva, 2019). These pressures reflect not only on adequacy of the frameworks against which institutions are measured, but also the effect these have on academics including pursuing particular research, conformation to particular standards, which often lead to increasing insecurity and anxiety. Thus, we argue that research ought to consider varied contextual views on the subject of global conformity and effects it has on all levels of stakeholders.

Finally, we call for studies that measure the effect of internationalization of business schools and curricula through offering international study tours/options, foreign exchanges, subsidiaries, export, various collaborations, etc. (Kedia & Comwell, 1994; Manuel et al., 2001; Nash, 1997; Porth, 1997). Building on the point of contextual differences, Guillotin and Mangematin (2015) demonstrate that US business schools engage in globalization of its business school models while European business schools utilize international strategy that relies on import and partnering mechanisms when internationalizing. The study further identifies some emerging internationalization models including joint ventures and technology transfer, which require further research to assess their usefulness as compared to the traditional imitation models of internationalization. The variety of internationalization approaches of business schools require complex investigations of effectiveness and implications for the graduates and the schools themselves.

5. Conclusion

The analysis of the entire IBE scholarship made possible through scientometric methods allowed to contribute to the literature by providing a birds-eye view of the literature, and delineating the five streams of research in IBE – (i) IB, political economy environment, and education; (ii) student learning and experience; (iii) the lingua franca and communication; (iv) interrelationship of IBE and the ecosystem; and (v) business school curricula and internationalization. On top of providing an overview with interesting findings, this study compared the IBE scholarship to the top business and management education journal (AMLE) and the top IB journals, which allowed to gain a thorough understanding of the literature and identify the gaps.

We further contribute by offering future research directions for each of the five clusters in IBE. These contain, and are not limited to, suggestions to develop IBE curricula to include entrepreneurship and innovation, emerging country perspectives on IB, use of technology in IBE, accommodating the increasing internationalization of the classroom and the implications related to communication and learning, inclusion of industry practitioner insights into the curricula, and the continuing evaluation of internationalization and memberships of business schools and curricula. Perhaps the most pertinent research and pedagogical direction is in preparedness for pervasive upheavals including pandemics that impact the education system. Research is still needed in guiding educational institutions to provide offerings and building resilience despite these disruptions. The technological development and its adoption needs to be researched and disseminated for all educational purposes to ensure sustainability of IB and general education. In sum, following the traditions of interdisciplinarity promulgated by the IB domain, we provided a boundary spanning systems perspective of the IBE research to provide a taxonomy of IBE and encourage further research into the five streams of the IBE scholarship.

Appendix A. Top 50 terms[a] emphasized in AMLE compared to the IBE scholarship

	Terms	AMLE	IBE	Emphasis discrepancy[b]	Emphasis ratio[c]	AMLE top trending terms
1	**Management education**	110	46	11.60%	3.25	Motivation
2	Business school	126	108	7.10%	1.59	**Academic**
3	Practice	118	120	4.54%	1.34	**Understanding**
4	**Management educator**	26	1	3.85%	35.38	**Legitimacy**
5	**Scholar**	44	31	3.23%	1.93	**Management scholar**
6	**Management learning**	24	5	3.09%	6.53	**Scholar**
7	**Leadership**	38	25	2.99%	2.07	Cultural intelligence
8	**Scholarship**	29	14	2.85%	2.82	Country
9	**Management research**	21	4	2.75%	7.14	Quality
10	**Behavior**	43	34	2.74%	1.72	Sense
11	**Reflection**	34	22	2.71%	2.10	**Career**
12	**Individual**	38	29	2.54%	1.78	**Management research**
13	**Legitimacy**	17	1	2.48%	23.13	Team
14	**Management**	100	114	2.47%	1.19	Business student
15	**Suggestion**	40	34	2.29%	1.60	Influence
16	**Leader**	42	37	2.25%	1.54	**Investigation**
17	**Criticism**	17	5	2.03%	4.63	Training
18	**Leadership development**	16	5	1.88%	4.35	Power
19	**Critique**	14	3	1.80%	6.35	Consequence
20	**Academic**	28	23	1.69%	1.66	**Entrepreneurship education**
21	**Social entrepreneur**	14	4	1.68%	4.76	Integration
22	**Faculty member**	16	7	1.65%	3.11	Success
23	Pedagogy	28	24	1.58%	1.59	Outcome
24	**Performance**	50	54	1.57%	1.26	Behavior
25	**Management scholar**	13	4	1.53%	4.42	Challenge
26	**Relevance**	24	20	1.42%	1.63	Stakeholder
27	Service learning	12	4	1.38%	4.08	Group
28	**Social entrepreneurship**	12	4	1.38%	4.08	History
29	**Conversation**	11	4	1.23%	3.74	AACSB
30	**Feedback**	21	19	1.07%	1.50	**Management**
31	**Entrepreneurship education**	16	14	0.87%	1.56	Conversation
32	**Dialog**	13	11	0.75%	1.61	**Awareness**
33	**Sustainability**	22	24	0.66%	1.25	Question
34	**Executive education**	10	8	0.63%	1.70	Direction
35	MBA	14	14	0.56%	1.36	Attitude
36	**Gender**	11	10	0.56%	1.50	Opportunity
37	Consequence	16	17	0.53%	1.28	Demand
38	**Innovation**	24	28	0.52%	1.17	Practice
39	Support	26	31	0.49%	1.14	**Gender**
40	Cultural intelligence	14	15	0.45%	1.27	Competency
41	History	18	21	0.39%	1.17	**Scholarship**
42	Assessment	28	35	0.35%	1.09	Business school

(*continued*)

	Terms	AMLE	IBE	Emphasis discrepancy[b]	Emphasis ratio[c]	AMLE top trending terms
43	**Career**	29	37	0.28%	1.07	**Suggestion**
44	**Participant**	26	33	0.27%	1.07	Future
45	**Instructor**	24	31	0.19%	1.05	**Response**
46	**Investigation**	10	12	0.18%	1.13	Approach
47	**Effectiveness**	32	42	0.17%	1.04	Support
48	**Diversity**	18	23	0.17%	1.06	Benefit
49	Competency	23	30	0.15%	1.04	Process
50	**Creation**	17	22	0.13%	1.05	**Social entrepreneurship**

[a]AMLE publications: n = 657; IBE publications: n = 894.

[b]The 'emphasis discrepancy' is calculated by subtracting the proportion of all scholarly publications referencing a term from the proportion of all AMLE publications referencing the term.

[c]The 'emphasis ratio' is the division of the proportion of AMLE publications referencing each term by the proportion of scholarly publications referencing that term.

Appendix B. Top 50 terms[a] emphasized in JIBS and JWB compared to the IBE scholarship

	Terms	JIBS JWB	IBE	Emphasis discrepancy[b]	Emphasis ratio[c]	JIBS & JWB top trending terms
1	Firm	832	77	25.22%	14.70	**Global value chain(s)**
2	**MNE**	288	11	10.48%	35.63	Uppsala model
3	Performance	364	54	8.76%	9.17	**Institutional void(s)**
4	Country	598	144	8.21%	5.65	Extant research
5	**Subsidiary**	197	2	7.79%	134.03	**Informal institution**
6	MNC	214	16	6.91%	18.20	**Outsidership**
7	Influence	244	28	6.79%	11.86	Boundary condition
8	Impact	377	85	5.82%	6.04	Scholarship
9	**FDI**	158	8	5.53%	26.87	IB scholar
10	Capability	163	14	5.06%	15.84	Market firm
11	Investment	184	25	4.69%	10.01	**Immigrant**
12	**MNEs**	134	8	4.55%	22.79	Institutional distance
13	Host country	141	11	4.50%	17.44	IB scholarship
14	Mechanism	141	12	4.39%	15.99	CSR
15	Determinant	140	13	4.24%	14.65	Institutional development
16	Industry	231	49	3.91%	6.41	Economy firm
17	**Ownership**	108	5	3.83%	29.39	Performance outcome
18	Choice	141	19	3.61%	10.10	IB literature
19	**MNCs**	100	5	3.51%	27.21	Liability
20	Support	170	31	3.45%	7.46	Human capital
21	Characteristic	182	37	3.26%	6.69	**OFDI**
22	**Firm performance**	78	0	3.17%	N/A	New insight
23	China	223	53	3.14%	5.73	Political strategy
24	Extent	137	22	3.11%	8.47	Endogeneity
25	**Joint venture**	78	2	2.95%	53.07	Document
26	**International joint venture**	69	0	2.81%	N/A	Retrospective
27	Argument	107	14	2.79%	10.40	Host country institution
28	**Home country**	73	2	2.74%	49.67	Legitimacy
29	Market	325	94	2.70%	4.70	Venture capital
30	Role	414	127	2.63%	4.44	Speed
31	Behavior	158	34	2.62%	6.32	Magnitude
32	**Foreign subsidiary**	64	0	2.60%	N/A	Dataset
33	Decision	193	47	2.59%	5.59	Observation
34	Risk	117	20	2.52%	7.96	Cross border acquisition
35	Location	122	23	2.39%	7.22	Institutional theory
36	Acquisition	101	16	2.32%	8.59	**Language**
37	**Uncertainty**	81	9	2.29%	12.25	**Liability of foreignness**
38	Strategy	383	119	2.26%	4.38	MNE subsidiary
39	Cost	112	21	2.21%	7.26	**Foreignness**
40	Trust	80	10	2.13%	10.89	Chinese MNE
41	Advantage	126	27	2.10%	6.35	Internationalization process
42	Investor	79	10	2.09%	10.75	**Private firm**
43	National culture	76	10	1.97%	10.34	Stakeholder
44	Type	205	58	1.85%	4.81	Contingency
45	Manager	276	84	1.83%	4.47	Board
46	View	176	48	1.79%	4.99	**Talent management**
47	**Governance**	67	9	1.72%	10.13	Headquarter
48	Consequence	89	17	1.72%	7.12	Heterogeneity
49	Building	102	24	1.46%	5.78	**Family firm**
50	Condition	125	35	1.17%	4.86	Institutional perspective

[a]JIBS and JWB publications: n = 2,459; IBE publications: n = 894.

[b]The 'emphasis discrepancy' is calculated by subtracting the proportion of all scholarly publications referencing a term from the proportion of all

JIBS and JWB publications referencing the term.

ᶜThe 'emphasis ratio' is the division of the proportion of JIBS and JWB publications referencing each term by the proportion of scholarly publications referencing that term.

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