

at an organization can provide a valuable learning experience that may also be global in orientation. We label this category as "business." The second dimension of our framework is "geographical locus." The geographical locus is determined by the physical location where the initiative is executed. This locus is also bi-dimensional. If the initiative is carried out in the country where the business school is located, we call it "domestic."

Or, if the participants visit and stay in a foreign country, the category is called "abroad." Thus, based on these two dimensions, we propose a 2x2 matrix in which most internationalization initiatives can be classified. See Figure 1 for a thematic representation of this matrix. We next provide a brief description of various initiatives using this matrix.

Two additional issues merit mention. The first is that of scope of the internationalization effort within the university. The decision to internationalize the marketing curriculum is most often part of a larger university or college effort to place global business issues in a more prominent position in the curriculum. However, individual departments may also attempt to undertake an internationalization effort as part of a process of strengthening the marketing curriculum.

The second issue is one of systemic or segmented implementation. The international effort may be approached from the standpoint of infusing an international orientation throughout the curriculum, designing specific courses with an international focus (e.g., international marketing) or a combination of these approaches. These issues are part of the strategic approach to the internationalization effort and are covered as part of the discussion on strategic pathways to internationalizing the curriculum.

### **ACADEMIC-DOMESTIC INITIATIVES**

The first category of initiatives includes those that are academic in orientation and are carried out without going abroad. These initiatives are very common across business schools in the U.S. and can take a variety of shapes and forms. Despite the differences in approach, one common theme in these initiatives is that the prime mover behind such initiatives is the instructor teaching the course. Such initiatives tend to be curriculum based and the instructor offering a course adds to or modifies a course to give it a more international flavor. Thus, it requires little coordination with other faculty members and the

resource requirements for starting such initiatives is also minimal. However, it is entirely possible for a department (or even the entire school) to take a programmatic approach and use some of the tools listed below in a number of courses across the entire curriculum. Some common initiatives under this category are listed below:

#### **Use of Global Cases**

The use of case methodology as a pedagogical tool is common in business schools. The discipline of marketing has made particularly strong progress in channeling academic intellect and research into developing current and pedagogically solid inventory of cases that instructors can use in their classrooms. Of late, there has been an increased emphasis on developing cases that are more international in content and focus. These cases either typically revolve around a company that has global operations or the setting of these cases is outside the U.S. Instructors interested in diversifying the mix of the cases they use in their classrooms can now draw on these cases to internationalize their curriculum.

#### **Use of Simulations and Exercises**

For instructors who do not make use of case studies in their courses, there are other options available to them to internationalize their curriculum within the academic-domestic domain. Instead of using cases, they can use simulations and exercises to achieve the same goals (Laughlin and Hite 1993). However, the variety and depth of prepackaged games and simulations in this area are severely limited. However, instructors can design a number of in-class

and take-home exercises that can expose students to international content and issues. For example, a class can be divided into teams of three to five students to research a specific country according to predetermined guidelines. Students can be asked to study a country's economy, social and cultural norms, political system, and marketing infrastructure (Terzin 1988). Students can then be asked to prepare a written report and also make a short presentation for the benefit of the rest of the class. Another example of an international exercise is the international logistics exercise reported by Murphy, Wardlow, and Wood (1996) where students are required to develop complete logistics details including information on negotiations, financing, documentation, and physical movement of goods to and from an Asian country.

### **Requiring Language and Other Courses**

Aggarwal (1989) has emphasized the importance of looking outside the school of business in any effort to internationalize the business curriculum. Given that one of the objectives of internationalizing the business curriculum is to produce more well-rounded business managers who can be effective players in international commerce, requiring business students to take language and intercultural communication courses could be very helpful. It may even be possible to encourage the foreign languages department to develop and offer language training courses specifically designed to meet the needs of business students. Some other courses that could be good fit with the business school's objectives could come from such diverse departments as sociology, political science, and anthropology.

There are several other related ways of internationalizing marketing curriculum in the academic-domestic domain. For example, instructors can incorporate more international examples and illustrations in their core courses. Similarly, special courses such as "International Marketing" or "Global Marketing Management" can be added to existing curriculum. The basic thrust however, remains on bringing the globe inside the classroom, instead of taking the students outside the classroom to experience the globe.

### **BUSINESS-DOMESTIC INITIATIVES**

Business schools, as well as recruiters of business students, have been placing increasing importance on experiential learning opportunities that students get as part of their academic curriculum. This trend can partly be traced back to the apparent disconnect between marketing academia and the world of marketing practitioners (see, for example, Gibson 1983). It has been argued that while the practitioners are focused on solving pragmatic problems, academics are busy explaining marketing phenomenon in a more abstract and theoretical terms (Frear and Metcalf 1988). In order to overcome this disconnect and to provide students with an exposure to real-life business situations, several schools are now providing students with experiential learning opportunities. Marketing educators can also use some of these opportunities to internationalize their curriculum.

#### **Small Business Projects**

Many small businesses could benefit from an international marketing effort. While many small businesses have interest in global markets, they lack adequate in-house marketing resources to explore international markets. Student teams can be

assigned to work with such businesses to conduct country analysis based on secondary source research to develop profiles of countries most suited for a given business' expansion. Students can benefit from the learning experience and the small businesses can get some preliminary exploratory work started on an international marketing plan. An advanced version of this approach is that reported by Cateora and White (1979) and further developed by Frear and Metcalf (1988). Rochford and Rudelius (2001) review key success factors and challenges inherent in international field projects. Using this approach, an instructor solicits projects from organizations that are facing an international marketing problem. Teams of students then work on the problem and present a solution to the organization. This approach, of course, requires access to a large pool of local organizations engaged in international business.

#### **Market Entry Projects**

As U.S. companies prepare for going global, competition from all over the globe is also coming to the U.S. For businesses outside this country, the U.S. is an attractive market with limited barriers to entry. Thus, instead of focusing exclusively on business opportunities abroad, one can also provide a meaningful learning experience to students by requiring them to "work" for foreign businesses eager to enter the U.S. market. Cal State, Hayward's Asian International Marketing course (Kamath and MacNab 1996), is providing one such initiative. In this course, students are provided a hands-on learning opportunity to develop a complete marketing research study and marketing plan for foreign firms seeking U.S. market entry. This type of a project can require students to study the culture and business practices of the foreign firm's country and then assess their compatibility with the U.S. markets and customs.

#### **Exposure to Guest Speakers**

The use of guest speakers is one of the most commonly used methods of bringing real-life context into a classroom setting. Marketing instructors can identify a set of companies easily accessible to them that are also active internationally. Invited speakers from these companies can be requested to base their presentation/talk around international content or issues. In case such businesses cannot be found in the local business community, it may still be possible to find businesses that are seriously affected by competition from abroad. One can invite speakers from such companies to talk about global competitive issues and how their companies are coping with competition from abroad. Another source of guest speakers who can talk on global

trade issues are representatives of local and state commerce departments.

### **ACADEMIC-ABROAD INITIATIVES**

One can argue that in order to experience a foreign culture, one has to live in it. Vicarious international learning, without leaving the bounds of one's own country, has its limitations. Experiencing another culture and engaging in its marketing activities can facilitate student learning (Schuster et al 1998). It is no surprise therefore, that many colleges and universities across the country are offering a wide variety of opportunities to their students to participate in academic programs abroad.

#### **Study Abroad Programs**

Study abroad programs can be offered in several formats. Duke (2000) provides a comprehensive review of study abroad learning activities. One approach taken by many schools is to transplant their own instructors and students in a foreign location. These instructors then offer their course to students in the new (foreign) locale. From an administrative point of view, this is a very convenient arrangement. Students get to experience a different social culture while taking practically the same courses they would have taken back home. A more interesting variation of this theme is where the students are asked to take courses offered by the host university. Thus, the students get to sit in classes taught by a foreign instructor with students from the host country. While completing their academic requirements, students get a chance to immerse in the local culture, make new friendships, and practice their language skills.

#### **Multi-Location Tours**

Instead of focusing on classroom content, instructors can also organize multi-location tours where students move from one location to another experiencing several cultures in a limited time span. Students learn through experience and observation (Gordon and Smith 1992). Another variation of the multi-location tour is to use a hub and spoke approach where structured travel from a base location is organized (Moncrief, Shipp, and Lamb 1995). The hub provides stability and familiarity, and the spokes provide variety and opportunities for exploration. It may also be possible to combine content delivery using either of these two approaches.

Academic-abroad initiatives typically range between a semester and a year in length. Universities can either develop their own programs or they can send their students abroad using the programs offered by

other universities and private organizations. An important requirement for the success of such programs is that the courses completed abroad must be fully integrated in the school's curriculum. Such integration can insure that the students complete all prerequisites before leaving the country, and can plan ahead.

### **BUSINESS-ABROAD INITIATIVES**

Instead of focusing exclusively on academic institutions abroad, one can also focus on businesses abroad to provide a meaningful international learning experience to students. Overseas internships are the most common initiative in this domain.

#### **Overseas Internships**

According to the Society for Experiential Education, at least one-third of all college students goes through an internship experience before graduation (Oldman and Hamadeh 1994). However, most internship programs remain local, tapping largely into the organizations in close proximity of the college offering the program (Toncar and Cudmore 2000). Overseas internships can offer dual benefit to students: experiential learning in an international context. Students are placed in organizations abroad for a varying length of time (few weeks to several months) where they work on a specific project. This way, they get to experience the foreign work culture first hand. Unpaid internships are easier to handle as this avoids the need to secure work permits for students. Students may work individually or in small teams in a given organization. Typically, onsite faculty supervision is not available to students for day-to-day functioning. Students can be asked to keep journals of their activities and can also prepare written and oral reports.

### **STRATEGIC PATHWAYS TO CURRICULUM INTERNATIONALIZATION**

So far, we have described various initiatives that business schools can undertake to internationalize their marketing curriculum. We used a two dimensional framework to categorize these initiatives. We now propose a strategic approach to curriculum internationalization using this framework. Schools that are planning to initiate a curriculum internationalization program can use this approach to plan their efforts.

Given the large number of alternatives available to internationalize the business curriculum, the task may appear very daunting in the beginning. Coupled with the fact that most schools have limited

allow schools the best chance of meeting the globalization imperative.

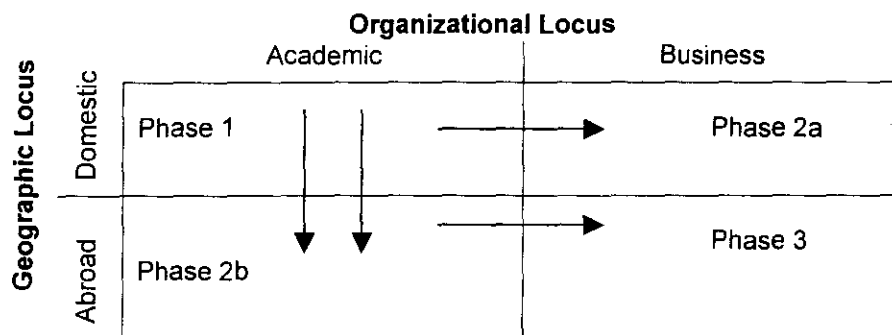


Figure 2: Pathways to Curriculum Internationalization

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