

EXPLORING CHALLENGING ISSUES IN TEACHING INTERNATIONAL MARKETING

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Globalization has accelerated the importance of international business and marketing. More and more firms have anticipated the need to develop foreign markets (Stiglitz, 2002). Specifically, penetrating foreign markets has become an antecedent to survive in the competitive business environment (Li, 2008). Thus, there has been a growing need for education of international marketing.

Teaching international marketing effectively is challenging since it entails a variety of topics ranging from the characteristics of local cultures to the complex political systems of local markets (Lee and Ulgado, 1997). Specifically, emerging markets are changing rapidly, which is another daunting task for instructors who teach international marketing. For example, Starbucks has 800 stores in March 2013 and aims to have more than 1,500 outlets in China by the end of 2015 even though Chinese consumers traditionally drink tea rather than coffee (*China Daily*, 2013). Similarly, there are more than 110 Outback Steakhouses in South Korea where steak is not a traditional meal among Korean consumers (Outback Steak Korea Company website).

There is a gap between international marketing theory and industry practices. Furthermore, there are many instructors who do not have international marketing experience, nor have they lived abroad. Teaching international marketing effectively can be puzzling to those instructors who do not have international marketing experience since it involves characteristics of global consumer behavior, as well as, local cultures, traditions, and heritage (Lee & Ulgado, 1997). Often, the best way to understand global consumer behavior is to have instructors spend time in foreign countries and observe local consumer behavior.

Hence, this study is designed to discuss effective educational pedagogies for instructors who teach international marketing. The researchers will conduct in-depth personal interviews with ten international marketing directors working in major companies in an effort to identify the key skills that students need to be successful in international marketing. The researchers will also review an array of relevant literature to examine effective pedagogies for teaching international marketing. Based on the results of the in-depth personal interviews and review of secondary literature, the researchers will provide a pedagogical strategy for international marketing instruction with the conference audience.

References

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