

MULTINATIONAL MARKETING EDUCATION --
 WHERE DOES IT STAND NOW? --
 AN EXAMINATION OF BUSINESS SCHOOL CURRICULUM,
 TEXTBOOK AND JOURNAL CONTENT

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Marketing today operates within a dynamic global environment which influences domestic as well as international marketing management decisions. In real world business practices, a majority of companies have already realized the fact that they do business in a "one-world-market" economy. Consumers, too, have been feeling a significant impact of the global marketing on their daily lives.

In response to this trend, the American Assembly of Collegiate Schools of Business (AACSB), formally changed its accreditation standard in 1974 to stress the importance of an international understanding through the business curricula. The main objective of this paper is to indicate to what extent the U.S. academic community has responded to this need. The specific areas of investigation in terms of the current status of international marketing subjects are:

1. coverage of the subject in major marketing journals;
2. number of courses, number of business schools and number of students involved in international marketing;
3. coverage and content of international marketing subjects in marketing textbooks.

In addition, the authors discuss some suggestions as to how international marketing education can be improved. The intended result being better prepared business school graduates ready to enter the dynamic world of global marketing.

Academic journals are thought of as the barometer of contemporary thinking among academicians. Therefore, it seems reasonable to expect that the major journals within a discipline would reflect the growing influence of international marketing.

The authors conducted a content analysis of every issue of the Journal of Marketing, Journal of Marketing Research, and Journal of Consumer Research from 1970 through 1980 (with the exception of the JCR which began publication in 1974). Any major entry that had a crosscultural or international aspect was included in the 'international' category. JCR's, JMR's and JM's international content as a percentage of their total article content were 1.02, 1.21 and 6.50 respectively. Thus, JM represented the greatest leaning toward a global environment orientation. Further, for every year included in the analysis JM was represented by at least one international article. However, for a topic

of such importance, the paucity of published research suggests a current and future gap in our understanding of the global environment.

It was the authors' assumption that the most visible response to the AACSB mandate would have appeared in the number of schools offering international or comparative courses and in the number of these courses that were offered.

Information was gathered AIB's International Business Curriculum Surveys. A comparison was made of the number of schools offering international courses in 1974 and again in 1980. The information revealed an increase of 4% during this six year period. Still, only 43% of those schools responding to the survey offered courses in the international marketing area.

Within these schools, however, there was a tremendous increase in the number of international courses offered. At the undergraduate level there was a 2020% increase from 1974 to 1980 and a 114% increase at the graduate level.

Since textbooks serve as one of the students' main sources of information, the authors looked at marketing and marketing management texts' international content. Most of the textbooks reviewed included one chapter on international marketing, however, the relative percentage of space devoted to the topic is extremely low. In the basic marketing text category only 2.45% was of an international orientation, an even smaller 1.45% of marketing management texts was allocated to this topic.

To add the dimension of the international to already complex business issues is not an easy task, especially when it involves integrating sophisticated and often sensitive international issues into research as well as teaching materials. However, the global environment in which we live and operate requires a new approach. In order to effectively meet the challenge of the internationalization of the business curriculum and in order to train future global-minded managers, a totally integrated systematic organization and presentation of the basic teaching material is suggested as an initial solution. Successful integration does not mean an insertion of a chapter or a sporadic use of examples regarding international aspects of the particular discipline. It means each and every chapter of the textbook incorporates key aspects of multinational functions into the general concepts. Successful integration also means including international implications into basic marketing theory and research.