

INTERNATIONAL MARKETING'S POTENTIAL FOR DOMINANCY IN  
PREPARING FUTURE MANAGERS WITH WORLDWIDE PERSPECTIVES

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International Marketing should be the spearhead for the international involvements of business firms. "Multinational marketing is both a major corporate opportunity and an important means of ensuring corporate survival" (Keegan 1980). This spearhead must emphasize the vital functions of marketing management. All of which constitute crucial components of effective Strategic Corporate Planning. To be most effective, the International Marketing endeavor must be holistic and system-oriented reflecting the alternative ways business firms may become involved internationally.

Pressures from Top Managers to Internationalize Training of Future Managers. During 1981, a proliferation of articles appeared in U.S. periodicals reporting numerous top managers' highly critical observations of the curriculum used by business schools to train potential future managers. Virtually every business school has been either directly or indirectly under extreme criticism. Not since the Gordon and Howell and the Pearson reports in 1959 has there been such focused criticism. Now, the critical focus is on two highly publicized deficiencies, namely, the lack of adequate emphases on (a) formal Strategic (long-range) Corporate Planning from a top management holistic perspective and (b) the international dimensions of management. If properly perceived, international marketing has a crucial leadership role in alleviating these criticisms.

Pressures from AACSB to Internationalize Training of Future Managers. By 1973, about 200 U.S. business schools were offering some international business courses. However, most U.S. business students were graduating without any significant exposure to any aspect of international business. In 1974, the AACSB made the following change: "The purpose of the curriculum shall be to provide for a broad education preparing the student for imaginative and responsible citizenship and leadership roles in business and society--domestic and worldwide"--the change was the addition of the three underlined words (Nehrt, et al. 1981). Then in 1978, the AACSB published: "Schools of business and management should demonstrate a basic awareness that business in general extends beyond our country's boundaries. The curriculum should demonstrate a sensitivity to international dimensions and that exposure to international business will be available in the curriculum" (Nehrt, et al. 1981). Next, in June 1980, the AACSB stated: "There is no intention that any single approach is required to satisfy the 'worldwide' dimension of the curriculum standard, but every student should be exposed to the international dimension through one or more elements of the curriculum" (Nehrt, et al. 1981). Subsequently, in October 1981, the AACSB published the monograph Case Studies in Internationalization of Business School Curriculum (Nehrt, et al. 1981).

Of the six different approaches for internationalization generally acceptable to the AACSB, two are probably most feasible, if adequate faculty are available: (a) If a semester course in international business is part of

the "core," the minimum international content is undoubtedly being covered. (b) If a school has courses in international marketing, finance, management, and accounting, and students majoring in any of these fields are required to take the international course, the requirement would appear to be satisfied. However, students not majoring in those fields would also have to take one of the courses, or some other acceptable international course.

Pressures for University Multi-Disciplinary Approach to Internationalization.

Numerous university departments, such as economics, political science, geography, languages, sociology, history and others, have become interested in involvements in the AACSB internationalization process. Relatedly, I made a principal presentation at the January 28-29, 1982 national conference on International Business and International Studies: Latin American Prospects and Concerns. Also, the Council for International Studies and Programs of NYC is sponsoring 3-year projects in 40 U.S. colleges to introduce more internationalization into all degree programs. These efforts may lead to greater collaboration with academicians in disciplines outside of business administration.

Implications for International Marketing's Role in Internationalization.

Probably the other strongest contenders for leadership roles in internationalization are finance and accounting, plus the general international business course. Thus, a fleeting opportunity exists for marketing faculty to spearhead internationalization and also enhance their role in Strategic Corporate Planning. Further, in support of International Marketing, the firm's first major consideration in internationalization is typically whether or not its present and future products and services have viable international markets. And with growing nationalism and more restrictions on foreign ownership and control, direct investment may wane and marketing may become more dominant as the primary mode for international corporate involvements.

However, as International Marketing competes for the spearheading role, its activities will be more critically scrutinized, except for decisions regarding channels of distribution and promotion. Thus, considering the potential impacts of pricing decisions on possible allegations of dumping, appropriateness of transfer pricing, and profit and tax considerations, the accounting, finance and legal disciplines may contend for more responsibility. Similarly, in determining products and services the firm will offer, manufacturing/production management and research and development academicians may desire to be dominant. Yet, if the holistic approach to International Marketing's involvement in the strategic future of the firm is adequately emphasized, International Marketing may soon become the dominant activity in internationalization. Still most business schools and colleges have neither responded to the challenges of top management's demands for internationalization nor to the AACSB's intent. International Marketing probably provides the greatest latent potential for spearheading the internationalization; and it may be able to realize considerable support by collaborating with other academicians within the greater university to reinforce its spearheading role.

REFERENCES:

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 Nehrt, Lee (Editor), Robert Lenberg, et al. (1981), Case Studies in Internationalization of the Business School Curriculum, St. Louis, MO: American Assembly of Collegiate Schools of Business (AACSB). 81 pp.