

Skills Needed for Effective International Marketing: *Training Implications*



66 Skills
for Effective
International Marketing



International
Marketing Skill
Gaps Identified



International
Marketing Audit
Survey Instrument

Ralph F. Jagodka

TABLE OF CONTENTS

LIST OF FIGURES	viii
LIST OF TABLES	ix
ACKNOWLEDGEMENTS	x
Chapter	
I. INTRODUCTION	1
Problem Statement	1
Purpose of the Study	6
Research Questions	7
Significance of the Study	7
Operational Definition	8
II. LITERATURE REVIEW	9
Introduction	9
The Context for International Marketing	10
The Field of International Marketing	11
The Need for Training in International Marketing Skills	14
Conclusion	19

III. CONSENSUAL VALIDATION OF THE INDEPENDENT VARIABLES	21
A Review of the Literature	21
Planning and Operational Skills	22
Pricing Skills	32
Product Skills	34
Distribution Skills	35
Promotion Skills	37
Summary	39
IV. METHODOLOGY	40
Introduction	40
Kind of Design	40
Population and Sample	41
Instrumentation	45
Data Collection Procedures	47
Statistical Analysis	51
V. THE ANALYSIS OF DATA	53
Introduction	53
Data Analysis	54
VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	77
Introduction	77
Summary of the Study	77

Conclusions	82
Recommendations for Further Research	91
APPENDICES	94
A. DELPHI PARTICIPANT PROFILES	95
B. DELPHI INSTRUMENT – ROUND ONE	97
C. DELPHI INSTRUMENT – ROUND TWO	104
D. DELPHI INSTRUMENT – ROUND THREE	108
E. PRACTITIONER SURVEY	114
REFERENCES	119

LIST OF FIGURES

Figure	Page
1. Priority Matrix Displaying Degree of Possession Across Degree of Importance to Reveal Areas of High Training Need	52
2. Priority Matrix Displaying Degree of Possession Across Degree of Importance to Reveal Areas of High Training Need	68
3. Skills Placed Within Priority Matrix Cells	70

LIST OF TABLES

Table	Page
1. Categories of Skills Needed for Effective International Marketing, and the Respective Skills Identified from the Literature	23
2. List of Necessary International Marketing Skills	55
3. Expert Panel Importance Ratings of International Marketing Skills	57
4. Most and Least Important International Marketing Skills	61
5. Comparisons of Delphi Round Two and Round Three Innerquartile Range Differences	62
6. Practitioner Ratings of Degree of Skill Possession by Employees	64
7. International Marketing Skills Most and Least Possessed by Employees	67
8. Training Priority Totals Computed by Summing Possession Values and Importance Values	72
9. Skills Which Fell Into Priority Martix Cell Two	75
10. Skill Which Fell Into Priority Matrix Cell Three	76

ACKNOWLEDGEMENTS

A deep thanks goes first to my wife, Cindy, and my daughter, Katie, who supported me during times of mental and physical intensity. The support I received at home was a vital element, and motivation, to allow me to succeed.

This study was conducted with the support and participation of an expert panel of international marketing academics and practitioners. Without their participation, this study would not have been possible. Special thanks goes to Mr. Michael Granat, Chairman of the Southern California District Export Council, whose advocacy of this study secured the participation of practitioner expert opinions. Special thanks also goes to Tunga Kiyak, Administrator of GINLIST, the Global Interact Network List of the Center for International Business Education and Research at Michigan State University, whose advocacy of this study secured the participation of academic expert opinions.

I would like to thank Tom Harvey for his dedication to excellence in instruction, his inspiration, and his ability to challenge me to further knowledge. Thanks also goes to Helena Czepiec, for international marketing expertise and her journalistic style, and Linda Umbdenstock, for sharing her expertise in evaluation and technical writing style.

CHAPTER I

INTRODUCTION

Problem Statement

The world has indeed become a smaller place. International marketing has intensified and is evident in nearly all aspects of daily life. The shoes one wears may come from Brazil, stockings from China, trousers from Taiwan, belts from Korea, shirts from France, ties from Italy, and watches from Switzerland. Competitive forces are no longer restricted by local regions or national boundaries. According to Toyne and Walters (1993), to be successful in today's economy, companies must be simultaneously responsive to local and global market conditions, within the context of being supportive of the company's own overall strategies. "The global corporation accepts for better or for worse that technology drives consumers relentlessly toward the same common goals- alleviation of life's burdens and the expansion of discretionary time and spending power" (Levitt 1983, 99). This is especially true in a world of increasingly complex competitive structures. Companies must resolve the strategic issues of product/market scope, long-term objectives, and functional policies. International marketing skills are an important ingredient for every company, whether or not it is currently involved in exporting activities (Buzzell and Quelch 1987).

International marketing skills are important ingredients for every company, therefore it is vital to identify which skills are needed. After searching the literature, there seemed to be no studies regarding identification of the specific skills needed to be effective in international marketing. Three studies (Busche and Bergerud 1990; Scott 1989; and Graham and Grønhaug 1989) were completed, however, to determine the general perceptions of business people regarding their need for international trade training. Each of these studies concluded that international marketing was the number one priority area for international business training.

A study was completed by Busche and Bergerud (1990) who found that nearly 77 percent of the respondents supported a need for international training. Marketing was the area identified by nearly 64 percent as a potential problem area. Respondents showed a special interest in international marketing with a highly perceived need for training in six topics: (1) research on foreign markets; (2) working through agents and distributors; (3) export marketing know-how; (4) how to find international opportunities; (5) developing an international business plan; and (6) cultural aspects of sales to foreign consumers. These topics were mixtures of both skill sets and areas for knowledge acquisition, yet clearly identified the general area of international marketing as a priority.

Another study concurred with the identification of international marketing as a topic deserving training priority. Scott (1989) found that 84 percent of the

southern California business respondents polled expressed a need for training at the California community colleges. The course selected by 67 percent as being useful to employees was International Marketing. The conclusions of this study did not reveal any insight about which skills were needed to be effective in international marketing. There remained a need to identify skills needed to be effective in international marketing.

Since the vast majority of international marketing studies involve context-specific knowledge because markets and cultures are widely disparate across countries (Myers, Greyser, and Massey 1979), general skills for effective international marketing have not been identified. As Graham and Grønhaug (1989) say, this may be why not much has been learned about international marketing in the last twenty-five years,

Business schools have recently been accused of teaching irrelevant topics as well as doing inadequate research . . . Doctoral dissertations are the keystone of knowledge development in marketing . . . Because theories of international marketing are not well formed, a more exploratory approach, rather than a confirmatory one, will often be appropriate. (153-165)

The conclusion of this study is that research should pursue an exploratory approach to building knowledge in international marketing. Research identifying the skills needed to be effective in international marketing may, in fact, create the progressive portfolio of skills needed to cut across context-specific knowledge and themes effectively. A progressive portfolio of international marketing skills would allow employees to accumulate skills that help them

"adapt to technological and market changes, to improve their prospects or to explore their potential" (Wills 1993, 4-2).

Conclusions from the three studies previously cited clearly point toward the necessity to identify which skills are needed to be effective in international marketing. However, these studies also indicate that there is much difference of opinion regarding which international marketing skills are most important. Using both applied and theoretical expertise, that is a mixture of accomplished international marketers, and academic international marketing experts could provide a sound assessment of the relative importance of international marketing skills.

The structure of the field of international marketing has remained basically the same over the past several decades; however, the emphasis given within the literature clearly reveals that international marketing activities have been given disparate breadth and depth of coverage over the years, with distinct clusters of international marketing skills being emphasized sporadically throughout the time period from Borden (1964) up to Smith and Steward (1995). The marketing mix elements of product, price, place, and promotion, as postulated by Neil Borden (1964), were emphasized as the basis for marketing activities for several decades, yet a study completed by Berry (1990) which ranked the importance of marketing mix activities, offered a distinct difference of opinion. The Berry (1990) study identified customer sensitivity as the most

important marketing mix activity. This reflects a major shift in emphasis regarding the importance of various types of skills—from certain skills being needed primarily by employees within the marketing function, to certain skills now being needed by all employees whose work affects customers, which "involves almost everyone in the business" (Hiam and Schewe 1992, 19).

Disparate emphasis on the importance of various types of international marketing skills continues in recent literature and studies. The switch in emphasis to personal skills is reflected by other recent literature as well. "A company's ability to conduct business in global markets depends primarily on how closely the skills of its personnel match the opportunities present in the market" (Dahringer and Mühlbacher 1991, 204). International marketing is viewed as a system of interacting and interrelated activities which requires multifunctional skills, according to Albaum et al. (1994).

Levels of importance attached to types of experience, personal qualities, and skills needed for effective international marketing may also be based on a description of the ideal candidate for an international marketing job,

He or she should be recognized as a "comer," as a well-rounded businessperson who has built a monument on each of his or her jobs; may have worked in more than one function and has shown expertise in each; is bright, inquiring, and interested; knows the Global Enterprise Company and how to use its strengths both domestically and offshore; is an authority on his or her product lines; is the kind of person who might conceivably develop into general managership, since he or she will be pioneering and

establishing a new business in oftentimes an unfamiliar market area. (Keegan 1989, 708)

Skills needed to be effective in international marketing may encompass more than just the technical skills needed on the job. According to Michael S. Schell, president of Windham International, a New York-based global relocation-management company,

Expatriate assignments rarely fail because the person cannot accommodate to the technical demands of the job. The expatriate selections are made by line managers based on technical competence. They fail because of family and personal issues and lack of cultural skills that haven't been part of the process. (Solomon 1994, 52)

Given the distinct opinions regarding skills needed for effective international marketing, there is a need, therefore, for international marketing experts, both accomplished international marketers and academic researchers to determine the importance of each of the skills identified as being needed for effective international marketing.

The need exists not only to identify the skills necessary for effective international marketing and determine the importance of each of these skills, but also to pragmatically identify the degree to which employees have these skills. A need exists to identify the extent to which employees perceive that they have the identified skills. These skills encompass more than just the technical aspects of international marketing. A means of identifying the gap between the skills these employees have and the skills they need, and an understanding of this gap is required before appropriate training programs can be developed.

Purpose of the Study

The purpose of this study was to: (1) identify the skills needed to be effective in international marketing; (2) identify the level of importance of each of these skills; (3) identify the degree to which these skills are present in employees of exporting companies; and (4) describe the gap between the skills these employees have and the skills they need.

Research Questions

1. What skills does a panel of experts identify as being needed to be effective in international marketing?
2. What level of importance does a panel of experts attach to each of the identified skills?
3. To what degree do employees in exporting companies perceive they have these skills?
4. What is the extent of gap between the skills employees in exporting companies have and the skills identified by a panel of experts as being needed to be effective in international marketing?

Significance of the Study

The results of the study are significant in several ways. Most important is that the identification of the general skills needed to be effective in international marketing have not been previously studied and are especially needed at a time

of a rapidly changing global economy. Second, this research indicates the level of importance attached to each of the identified skills, which identifies high-need areas. Third, it provides information on the degree to which employees in exporting companies typically have these skills. Finally, if there is a gap between the skills employees in exporting companies have and the skills they need to be effective in international marketing, the study will provide information on types of training modules needed to develop the skills identified as necessary.

Much research has been completed regarding general international business training needs. However, the studies have been limited to the identification of course selection priorities, which indicate skill bundles. The results of such studies have consistently shown that the general field of international marketing is perceived to be a high priority for employee training. Answers to the research questions listed above will pinpoint specific skill areas which may be included within the general course description of international marketing. It will add to the body of knowledge regarding the general area of international marketing by delineating specific skills needed for effective international marketing, thus it will contribute to both the study of international marketing as well as practical application for training needs.

Operational Definition

For the purpose of this study, international marketing was defined as follows: "The process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges" occurring among two or more countries "that satisfy individual and organizational objectives" (American Marketing Association 1985, 1).

CHAPTER II

LITERATURE REVIEW

Introduction

The 1990s have been characterized as a turbulent period with massive corporate downsizing and restructuring (Schwartz 1996). Internationalization has become a corporate necessity because today businesses "are beginning to realize that the firm that isn't thinking in terms of international trade should start thinking about going out of business" (Zodl 1995, 3). From a marketing context, the challenge has been one of "restructuring domestic marketing operations to compete internationally in larger, more disparate markets" (Denison and McDonald 1995, 58). Appropriate training programs are required to meet the skill needs within a globally competitive environment; many organizations have prioritized employee training efforts and have "placed skill and labour [sic] needs alongside product and service development" (Gibbs, Glendenning, and McCarthy 1995, 4). Caution must be taken to ensure that training remains appropriate, because "training for training's sake" offers little potential, and in order for training "to be effective, it must be focused [sic]" (Denton 1995, 2).

The purpose of this study was to: (1) identify the skills needed to be effective in international marketing; (2) identify the level of importance of each of these skills; (3) identify the degree to which these skills are present in

employees of exporting companies; and (4) describe the gap between the skills these employees have and the skills they need.

The Context for International Marketing

There has been dramatic growth in international trade over the last thirty-four years. In 1960, total United States trade in goods and services was \$48.3 billion, with a United States trade balance of \$3.5 billion. In contrast, for the calendar year 1994, total United States trade in goods and services was \$1,500.9 billion, with a United States trade deficit of \$108.1 billion (U.S. Department of Commerce 1995a). Global trade with the United States has increased by over 3,100 percent over the last thirty-four years. Competitive forces have truly become global in nature.

The first successful internationalization of American business occurred in 1868, when Singer Sewing Machine built a factory in Scotland (Ball and McCulloch 1996). Many companies since then, such as Ford, General Electric and IBM, have had international business operations since their companies began. "Although internationalization of business is not a new phenomenon . . . the urgency and intensity in the determination to internationalize is relatively new" (Monye 1995, 5).

Monye (1995) further states that "one important feature of businesses in the 1980s and 1990s is the increasing focus on internationality in their structure

and operation" (5). Several authors also contend that there is an increasing number of companies, since the 1980s, which are emerging as global marketers (Albaum et al. 1994; Jeannet and Hennessey 1995; Toyne and Walters 1993).

According to Cateora (1993), changes in domestic market conditions have pushed many firms into the international arena,

Companies with only domestic markets have found it increasingly difficult to sustain customary rates of growth and many are seeking foreign markets to absorb surplus productive capacity. (7)

The relatively large United States domestic marketplace must now be shared with a variety of foreign companies and products. According to Sletten (1994), as the United States market becomes more competitive, "the need to conduct international operations has been redefined as a [mandatory] cost of doing business" (3). International marketing activities have intensified in recent years, and abundant literature exists relative to the nature of this evolving field.

The Field of International Marketing

The field of international marketing has been related to other fields of study in different ways by various authors. Evert Gummesson (1996) states

Despite the increasing globalization of marketing, marketing thinking and its dissemination is cultivated by cliques through their access to journals, publishers, associations, and conferences. (3)

In its broadest terms, "international marketing is a subset of international business, which is defined as the performance of all business functions across

national boundaries" (Jeannet and Hennessey 1995, 8). Cateora (1993) concurs that international marketing is the "performance of business activities that direct the flow of a company's goods and services to consumers or users in more than one nation for a profit" (9). This same point of view is expressed by Taoka and Beeman (1991), that international marketing is more than just an international version of the marketing task. It "includes the determination of worldwide as well as country-specific strategies" which include how "global control and coordination will be maintained" (373).

On the other hand, several authors have aligned the field of international marketing with the general concept of marketing. According to Albaum et al. (1994), the only differentiation between the definition of international marketing and the general definition of marketing is that "goods and services are marketed across political boundaries" (4). They go on to say that this difference, however minor it may seem, requires a different approach to marketing management, solving marketing problems, developing marketing policies, and implementing marketing programs. A similar perspective has been stated by Daniels and Radebaugh (1995), that "marketing principles are no different in the international arena [than marketing in general]," however, differing environments in various countries "often cause managers to overlook important variables or to misinterpret information" (607). Ball and McCulloch (1996) agree that the basic

functions of domestic and international marketing are the same, but concede that "the international marketing manager's task is [more] complex" (474).

There is a substantial difference between domestic and international marketing, according to Monye (1995), which is perceived not to be with different concepts of marketing, so much as with the environment within which marketing must be implemented. He concedes that not all scholars accept that international marketing is sufficiently different than basic marketing. He further states:

There is a growing realization that unlike domestic marketing, international marketing management is the process of anticipating, identifying, planning and the management of resources in such a way that maximizes customer satisfaction in multinational, multicultural and multilinguistic environments for profit and growth. (13)

Albaum and Peterson (1984) have stated that the "investigation of international marketing phenomena has lagged considerably behind that of domestic marketing phenomena" (161). Progress, however, has evidently been made in this direction because "the capacity to provide education in the international dimensions of specific functional fields has been enhanced dramatically" (Kwok, Arpan, and Folks 1994, 620). Voght and Schaub (1992) point out:

Most American professionals, whether in business, government, medicine, law, or other fields, lack the basic skills needed to cultivate working relationships with colleagues in foreign countries and do not have easy access to new ideas and developments from abroad. (1)

This seems to support the need for increased emphasis on education and training within the specific field of international marketing. This need for training is vital because "a command of the elements of international marketing will be essential in the decades to come" (Czinkota, Ronkainen, and Tarrant 1995, 6).

The Need for Training in International Marketing Skills

After searching the literature, there seemed to be no studies regarding identification of the specific skills needed to be effective in international marketing. The literature did contain four studies which determined perceptions regarding the need for specific types of international trade training (Busche and Bergerud 1990; Scott 1989; Kotabe and Czinkota 1992; and Monye 1995). Each of these studies concluded that international marketing was a priority area of need for international business training.

Busche and Bergerud (1990) received responses from 700 hundred California businesses, and found that 539 respondents (77 percent) indicated a need for hiring people with international trade training. Respondents indicated a strong preference for international marketing training topics: negotiating with foreign business people (85.1 percent); international relations (76.7 percent); research on foreign markets (68.1 percent); working through agents and distributors (62.9 percent); how to find and analyze data on foreign markets (62.9 percent); and export marketing know-how (61.9 percent). These topics

were mixtures of both skill sets and areas for knowledge acquisition, yet clearly identified the general area of international marketing as a priority training concern.

Scott (1989) concurred with the identification of international marketing as a topic deserving training priority, after having polled 238 southern California businesses. A total of 199 respondents (84 percent) expressed a need for expanded employee knowledge and skills related to international business. The community college course selected by 133 respondents (55.9 percent), and ranked top on the list as being most useful to employees, was international marketing.

Kotabe and Czinkota (1992) completed a study of 450 exporting manufacturers with 162 usable responses (36 percent). Respondents were categorized according to stages of export involvement: stage 1 (partial interest in exporting n=51); stage 2 (exploring exports n=61); stage 3 (experimental exporter n=17); stage 4 (experienced exporter with limited scope n=8); and stage 5 (experienced exporter n=25). Seven elements were identified within export procedural expertise, which consisted of international marketing factors: (1) overseas shipping and transportation arrangement; (2) how to structure transactions to ensure payment from abroad; (3) identification of foreign demand for products; (4) regulations and paperwork for foreign marketing; (5) international marketing services available from public and private sources;

(6) tax implications of exporting; and (7) antitrust regulations. This study measured levels of export procedural expertise on a five-point Likert scale (not at all knowledgeable = 1 . . . 5 = extremely knowledgeable). Findings according to each export stage were: stage 1 (1.5); stage 2 (2.1); stage 3 (2.4); stage 4 (3.1); and stage 5 (3.4). It is not surprising that "the level of export procedural expertise significantly increases as the firms' export involvement rises ($p < .0001$)" (Kotabe and Czinkota 1992, 647). This research, however, also indicated that even the most experienced exporters were not confident about their international marketing expertise. This finding clearly showed that,

Regardless of the export stage, the firms' export procedural [international marketing] expertise is less than adequate. Obviously, firms see a strong need for strengthening their export procedural expertise. (647)

Moyne (1995) polled a sample of four hundred postgraduate students, employers, and professional bodies. A total of "75 percent of the sample felt there was need for specialist knowledge of international marketing management for companies to succeed in the international operation" (Moyne 1995, 8). This study also revealed that all the respondents expected to see increased demand for specialist education and expertise in the area of international marketing. The major conclusion which emerged from this survey was

The recognition of the need for expertise in international marketing management by both students who seek new career development opportunities, and employers who are anxious to develop expertise in response to business realities of the 1990s and beyond. (12)

There was also the apparent need to provide courses that develop specific international marketing expertise that businesses demand, based on the concept of usable rather than reproducible knowledge (Moyné 1995).

The conclusions of these studies, however, did not reveal any insight about which skills were needed to be effective in international marketing. Two recent studies (Tobin 1993; and Lundstrom, White, and Schuster 1996) surveyed industry to determine which marketing or international skills were most important for graduates of selected educational institutions to attain.

Tobin (1993) received responses from fifty-four personnel directors, or 91 percent of the businesses located in Lackawanna County, Pennsylvania, regarding their perceptions on the adequacy of marketing education. Twenty-two directors (40.7 percent) recommended that the colleges review their curriculum "to keep pace with the business world" (Tobin 1993, 96). These responses led Tobin (1993) to recommend that curriculum planners should include courses encompassing "skills and competencies perceived [by industry] as essential or as important content for college-level marketing programs" (127). This study covered the broad field of marketing, yet because of globalization and a rapidly changing marketing environment, it recommended future research that would involve a comparison of the perceptions of educators and industry practitioners as to "the value of selected tasks, skills, and competencies in specific areas of marketing" (Tobin 1993, 129).

Perceptions regarding which international skills a person should possess upon completion of a professional, graduate business program, with an international emphasis, was conducted (Lundstrom, White, and Schuster 1996). Although a low response rate (6.25 percent) was achieved, 250 out of 4,000 questionnaires were returned. Twenty-five skills were included on the questionnaire, which were developed from content analysis of professional and academic journals, a review of the subject matter offered at domestic and international business programs throughout the world, and a series of focus group interviews with international business executives. The questionnaire asked respondents to rate the importance of the knowledge and the business, cultural, and language skills that a person should possess to be a successful international marketing manager. This study measured levels of importance on a five-point Likert scale (very important = 5 . . . 1 = not important).

The results showed that marketing practitioners believe students "should possess the knowledge and skill areas that pertain to the international marketing generalist" (Lundstrom, White, and Schuster 1996, 7). Eight skills were rated above 4.0 on the five-point rating scale: (1) general marketing competence (4.672); (2) human relations/people skills (4.512); (3) assessing country/market potentials (4.164); (4) international marketing skills (4.096); (5) general world business knowledge (4.088); (6) general understanding of cultural differences (4.084); (7) analytic/quantitative skills (4.036); and (8) language fluency in oral

communication (4.036). These skills seemed to represent a mixture of general marketing and international marketing skills; however, five of the eight highest-rated skills were related to the field of international marketing. The study seemed problematic in that there were apparently no selection criteria to qualify participants as international marketing experts, other than their inclusion as "professional members of the American Marketing Association (AMA) who had selected international marketing as their major areas of interest or expertise" (Lundstrom, White, and Schuster 1996, 6).

The conclusion that "students, should, therefore, possess the tools needed for marketing on an international level" (Lundstrom, White, and Schuster 1996, 13), and the conclusion that "competencies in specific areas of marketing [be further explored]" (Tobin 1993, 129), seemed to collaboratively indicate the strong continuing need to identify the specific skills needed to be effective in international marketing.

Conclusion

The literature clearly evidenced that the business environment in the 1990s is characterized by globalization forces. It was also shown that American firms have increasingly placed priority attention into the international arena to respond to global competition. The field of international marketing has been covered widely in the literature, yet disparate, and sometimes conflictory,

scholarly perceptions have emerged relative to the field. Numerous studies have concluded that strong needs exist for training in the field of international marketing. Evidence was also presented which pointed to the need for identifying the specific skills needed to be effective in international marketing. The next chapter demonstrates the various skills, relative to effective international marketing, which seem to cut across the various authors.

CHAPTER III

CONSENSUAL VALIDATION OF THE INDEPENDENT VARIABLES

A Review of the Literature

An extensive review of the literature was completed relative to determining which skills are needed for effective international marketing. The literature provided several organizational frameworks which focused on general elements of international marketing: five decision areas for international marketing presented by Jeannet and Hennessey (1995); four dimensions of global marketing according to Quelch and Hoff (1986); twenty-six elements are drawn by Albaum et al. (1994); while fourteen similarly fashioned elements of international marketing are illustrated by Cateora (1993).

The literature, however, did not seem to provide any framework focused particularly on skills. The author used the traditional four Ps of marketing, and added planning, as skill categories: (1) planning and operational skills; (2) pricing skills; (3) product skills; (4) distribution skills (place); and (5) promotion skills.

Consensual validation was used as a tool to develop a list of skills needed for effective international marketing. This process involved identifying independent variables based upon the regularity with which they appeared in the

scholarly literature. The result of the consensual validation was a list of twenty-four skills, which were validated across thirty-five authors. Each of the skills was extracted from the available scholarly literature and was validated across multiple sources. The skill categories, and the skills identified within them, are presented in table 1.

Planning and Operational Skills

Skill 1. Ability to Write an International Marketing Plan

"If one considers the potential exposure to import penetration, more than 70 percent of goods now operate in an international marketplace" which implies that "every organization must now formulate strategies [and develop plans] within a global context" (MacCormack, Newman, and Rosenfield 1994, 69). The dynamics of the international marketplace "will threaten the existence of those firms that simply respond as they always have, by continuing on their way and trying to 'roll with the punches'" (Lazer et al. 1990, 228), and require that firms develop the ability to plan international marketing objectives, goals, milestones, and devise strategies. International marketing plans "should strike a balance between the needs of the marketing mix (sales force effort, advertising, product quality, service), business functions (manufacturing, finance, marketing), and the external system (customers, distributors, suppliers) from the vantage point of profit" (Kotler 1977, 71).

Table 1. Categories of Skills Needed for Effective International Marketing, and the Respective Skills Identified from the Literature

Skill Category	Skill – The ability to:
Planning and operational skills	<ol style="list-style-type: none"> 1. Write an international marketing plan 2. Conduct a global competitive analysis 3. Design a management information system 4. Develop insights concerning foreign individual and group buying behaviors 5. Assess international marketing training needs 6. Adapt to foreign business practices and protocol 7. Communicate clearly with others when English is not their first language 8. Speak a foreign language 9. Analyze foreign market shares 10. Assess foreign market legal environment implications 11. Analyze import/export government regulations (costs/risks) 12. Ability to analyze human resource tasks and design appropriate organizational structure 13. Segment international markets 14. Evaluate the effectiveness of your international marketing activities
Pricing skills	<ol style="list-style-type: none"> 15. Set overall pricing for international markets 16. Forecast profits and revenue related to international markets 17. Use appropriate trade financing programs (EXIM, SBA, CEFO)
Product skills	<ol style="list-style-type: none"> 18. Assess suitability of your products to foreign markets 19. Devise international branding strategies
Distribution skills	<ol style="list-style-type: none"> 20. Use appropriate foreign market entry alternatives 21. Select, recruit, compensate, and manage an international sales force 22. Balance between distribution efficiency and distribution effectiveness
Promotion skills	<ol style="list-style-type: none"> 23. Select appropriate promotional mix 24. Select appropriate international advertising agency

Skill 2. Ability to Conduct a Global Competitive Analysis

Examining changes in competitive environments has important strategic implications, according to Kotler, Gregor, and Rodgers (1989). According to Lazer et al. (1990), leading-edge marketing implies being on the forefront of creative changes by being well apprised of competitive capabilities. "Dizzying advances in technology and intense competition create rapid changes in competitive offerings" (Cravens, Shipp, and Cravens 1994, 20), which result in the critical need for a rapid response. This may only be made possible when rapid competitive scanning abilities are developed within the firm. Focus needs to be maintained during completion of this task because "managers should assess the degree to which the business strategy requires leading performance [relative to the competition] in each of four areas: cost, quality, innovation (time-to-market), and flexibility" (MacCormack, Newman, and Rosenfield 1994, 75). Truly, the ability to conduct a global competitive analysis should be considered an essential skill.

Skill 3. Ability to Design a Management Information System

"Firms that are capable of learning and disseminating knowledge faster than their competitors will achieve superior performance" (MacCormack, Newman, and Rosenfield 1994, 74). The ability to analyze information systems and intelligence needs has strategic relevance. "Increasingly advanced

information technology can provide a company with a substantial competitive advantage" (Kotler, Gregor, and Rodgers 1989, 61) because of its implications regarding the costs and timeliness of information sharing among multiple locations around the globe. The ability to analyze the most effective means of information sharing will become increasingly vital to a firm's competitive stature because the "availability of improved on-line marketing intelligence will provide the information needed for the implementation of flexible marketing approaches" (Lazer et al. 1990, 223).

The stagnating bureaucracies of today need the ability to exchange "information easily throughout their organizations and maintain numerous links with the global economy," which will result in "numerous small, competing enterprises with limitless market information and the freedom to pursue their individual interests-or what economists call 'perfect markets'" (Halal 1994, 14).

Skill 4. Ability to Develop Insights Concerning Foreign Individual and Group Buying Behaviors

According to Borden (1964), a skillful marketer has keen insight into individual and group behavior, can foresee changes in behavior which develop in a dynamic world, and has the capacity to visualize the probable response of consumers, trade, and competitors to marketing activities. "The great quest of marketing management is to understand the behavior of humans in response to the stimuli to which they are subjected" (Borden 1964, 4). This early vision of

marketing management's role continues into the twenty-first century, when we will see "marketing approaches that focus more on people and their concerns" (Lazer et al. 1990, 220). The multicultural behavioral impacts on business strategy are immense.

Skill 5. Ability to Assess International Marketing Training Needs

In a period with rapid technologic and market changes, "employees must be more highly skilled than the factory worker of a generation ago" (MacCormack, Newman, and Rosenfield 1994, 73), which will require emphasis on the ability to assess current and future training needs. An important continuing function, especially in a rapidly changing dynamic global environment, is the assessment of "skills that will be required and implementing training programs to achieve them" (Lazer et al. 1990, 226).

Training needs must be assessed at all global locations. "In order to effectively deal abroad, expatriates have to understand business and cultural practices" (Solomon 1994, 54), which underscores the importance of the ability to assess international marketing training and support needs.

Skill 6. Ability to Adapt to Foreign Business Practices and Protocol

With increased global involvement by most firms, skills must be developed to deal effectively with people from diverse cultural backgrounds. Employees will need to:

Be broad-minded and have an international attitude with a minimum of racial, religious, and political prejudices; must have a normal interest in the history, culture, and mores of the countries with which he or she does business, without "going native." (Keegan 1989, 709)

"In particular, the experience of different cultures and business practices should give improved customer orientation and reduce psychic distance" (Turnbull and Welham 1985, 34). Broadbent (1993) agrees that as the demand increases for quality work around the globe, cultural fluency skills will play a vital role in the administrative capacity to work anywhere to meet those demands.

Skill 7. Ability to Communicate Clearly
With Others When English is Not Their
First Language

Successful firms in the global arena will be companies whose employees "have the ability to communicate effectively with international counterparts" (Smith and Steward 1995, 25). However, "most marketing executives who act in the global marketplace tend to spend little time in any one market," which "invariably causes them to use English as the key language in international business" (Jeannet and Hennessey 1995, 252). In a study of 407 European export marketing practitioners, Turnbull and Welham (1985) found that "the great majority of marketers are not technically fluent in languages other than

English" (39). Due to these types of communication settings around the world, international marketing personnel "should have above-average ability to communicate and patience in achieving understanding through communication where English may not be the principal [sic] language and where only one-third of a conversation may be understood" (Keegan 1989, 710).

Skill 8. Ability to Speak a Foreign Language

The ability to speak the language of the foreign market or learn conversational language can be extremely valuable to a firm because "language skills may have a major effect on the atmosphere which characterizes [sic] the relationship and the success with which social distance is reduced and trust established" (Turnbull and Welham 1985, 38). Marketers involved in the international arena "should have sufficient language aptitude to carry on a conversation in a foreign language after one hundred hours of training" (Keegan 1989, 710). Language skills for the countries where business will be conducted "provides insight into the social organization and values of those who speak it" (Dahringer and Mühlbacher 1991, 179).

Skill 9. Ability to Analyze Foreign Market Shares

As the globalization of markets becomes a fundamental part of most business organizations, the "marketing/finance interface will take on increasing

importance as marketing success becomes intertwined with developments in international finance" (Lazer et al. 1990, 227). The ability to analyze existing foreign market financial and share position with future expectations is an essential skill in international marketing because it "is used to help determine whether the firm should expand, contract, or eliminate operations in a particular country" (Toyne and Walters 1993, 319).

Skill 10. Ability to Assess Foreign Market Legal Environment Implications

It is vital to develop the ability to analyze foreign market legal environments because "there are as many different legal environments as there are countries," but there are, however, "legal problems common to most international marketing transactions that must be given special attention" (Cateora 1993, 183). Laws "concerning pollution, consumer protection, and operator safety are being enacted in many parts of the world" (Ball and McCulloch 1996, 485), which impact ease of entry into foreign markets and costs. Tax rates in various countries influence "not only personnel and pricing decisions but even location and investment decisions" (Dahringer and Mühlbacher 1991, 158), and have tremendous impacts on the costs of doing business.

Skill 11. Ability to Analyze Import/Export Government Regulations (Costs/Risks)

Government regulations can quickly change, according to MacCormack, Newman, and Rosenfield (1994), which requires that firms develop the continuous ability to assess implications, because strategies based on import government regulation advantages "may eventually be rendered obsolete by the very factors that first created advantage" (69). A recent trend which is providing international marketing opportunities "is the rapid deregulation of business everywhere"; however, it "also helps in opening doors to international competition" (Jeannet and Hennessey 1995, 135), which may cause threats to the existing market share. For this reason, companies that use the globe as their marketplace must "have the interest and stick-to-it-iveness to wade through the morass of foreign government regulations and restrictions that may be vital to being able to do business in the country" (Keegan 1989, 709).

Skill 12. Ability to Analyze Human
Resource Tasks and Design Appropriate
Organizational Structure

Because the global marketing environment is very dynamic and complex, an international marketer needs to develop skills in looking at strengths and weaknesses. According to Ervin R. Shames, Executive Vice President, General Foods, Inc., "Attempt to find the sustainable competitive advantage" (Keegan 1989, 718). The ability to learn rapidly about company policies, strengths, and weaknesses is a vital ingredient to "manage effectively the impact of the terrific pace [rapidity] of future market changes" (Lazer et al. 1990, 217). These

changes require that the company "must have systems that enable it to react quickly and intelligently to on-the-spot developments" (Kotler 1977, 73).

Appropriately developed international human resource tasks with an appropriate organizational structure will grant the flexibility necessary to be globally competitive.

Skill 13. Ability to Segment International Markets

Companies are restructuring and continue to search for the best ways to operate multinationally and, "as a result, niche marketing opportunities and new ways of segmenting consumers are being looked at more and more" (Passerieu 1993, 51). Market fragmentation requires that much more effort needs to be dedicated to locating consumers and defining their needs, which makes niche marketing a reality even for fairly large brands and services (Broadbent 1993). According to Nachum (1994), some of the variables most commonly used for purposes of country segmentation were found insignificant; therefore, segmentation skills can simplify and reduce the costs of data collection. It has been found that "variables measuring consumption and production of energy, and monetary situation were found to have strong explanatory value for variation in import demand for industrial goods and raw materials" while "different measures of income and stability of the currency were found to be most

important for explaining the variation in import demand for consumer goods" (Nachum 1994, 63).

Skill 14. Ability to Evaluate the Effectiveness of Your International Marketing Activities

There was substantial literature which supported the need for skills in how to evaluate the effectiveness of marketing activities, for global and domestic operations. Wilson (1972) pointed out that evaluation and monitoring systems need to be built in, as part of the marketing strategy, to permit progress checks. The use of a marketing audit gives the firm "valuable suggestions for increasing its marketing effectiveness and efficiency" (Brown, Goedde, and Gist 1991, 57), which Cram (1995) concurs will lead to higher performance. The marketing audit task includes "a prognosis of the organization's momentum relative to changing (future) market conditions" (Mokwa 1986, 89), which is particularly useful during times of rapid global change. The marketing audit can also be a useful tool to "develop mini marketing plans for each branch" (Terry 1995, 54), which is of particular importance when multiple branches are located in different global regions. In summary, the use of an audit instrument is a suitable method to "show executives how to tell whether an organization understands and practices [international] marketing-and if so, how well" (Kotler 1977, 67).

Pricing Skills

Skill 15. Ability to Set Overall
Pricing for International Markets

The ability to develop effective pricing programs for product-line portfolios is essential to superior performance because "pricing policy is an important strategic and tactical competitive weapon that, in contrast with the other elements of the international marketing mix, is highly controllable and inexpensive to change and implement" (Toyne and Walters 1993, 485). The ability to develop effective pricing programs requires skills in the "pricing concept, stressing value, market relationships, cost/price flexibility, and supply implications" (Joseph 1977, 116).

Skill 16. Ability to Forecast Profits
and Revenue Related to International
Markets

An important skill is to plan sales revenue around profits, with the objective being "to plan product mixes, customer mixes, and marketing mixes to achieve profitable volume and market shares at levels of risk that are acceptable" (Kotler 1977, 68). The value of traditional financial data supplied by conventional accounting systems "to identify responsiveness of profits to marketing effort is severely limited" (Moss 1986, 101), therefore the ability to complete this type of analysis can be extremely valuable.

Skill 17. Ability to Use Appropriate
Trade Financing Programs

According to Lazer et al. (1990), the emerging competitive global environment requires that attention is given to minimizing marketing costs.

Tremendous cost savings opportunities exist by way of:

Resources readily available from sources external to the firm, such as the information and consultative services of the major domestic banks involved in the international arena. This analysis of available resources should therefore include considerations to how the firm can strategically take advantage of resources that are not a direct cost to the organisation [sic]. (Darling 1985, 25)

The U.S. government has many agencies which play substantial roles in international finance, by providing export loan guarantees, loaning funds to foreign buyers, and providing insurance to protect against commercial and political risks. These trade financing programs "help make U.S. exports more competitive internationally by decreasing the total price and improving the terms of sale" (Dahringer and Mühlbacher 1991, 595).

Product Skills

Skill 18. Ability to Assess Suitability of Your Products to Foreign Markets

The ability to analyze product and service alternatives is a vital skill according to a 1992 survey of fifty Fortune 500 companies by International Orientation Resources, because "ninety percent of the time, businesses select employees for overseas assignments not for their cross-cultural fluency, but for their technical expertise" (Solomon 1994, 51). The "future consumers will be the

best informed consumers to date" which will require "that during the time that companies are enjoying the benefits of an innovation [product], when the innovation [product] is still deemed successful and profitable, preparations must be made to move on to improved products and processes" (Lazer et al. 1990, 223). Looking at "product and market limits within which the firm should seek new businesses" is and will remain an important aspect of analyzing product and service diversification alternatives (Moss 1986, 99).

Skill 19. Ability to Devise
International Branding Strategies

International branding strategies involve decisions regarding whether or not a product brand name or logo will be uniform across more than one market or country, according to Jeannet and Hennessey (1995). While complexity is growing, and change breeds unpredictability, an optimal branding strategy is unrealistic; competitive advantage will come from the ability to smoothly evolve branding strategies over time, according to Ladet and Montrelay (1993). The ability to devise branding strategies for evolving product lines is a vital skill which involves:

A disciplined approach to brand development based on meaningful, long-term strategic directions for brands as they relate to the brand and its environment. A recognition that, while a particular brand's positioning may be relevant and meaningful in the long term in one environment, it may not be so in another, neither now nor in the future; or, for that matter, may have been relevant and meaningful in the long term in one environment for one generation, it may not be so for the next one. (van Herk 1993, 99)

Distribution Skills

Skill 20. Ability to Use
Appropriate Foreign Market
Entry Alternatives

The international marketing arena is characterized by "several distinctive entry modes, each offering different benefits and costs to the firm" (Darling 1985, 21). The high degree of global competition has increased the complexity of decision making since "worldwide markets can be served in many ways; for

example, by export, local assembly, or fully integrated production" (MacCormack, Newman, and Rosenfield 1994, 69). However, Ball and McCulloch (1996) simplify the process into two means for supplying a foreign market; exporting to it or manufacturing in it. Skills in the area of international market entry analyses are vital to the firm because the "decisions on [foreign] market entry tend to be of medium- to long-term importance, leaving little room for change once a commitment has been made" (Jeannet and Hennessey 1995, 296).

Skill 21. Ability to Select, Recruit, Compensate, and Manage an International Sales Force

Due to intensifying international competition and other factors, restructuring is required which "imposes two major demands on corporations: accountability for performance in order to survive and organizational flexibility to adapt to chaotic change" (Halal 1994, 13). The importance of employee performance increases the need for "internal marketing, which involves the use of marketing concepts to attract, prepare, motivate, and retain high-quality employees" (Berry, Conant, and Parasuraman 1991, 260). As competition continues to globalize,

Sales recruiters in foreign markets must be more sensitive to ethnic segments, recognize the prominence of religion as an indicator of worth to society, and be prepared for a tough battle to recruit highly educated salespeople. (Ingram and LaForge 1992, 297)

Skill 22. Ability to Balance
Between Distribution Efficiency
and Distribution Effectiveness

With the emergence of just-in-time marketing (JITM), great emphasis is placed on the ability to gear marketing operations to the time requirements of just-in-time production standards of the customer, and "encourage continuous flow rather than stockpiling of inventories" (Lazer et al. 1990, 222). In fact, it is quite a common occurrence that,

Companies are often under-staffed and very short of time; they may well ask suppliers to take on tasks which a few years ago we would have assumed to be the client's responsibility. So be prepared to accept these extra challenges. (Kalim 1993, 21)

According to Kern, El-Ansary, and Brown (1989), distribution partners are interdependent institutions "involved with the task of moving anything of value from its point of conception, . . . to points of consumption" (12), and each must perform one or more of nine functions; the competitive nature of the distribution channel is dependent upon "how efficiently they can perform the marketing functions" (16).

Promotion Skills

Skill 23. Select Appropriate
Promotional Mix

The question of designing an optimal promotional mix requires that "the export/international marketer needs to have guidelines for selecting which activities to use and in which combinations" (Albaum et al. 1994, 371). The

promotional mix can be considered as "communication tools," according to Toyne and Walters (1993), and, in most countries, the marketing of consumer goods relies mostly upon advertising and sales promotions. The ability to develop an effective international promotional mix has become a necessity because,

The complexity of dealing simultaneously with a large number of different customers in many countries, all speaking their own languages and subject to their own cultural heritage, offers a real challenge to the international marketer. (Jeannet and Hennessey 1995, 536)

Skill 24. Ability to Select
Appropriate International
Advertising Agency

The organization of a company's international advertising effort is "a major concern for international marketing executives" (Jeannet and Hennessey 1995, 529). The trend in the 1990s is for companies to "designate global [advertising] agencies for product accounts in order to support the integration of the marketing and advertising functions" (Keegan and Green 1997, 352). A number of alternatives are available, such as using a local domestic agency, a company-owned agency, a multinational agency with local branches, or individual agencies in each country; therefore the "task of selecting and maintaining international advertising agencies is not easy" (Cateora 1993, 527).

Summary

The scholarly international marketing literature had abundant references to a large variety of skills. While disparate perceptions exist among authors relative to an organizational framework for these skills, it seemed as though the twenty-four skills previously outlined, specific to international marketing, were commonly covered across authors. This list was not considered to be a final representation of international marketing skills, but rather, as a list precursory to expert panel expansion through the use of the Delphi process. The next chapter presents the methodologies utilized for this study.

CHAPTER IV

METHODOLOGY

Introduction

The purpose of this study was to: (1) identify the skills needed to be effective in international marketing; (2) identify the level of importance of each of these skills; (3) identify the degree to which these skills are present in employees of exporting companies; and (4) describe the gap between the skills these employees have and the skills they need.

Kind of Design

This study used the descriptive design, as it was not intended to develop or defend any particular hypothesis. Descriptive research involves describing "systematically the facts and characteristics of . . . [an] area of interest, factually and accurately" (Isaac and Michael 1984, 46). Furthermore, this study was designed to question the current status of conventional wisdom concerning the research subject, which is one of the primary purposes for descriptive research according to Gay (1981). To accomplish this purpose, assessments of expert and practitioner opinions and perceptions were utilized to describe systematically: (1) what skills are needed to be effective in international marketing; (2) what level of importance is attached to these skills; (3) the

degree to which these skills are present in employees of exporting companies; and (4) the gap between the skills these employees have and the skills they need.

The conventional Delphi process was utilized as the method for data collection to answer research questions one and two. This process is defined as "a combination of a polling procedure and a conference procedure" (Linstone and Turoff 1975, 5). The Delphi was considered appropriate because the problem could benefit from subjective judgments on a collective basis from an expert panel, and the panel members represented diverse backgrounds with respect to expertise (Linstone and Turoff 1975).

This descriptive study also utilized a structured telephone questionnaire. Rationale for use of the telephone survey was to increase the response rate. Questionnaires mailed to the business community are commonly plagued by small response rates, especially when responses may involve what may be considered to be proprietary company knowledge.

Population and Sample

Two samples were selected for this study. The first was an expert panel which completed the tasks of: (1) identifying what skills are needed to be effective in international marketing; and (2) attaching a level of importance to each of these skills. The second sample was international marketing

practitioners who completed the task of identifying the degree to which these skills were present in employees of exporting companies.

The panel was a nonprobability expert sample which had both applied and theoretical expertise; that is, it was a mixture of accomplished international marketing practitioners and academic international marketing experts. The rationale for using representation of practitioners and academicians was to emphasize that a mixture of applied and theoretical expertise was sought.

To be included in this panel, practitioner members needed to meet the following criteria:

1. A minimum of ten years business experience in the international marketing field; a minimum of ten years experience providing consulting services relative to international marketing; or a minimum of ten years experience as a combination of above

2. Membership on the United States Southern California District Export Council (DEC). The DEC began in 1974 when "business and trade experts were appointed" by the Secretary of Commerce (USDOC 1995a, 3). The DEC membership works alongside the U.S. Department of Commerce, International Trade Administration, and consists of "the nation's top private sector representatives to advise exporters" (USDOC 1994, 2). To become a member of DEC, the expert must receive a nomination from the United States Secretary of Commerce. Membership in this group signifies expert status as "leaders whose

knowledge of international business provide a source of professional advice to companies seeking to expand international sales" (USDOC 1995a, 3)

3. A willingness to participate in this study

To be included in this panel, academicians needed to meet the following criteria:

1. A minimum of ten years experience teaching international marketing at the postsecondary level
2. Having published in scholarly literature at least one article on a topic in the field of international marketing
3. A willingness to participate in this study

The size of the expert panel was thirty, which consisted of a minimum of ten practitioners and ten academicians. The stringent screening criteria for expert panelists ensured that they were a proper representation of experts—this controlled for external validity. A snapshot of participant profiles is included in appendix A.

The international marketing practitioner sample was made up of a nonprobability purposive, stratified group, equal-size population. The rationale for using a purposive sample was that, in order to measure the degree to which skills needed for effective international marketing were present in employees of companies, it was necessary to choose from a sampling of companies which were involved in exporting activities. This ensured that the sample was involved

in international marketing activities. The rationale for using a stratified group, equal-size population was that sample firms represented an array of sizes, in terms of annual export sales volume. Additional rationale for use of small and medium-sized businesses was because, according to John Bohn, President of the United States Export-Import Bank, "The future competitiveness of the United States and our success at diminishing the trade deficit depend in large part on the international competitiveness of America's small and medium-sized businesses" (Ali and Swiercz 1991, 71).

To be included in this purposive sample, companies needed to meet selection criteria as follows:

1. Companies must be considered small or medium-sized exporting businesses—they must have had an annual export sales volume of greater than or equal to \$500,000 and less than \$50 million. According to Ali and Swiercz (1991), to be considered a small business the firm would have had export sales of less than \$5 million, while medium-sized businesses would have had export sales between \$5 and \$50 million.

2. Companies must be located in the Los Angeles Customs District region. As rationale for this geographic limitation, the Los Angeles Customs District's 1994 export activity (\$55.8 billion) represented nearly 70 percent of the California total (\$81.2 billion), and, according to the California Trade and

Commerce Agency (1995), nearly equaled the volume of the second largest exporting state (Texas \$ 59.9 billion) in the nation.

3. Companies must have been willing to participate in this study.

Research utilizing the Journal of Commerce's Port Import Export Reporting Service (PIERS) CD-ROM database (December 1995) resulted in the identification of thirty-eight small businesses and thirty-eight medium-sized businesses which potentially met the criteria standards.

Instrumentation

This study required the use of Delphi Instruments, through three rounds. The first was designed to identify what skills were needed to be effective in international marketing (appendix B). Content validity for this instrument was begun through the use of an extensive review of the literature, by the author of this study. As rationale, this author has had eight years of experience, as an international marketing practitioner, and five years of training in the field of international marketing. The literature review produced a list of twenty-four skills needed to be effective in international marketing. The round one Delphi Instrument contained this list. Six additional skills, considered by the author of this study to be of controversial importance to international marketing effectiveness, were added to the instrument, in an attempt to test the Delphi panel regarding diversity of opinion and ability to move toward consensus. Delphi panel participants were encouraged to add their own skills to the original

thirty as presented on the Delphi Instrument. The potential for significant study bias by the instrument designer was low, because the participants received clarification about any unclear terms and were encouraged to recommend new skills for inclusion.

The round two Delphi Instrument measured participant perceptions regarding the degree of importance for each skill (appendix C). Ratings were based on an eight-point Likert scale, whereby a rating of one represented "unimportant," and a rating of eight represented "very important." This instrument was pretested with a panel of experts to complete content validity—make sure that the instrument measured what it purported to measure, in a clear and precise way.

The third round Delphi Instrument (appendix D), revealed for each of the skills: (1) the average rating from all panelists; (2) each panelist's individual rating; and (3) the innerquartile range. This was the feedback round, with one iteration, which identified the ratings of all panelists and then asked participants if they wanted to change any of their ratings based on this knowledge. The third round Delphi Instrument was pretested with a panel of experts. The rationale for the pretest task was to complete the process of establishing content validity—make sure that that the instrument measured what it purported to measure, in a clear and concise way.

The Practitioner Questionnaire collected data from the practitioner sample (appendix E). This survey measured the degree to which employees possessed each of the identified skills. Ratings were based on an eight-point Likert scale, where a rating of one represented "Do not possess," and a rating of eight represented "strongly possess."

Directions for the Practitioner Questionnaire were worded in such a way as to "avoid questions in which the respondent indicts himself/herself with a negative response" (Cox 1995, 7). The directions included the statement:

Multiple skills are involved in the international marketing process. Because of limited time and resources, employees within your firm probably possess some but not all of these skills. Your firm may contract out to obtain those skills not possessed by employees (i.e., your foreign distributor possesses the skill and performs the function on your firm's behalf). Please indicate to what degree employees within your firm personally possess these skills. (See appendix E, Directions)

The Practitioner Questionnaire was pretested with a panel of experts to establish content validity—make sure that that the instrument measured what it purported to measure, in a clear and concise manner.

Data Collection Procedures

The expert panel completed three rounds of Delphi Instruments. The Delphi procedure focused on the tasks of: (1) identifying what skills are needed to be effective in international marketing; and (2) attaching a level of importance to each of these skills. An extensive review of the literature produced an initial list of skills needed to be effective in international marketing. These skills were

organized into five categories, which constituted skill clusters, to simplify the task of Delphi response. The first Delphi round was designed to obtain panel additions to the skill list. The second Delphi round asked participants to attach a rating of importance to each. The third Delphi round gave participants feedback on other panelists' ratings, and was designed to give them the opportunity to modify their ratings.

Each of the Delphi Instruments was field-tested by a panel of experts on two occasions, three days apart. They were instructed of the purpose for the field-test—that it measured response consistency. This process established instrument reliability over time.

The Delphi process was administered personally, by facsimile, electronic mail, and by mail. The first round of the Delphi process asked participants to recommend skills for inclusion on the Delphi Instrument. A cover letter with specific instructions explained the following: (1) purpose of the research; (2) data collection process; (3) use of the Likert scale; (4) confidentiality of response; and (5) thanking them for their time, and offering to share study findings with them. Delphi round one took place personally at a quarterly District Export Council (DEC) meeting, with all participants located in the same room. The author of this study led a discussion to clarify uncertainties about the skill list, and explain the data collection procedures. Each participant indicated whether he or she preferred to correspond via facsimile or via mail for Delphi

rounds two and three. Delphi round one was also administered electronically via the Internet, utilizing GINLIST, the Global Interact Network mailing LIST, a project of the Global Marketing Division of the American Marketing Association and the Center for International Business Education and Research (CIBER) at Michigan State University.

The second Delphi round was administered three months after round one. This gave the author of this study sufficient time to edit and collapse, when necessary, the additional skills supplied by the panel and incorporate them into the round two Delphi Instrument. It queried panel participants regarding degrees of importance for each of the skills. This round of the Delphi procedure was administered via facsimile, electronic mail, or mail, according to participant preference. Round two Delphi Instrument instructions explained how to use the Likert scale and assured participants of confidentiality. A reminder letter was faxed one and a half weeks after administration, and was followed by a telephone call three days later to ensure a 100 percent response rate.

The third Delphi round was administered one month after round two. This gave the author of this study sufficient time to collect and assimilate responses and administer the next round. The third Delphi round provided feedback to each participant. Instructions explained that, for each skill, this Delphi Instrument provided: (1) the mean rating from all panelists; (2) each panelist's individual rating; and (3) the innerquartile range. Instrument instructions further

explained that these data were provided in an effort to seek consensus ratings, and asked participants if they wanted to change any of their ratings based on this knowledge. A reminder letter was faxed one and a half weeks after administration, and was followed by a telephone call three days later to ensure a 100 percent response rate.

A structured telephone questionnaire, void of judgment during collection procedures, was used for the practitioner sample. The type of telephone survey used during this study was "akin to the live administration of a questionnaire" (Popham 1993, 101); therefore, a check for interrater reliability was not necessary—the administration did not involve judgment. This questionnaire measured the degree to which employees of the practitioner sample were perceived to possess the identified skills.

Potential participants from the practitioner sample, having met the first three selection criteria, were telephoned to determine their willingness to participate in this study. Those who expressed interest were sent or faxed a copy of the Practitioner Questionnaire. The author of this study administered the telephone questionnaires over a period of one month, between the hours of 8:00 A.M. and 5:00 P.M. This timeframe allowed for scheduling difficulties, which were due to high levels of international travel—common to international marketing practitioners. The telephone questionnaire procedure required a minimum response rate of 60 percent.

Statistical Analysis

Data were gathered from an expert panel to identify which skills are needed for effective international marketing. The initial list of skills, developed through a review of the literature, was appended with skills recommended by the panel, therefore, no statistical analysis was required. The refined list of skills answered research question number one.

Additional data were collected from the expert panel, during Delphi round two, regarding the level of importance attached to each of the skills. Ratings were collected across an eight-point Likert scale. During Delphi round three, feedback was provided to participants regarding mean ratings and the innerquartile range for each skill; participants then had the opportunity to modify their original ratings. A description of these data answered research question number two.

Data were collected from international marketing practitioners regarding the degree that employees possessed the identified skills. Ratings were collected across an eight-point Likert scale and answered research question number three.

Data collected from the expert panel, which attached levels of importance to each skill, were compared across data collected from practitioners, which assessed the degree to which employees possessed these skills. The priority matrix structuring device (Harvey, Bearley, and Corkrum 1995) most logically

displayed these data in a way that allowed the author of this study to prioritize topical areas for training programs. The priority matrix is illustrated in figure 1.

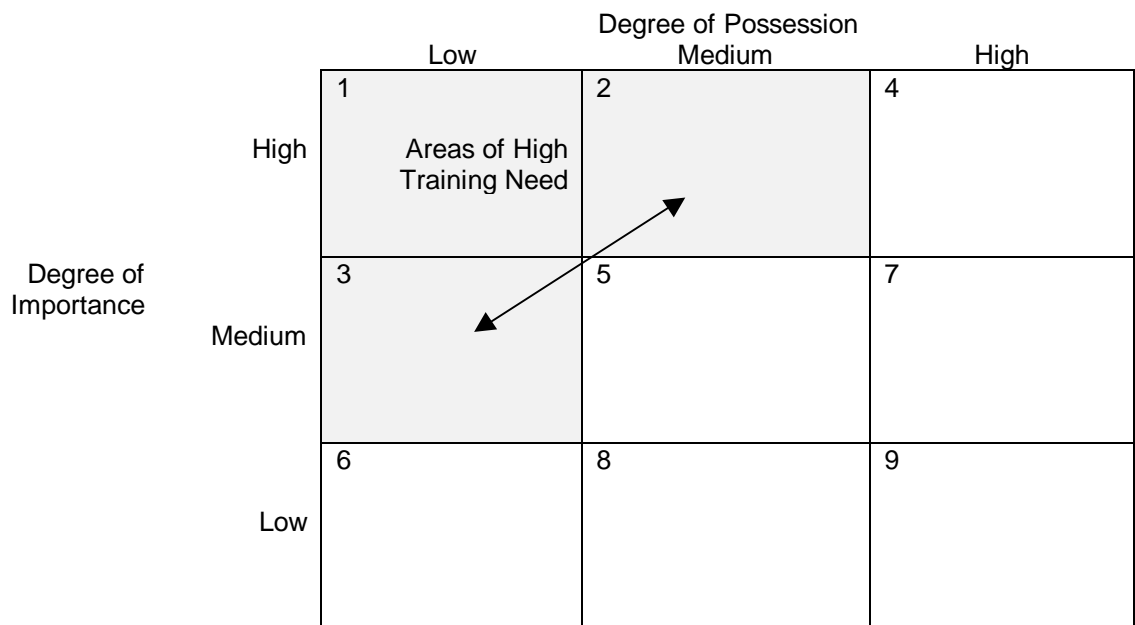


Figure 1. Priority Matrix Displaying Degree of Possession Across Degree of Importance to Reveal Areas of High Training Need (shaded).

The priority matrix arranged the skills according to perceived levels of importance, and compared them to perceived levels of possession. Skills were prioritized for training programs based on matrix results. Top training priority was placed on skills which were low possession and high importance, medium possession and high importance, and low possession and medium importance.

CHAPTER V

THE ANALYSIS OF DATA

Introduction

The purpose of this study was to: (1) identify the skills needed to be effective in international marketing; (2) identify the level of importance of each of these skills; (3) identify the degree to which these skills are present in employees of exporting companies; and (4) describe the gap between the skills these employees have and the skills they need.

Data were gathered from an expert panel to identify which skills are needed for effective international marketing. The initial list of skills, developed through a review of the literature, was appended with skills recommended by the panel. Additional data were collected from the expert panel regarding the degree of importance attached to each of the skills. Ratings were collected across an eight-point Likert scale.

Data were collected from active international marketing practitioners regarding the degree to which employees possessed the identified skills, across an eight-point Likert scale. Data relative to degrees of possession were compared across data relative to degrees of importance through the use of a priority matrix.

Data Analysis

Needed Skills

The first research question of this study related to the identification of the skills needed to be effective in international marketing. An extensive review of the literature produced an initial list of twenty-four skills. These skills were placed into one of five skill categories: (1) planning and operational skills; (2) pricing skills; (3) product skills; (4) distribution skills; or (5) promotion skills. The first round of the expert panel Delphi survey was designed to clarify each of the skills on the original list, as well as obtain additions to the skill list. The skills that were added to the list are bolded in table 2.

The survey resulted in a total of sixty-six skills having been identified as necessary for effective international marketing. Planning and operational skills were expanded in number from the original fourteen to twenty, while the list of pricing skills was expanded from three skills to twelve. The number of product skills increased from two to eleven, distribution skills went from three to eleven, and promotion skills went from two to twelve.

Importance of Skills

The second research question of this study related to the identification of the level of importance of each of the skills. An expert panel, through three rounds of Delphi surveys, attached importance ratings for each of the skills

Table 2. List of Necessary International Marketing Skills

<u>No.</u>	<u>Skill</u>
<u>Planning and Operational Skills</u>	
1.	Evaluate the effectiveness and efficiency of your international marketing activities
2.	Write and implement an international marketing plan
3.	Assess foreign market size and potential
4.	Conduct a global competitive analysis
5.	Utilize electronic/library information sources and computer applications
6.	Develop insights concerning foreign customer buying/technical decision-making behaviors
7.	Assess international marketing training needs
8.	Adapt to foreign business practices, cultural differences, and protocol
9.	Communicate clearly with others when English is not their first language
10.	Speak a foreign language
11.	Analyze market share within specific foreign territories
12.	Assess foreign market legal environment implications
13.	Analyze import/export government regulations (costs/risks)
14.	Segment international markets
15.	Distinguish between global and multinational marketing strategies
16.	React to market opportunities quicker than competitors
17.	Plan overseas market visits/tours/itineraries
18.	Analyze key facts regarding political/economic/historic/cultural trends of a country
19.	Develop profit repatriation plans
20.	Analyze human resources tasks and design appropriate organizational structure
<u>Pricing Skills</u>	
21.	Evaluate and select international pricing strategies
22.	Forecast profit contributions and revenue related to international markets
23.	Evaluate and select appropriate international payment methods (TT, L/C, D/A, D/P, Open Account, Countertrade, Off-set)
24.	Evaluate and select appropriate trade financing programs (EXIM, SBA, CEFO, credit insurance)
25.	Develop international quotations using a variety of INCOTERMS and foreign currencies
26.	Understand differences between full cost and incremental cost
27.	Analyze and manage "gray market" activity
28.	Utilize the most effective transfer pricing practices
29.	Negotiate effectively in a multicultural setting
30.	Determine costs associated with overseas customs duties and regulations
31.	Assess U.S. and foreign tax incentives (e.g., foreign sales corporations)
32.	Identify and adjust for customer service costs
<u>Product Skills</u>	
33.	Assess suitability of your products to foreign markets
34.	Determine appropriateness of product adaptation versus standardization (e.g., use local language on product packaging)

Table 2—Continued

<u>No.</u>	Skill
35.	Analyze local brands and devise international branding strategies
36.	Review various classification numbering systems (e.g., SIC, HTS, SITC)
37.	Review packaging, packing, and labeling requirements
38.	Secure foreign country/government approvals (product, safety, environmental, and quality standards)
39.	Protect intellectual property rights
40.	Identify "what you are selling"
41.	Develop foreign repair and service system (warranty, repair, spare parts policies)
42.	Evaluate and select product sourcing strategies
43.	Determine product life cycle strategy of the product in each market
<u>Distribution Skills</u>	
44.	Evaluate and select appropriate foreign market entry alternatives
45.	Assess and select appropriate international transportation alternatives (especially where there are no existing routes)
46.	Evaluate and select a freight forwarder
47.	Develop just-in-time/kanban inventory systems
48.	Evaluate environmental factors/geography affecting physical distribution
49.	Deal with foreign customs brokers/clearing agents
50.	Effectively obtain export licenses
51.	Assess appropriateness of joint ventures and strategic alliances
52.	Identify, evaluate, qualify and select foreign distributors/agents/EMC/ETC
53.	Select, recruit, compensate, train and manage an international sales force
54.	Balance between distribution efficiency and distribution effectiveness
<u>Promotion Skills</u>	
55.	Evaluate and select appropriate direct mail company
56.	Evaluate and select appropriate promotional mix
57.	Evaluate and select appropriate international advertising agency
58.	Evaluate and select appropriate telemarketing organization
59.	Evaluate and select appropriate public/governmental relations specialists
60.	Evaluate and select appropriate internet marketing service providers
61.	Identify and abide by legal issues relative to foreign promotion
62.	Evaluate and select appropriate communication channels (internationally)
63.	Develop promotional/presentation materials/product literature
64.	Appropriately utilize U.S. State and Federal export promotion programs
65.	Use trade shows (domestic and international) to promote international trade
66.	Explore other promotional alternatives that may be characteristic of given country

Table 3. Expert Panel Importance Ratings of International Marketing Skills

Skills	<u>Innerquartile</u> <u>Range</u>		<u>Importance</u> <u>Rating Means</u>	
	Round 2	Round 3	Round 2	Round 3
Planning and Operational Skills				
1. Evaluate the effectiveness and efficiency of your international marketing activities	6-8	6-8	7	7
2. Write and implement an international marketing plan	6-7	6-7	6	7
3. Assess foreign market size and potential	6-8	7-8	7	7
4. Conduct a global competitive analysis	4-7	5-6	5	5
5. Utilize electronic/library information sources and computer applications	6-7	6-7	6	6
6. Develop insights concerning foreign customer buying/technical decision-making behaviors	6-7	6-7	7	7
7. Assess international marketing training needs	5-7	5-6	6	5
8. Adapt to foreign business practices, cultural differences, and protocol	7-8	7-8	7	8
9. Communicate clearly with others when English is not their first language	7-8	7-8	7	7
10. Speak a foreign language	5-6	5-6	5	5
11. Analyze market share within specific foreign territories	5-6	5-6	5	5
12. Assess foreign market legal environment implications	6-7	6-7	6	6
13. Analyze import/export government regulations (costs/risks)	6-7	7	7	7
14. Segment international markets	5-7	5-6	6	6
15. Distinguish between global and multinational marketing strategies	3-6	3-6	4	5
16. React to market opportunities quicker than competitors	6-7	6-7	6	6
17. Plan overseas market visits/tours/itineraries	6-7	6-7	6	6
18. Analyze key facts regarding political/economic/historic/cultural trends of a country	6-7	6-7	6	6
19. Develop profit repatriation plans	5-6	5-6	5	5
20. Analyze human resources tasks and design appropriate organizational structure	5-6	5-6	5	5
Pricing Skills				
21. Evaluate and select international pricing strategies	7-8	7-8	7	7
22. Forecast profit contributions and revenue related to international markets	5-7	6-7	6	6
23. Evaluate and select appropriate international payment methods (TT, L/C, D/A, D/P, Open Account, Countertrade, Offset)	7-8	7-8	7	7

Table 3—Continued

Skills	Innerquartile Range		Importance Rating Means	
	Round 2	Round 3	Round 2	Round 3
24. Evaluate and select appropriate trade financing programs (EXIM, SBA, CEFO, credit insurance)	6	6	6	6
25. Develop international quotations using a variety of INCOTERMS and foreign currencies	6-7	6-7	6	6
26. Understand differences between full cost and incremental cost	6-7	6-7	6	6
27. Analyze and manage "gray market" activity	4-6	5-6	5	5
28. Utilize the most effective transfer pricing practices	5-7	5-7	6	6
29. Negotiate effectively in a multicultural setting	7-8	7-8	7	7
30. Determine costs associated with overseas customs duties and regulations	6-7	6-7	6	7
31. Assess U.S. and foreign tax incentives (e.g., foreign sales corporations)	4-6	5-6	6	5
32. Identify and adjust for customer service costs	6-7	6-7	6	6
Product Skills				
33. Assess suitability of your product to foreign markets	8	8	8	8
34. Determine appropriateness of product adaptation versus standardization (e.g., use local language on product packaging)	7-8	7-8	7	7
35. Analyze local brands and devise international branding strategies	6	6	6	6
36. Review various classification numbering systems (e.g., SIC, HTS, SITC)	4-6	5-6	5	5
37. Review packaging, packing, and labeling requirements	7-8	7	7	7
38. Secure foreign country/government approvals (product, safety, environmental, and quality standards)	7-8	7-8	7	7
39. Protect intellectual property rights	6-7	6-7	6	6
40. Identify "what you are selling"	7-8	7-8	7	7
41. Develop foreign repair and service system (warranty, repair, spare parts policies)	6-7	6-7	6	6
42. Evaluate and select product sourcing strategies	6-7	6-7	6	6
43. Determine product life cycle strategy of the product in each market	5-6	5-6	6	6
Distribution Skills				
44. Evaluate and select appropriate foreign market entry alternatives	7-8	7-8	7	7
45. Assess and select appropriate international transportation alternatives (especially where there are no existing routes)	6-7	6-7	6	6
46. Evaluate and select a freight forwarder	6-7	6-7	6	6

Table 3—Continued

Skills	Innerquartile Range		Importance Rating Means	
	Round 2	Round 3	Round 2	Round 3
47. Develop just-in-time/kanban inventory systems	5-6	5-6	5	5
48. Evaluate environmental factors/geography affecting physical distribution	5-7	5-6	6	6
49. Deal with foreign customs brokers/clearing agents	4-6	4-6	5	5
50. Effectively obtain export licenses	6-7	6-7	6	6
51. Assess appropriateness of joint ventures and strategic alliances	5-6	5-6	5	5
52. Identify, evaluate, qualify and select foreign distributors/agents/EMC/ETC	7-8	7-8	7	7
53. Select, recruit, compensate, train, and manage an international sales force	7-8	7-8	7	7
54. Balance between distribution efficiency and distribution effectiveness	6-7	6-7	6	6
Promotion Skills				
55. Evaluate and select appropriate direct mail company	4-6	4-6	5	5
56. Evaluate and select appropriate promotional mix	6-8	6-8	7	7
57. Evaluate and select appropriate international advertising agency	5-6	5-6	5	5
58. Evaluate and select appropriate telemarketing organization	3-5	3-5	4	4
59. Evaluate and select appropriate public/governmental relations specialists	4-6	4-5	5	5
60. Evaluate and select appropriate internet marketing service providers	4-6	4-6	5	5
61. Identify and abide by legal issues relative to foreign promotion	7-8	7	7	7
62. Evaluate and select appropriate communication channels (internationally)	6-8	6-8	7	7
63. Develop promotional/presentation materials/product literature	7-8	7-8	7	7
64. Appropriately utilize U.S. State and Federal export promotion programs	6-7	6-7	6	6
65. Use trade shows (domestic and international) to promote international trade	6-8	6-8	7	7
66. Explore other promotional alternatives that may be characteristic of given country	6-7	6-7	7	7

Note: N=28; (1="not important" through 8="very important").

identified. Ratings were collected across an eight-point Likert scale where 1 = "not important," and 8 = "very important." The results are presented in table 3, with importance ratings rounded to the nearest whole number.

Delphi third-round importance rating means, collected across an eight-point Likert scale where 1 = "not important" and 8 = "very important," indicated that, of the sixty-six skills, two skills or 3 percent were rated 8, twenty-three skills or 35 percent were rated 7, twenty-three skills or 35 percent were rated 6, seventeen skills or 26 percent were rated 5, and one skill or 1 percent was rated 4 (see table 3).

Skills rated by the expert panel as being the ten most and ten least important are detailed in table 4. Whether or not consensus was reached by the expert panel is noted. Consensus was considered to have been reached if the innerquartile range difference for round three was zero or one (see table 3).

Please note that the original skill numbers are used, as in table 2.

Of the sixty-six skills, the ten rated as having the highest importance were evenly spread among planning and operational skills (three), pricing skills (two), product skills (two), distribution skills (two), and promotion skills (one).

Consensus was achieved relative to all ten of the skills rated as having the highest importance. The ten skills rated as having the lowest importance were concentrated in the categories of promotional skills (four), and planning and operational skills (three). Consensus was achieved on only five of the ten skills

rated as having the lowest importance. The category of promotional skills contained one of the top ten and four of the bottom ten importance ratings.

Table 4. Most and Least Important International Marketing Skills

	Mean	Consensus	Skill Category
Skills With Highest Importance Ratings			
33. Assess suitability of your product to foreign markets	8	Yes	R
8. Adapt to foreign business practices, cultural differences, and protocol	8	Yes	O
29. Negotiate effectively in a multicultural setting	7	Yes	P
52. Identify, evaluate, qualify and select foreign distributors/agents/EMC/ETC	7	Yes	D
9. Communicate clearly with others when English is not their first language	7	Yes	O
63. Develop promotional/presentation materials/product literature	7	Yes	M
34. Determine appropriateness of product adaptation versus standardization (e.g., use local language on product packaging)	7	Yes	R
3. Assess foreign market size and potential	7	Yes	O
44. Evaluate and select appropriate foreign market entry alternatives	7	Yes	D
21. Evaluate and select international pricing strategies	7	Yes	P
Skills With Lowest Importance Ratings			
19. Develop profit repatriation plans	5	Yes	O
10. Speak a foreign language	5	Yes	O
49. Deal with foreign customs brokers/clearing agents	5	No	D
47. Develop just-in-time/kanban inventory systems	5	Yes	D
59. Evaluate and select appropriate public/governmental relations specialists	5	Yes	M
36. Review various classification numbering systems (e.g., SIC, HTS, SITC)	5	Yes	R
60. Evaluate and select appropriate internet marketing service providers	5	No	M
15. Distinguish between global and multinational marketing strategies	5	No	O
55. Evaluate and select appropriate direct mail company	5	No	M
58. Evaluate and select appropriate telemarketing organization	4	No	M

Note: N=28; O=Planning and Operational Skills; P=Pricing Skills; R=Product Skills; D=Distribution Skills; M=Promotion Skills.

Delphi third-round innerquartile range data indicated that, of the sixty-six skills identified as being necessary for effective international marketing, six skills or 9 percent had an innerquartile range difference of zero; fifty skills or 76 percent had an innerquartile range difference of one; nine skills or 14 percent had an innerquartile range difference of two; and one skill or 1 percent had an innerquartile range difference of three.

Expanding comparisons of Delphi round two innerquartile ranges with Delphi round three innerquartile ranges revealed that movement toward consensus was achieved. Comparisons are illustrated in table 5.

Table 5. Comparisons of Delphi Round Two and Round Three Innerquartile Range Differences

Innerquartile Range Differences	Round 2		Round 3		Difference between round 2 and round 3 (N)	Percentage Point Change
	(N)	%	(N)	%		
Zero	3	5	6	9	+3	+ 4
One	43	65	50	76	+7	+11
Two	18	28	9	14	- 9	- 14
Three	2	2	1	1	- 1	- 1
Total	66	100	66	100		

Innerquartile range differences relate to the degree of consensus, and measure central tendencies of importance ratings for each individual skill. Round two of the Delphi survey resulted in having forty-six skills or 70 percent with narrow innerquartile ranges of zero or one, whereas round three resulted in

a much higher fifty-six skills or 85 percent. Narrow innerquartile ranges or central tendencies indicating high degrees of consensus were increased by 15 percentage points from round two to round three.

Round two of the Delphi survey resulted in twenty skills or 30 percent with wider innerquartile ranges of two or three, whereas round three resulted in ten skills or 15 percent. Wide innerquartile ranges or central tendencies indicating lower degrees of consensus were cut in half from round two to round three. A higher degree of consensus for importance ratings was achieved during round three of the Delphi survey when compared to round two of the Delphi survey.

Possession of Skills

Active international marketing practitioners were surveyed regarding the degree that employees possessed the identified skills. Degree of possession ratings were collected across an eight-point Likert scale, where 1 = "do not possess" and 8 = "strongly possess." The results of the survey are presented in table 6.

Ratings were collected across an eight-point Likert scale, where 1 = "do not possess," and 8 = "strongly possess," regarding the degree to which companies perceived that employees possessed each of the sixty-six skills. Of these ratings, three skills or 5 percent were rated seven; twelve skills or 18 percent were rated six; thirty skills or 46 percent were rated five; twenty skills or 30 percent were rated four; and one skill or 1 percent was rated three.

Table 6. Practitioner Ratings of Degree of Skill Possession by Employees

<u>Skills</u>	Possession Rating
Planning and Operational Skills	
1. Evaluate the effectiveness and efficiency of your international marketing activities	5
2. Write and implement an international marketing plan	4
3. Assess foreign market size and potential	5
4. Conduct a global competitive analysis	4
5. Utilize electronic/library information sources and computer applications	5
6. Develop insights concerning foreign customer buying/technical decision-making behaviors	5
7. Assess international marketing training needs	4
8. Adapt to foreign business practices, cultural differences, and protocol	5
9. Communicate clearly with others when English is not their first language	5
10. Speak a foreign language	5
11. Analyze market share within specific foreign territories	4
12. Assess foreign market legal environment implications	4
13. Analyze import/export government regulations (costs/risks)	5
14. Segment international markets	4
15. Distinguish between global and multinational marketing strategies	4
16. React to market opportunities quicker than competitors	5
17. Plan overseas market visits/tours/itineraries	6
18. Analyze key facts regarding political/economic/historic/cultural trends of a country	5
19. Develop profit repatriation plans	4
20. Analyze human resources tasks and design appropriate organizational structure	4
Pricing Skills	
21. Evaluate and select international pricing strategies	6
22. Forecast profit contributions and revenue related to international markets	5
23. Evaluate and select appropriate international payment methods (TT, L/C, D/A, D/P, Open Account, Countertrade, Offset)	7
24. Evaluate and select appropriate trade financing programs (EXIM, SBA, CEFO, credit insurance)	5
25. Develop international quotations using a variety of INCOTERMS and foreign currencies	4
26. Understand differences between full cost and incremental cost	5
27. Analyze and manage "gray market" activity	4
28. Utilize the most effective transfer pricing practices	5
29. Negotiate effectively in a multicultural setting	6
30. Determine costs associated with overseas customs duties and regulations	6

Table 6—Continued

<u>Skills</u>	Possession Rating
31. Assess U.S. and foreign tax incentives (e.g., foreign sales corporations)	5
32. Identify and adjust for customer service costs	6
<u>Product Skills</u>	
33. Assess suitability of your product to foreign markets	6
34. Determine appropriateness of product adaptation versus standardization (e.g., use local language on product packaging)	6
35. Analyze local brands and devise international branding strategies	5
36. Review various classification numbering systems (e.g., SIC, HTS, SITC)	4
37. Review packaging, packing, and labeling requirements	6
38. Secure foreign country/government approvals (product, safety, environmental, and quality standards)	5
39. Protect intellectual property rights	5
40. Identify "what you are selling"	7
41. Develop foreign repair and service system (warranty, repair, spare parts policies)	5
42. Evaluate and select product sourcing strategies	5
43. Determine product life cycle strategy of the product in each market	5
<u>Distribution Skills</u>	
44. Evaluate and select appropriate foreign market entry alternatives	5
45. Assess and select appropriate international transportation alternatives (especially where there are no existing routes)	5
46. Evaluate and select a freight forwarder	7
47. Develop just-in-time/kanban inventory systems	4
48. Evaluate environmental factors/geography affecting physical distribution	5
49. Deal with foreign customs brokers/clearing agents	6
50. Effectively obtain export licenses	6
51. Assess appropriateness of joint ventures and strategic alliances	5
52. Identify, evaluate, qualify and select foreign distributors/agents/EMC/ETC	6
53. Select, recruit, compensate, train, and manage an international sales force	5
54. Balance between distribution efficiency and distribution effectiveness	5
<u>Promotion Skills</u>	
55. Evaluate and select appropriate direct mail company	4
56. Evaluate and select appropriate promotional mix	4
57. Evaluate and select appropriate international advertising agency	4
58. Evaluate and select appropriate telemarketing organization	3
59. Evaluate and select appropriate public/governmental relations specialists	4

<u>Skills</u>	Possession Rating
60. Evaluate and select appropriate internet marketing service providers	4

Table 6—Continued

<u>Skills</u>	Possession Rating
61. Identify and abide by legal issues relative to foreign promotion	5
62. Evaluate and select appropriate communication channels (internationally)	6
63. Develop promotional/presentation materials/product literature	5
64. Appropriately utilize U.S. State and Federal export promotion programs	4
65. Use trade shows (domestic and international) to promote international trade	5
66. Explore other promotional alternatives that may be characteristic of given country	4

Note: N=43; (1="do not possess" and 8="strongly possess").

Skills rated as having the ten highest and ten lowest degrees of possession are detailed in table 7. Please note that the original skill numbers are used, as in table 2.

Of the sixty-six skills, the ten rated as having the highest degrees of possession were concentrated in the categories of pricing skills (three), product skills (three), and distribution skills (three). The ten rated as having the lowest degrees of possession were concentrated in the categories of promotional skills (five) and planning and operational skills (three). The category of promotional skills contained none of the ten skills rated as having the highest degrees of possession, yet contained five of the ten skills rated as having the lowest degrees of possession.

Table 7. International Marketing Skills Most and Least Possessed by Employees

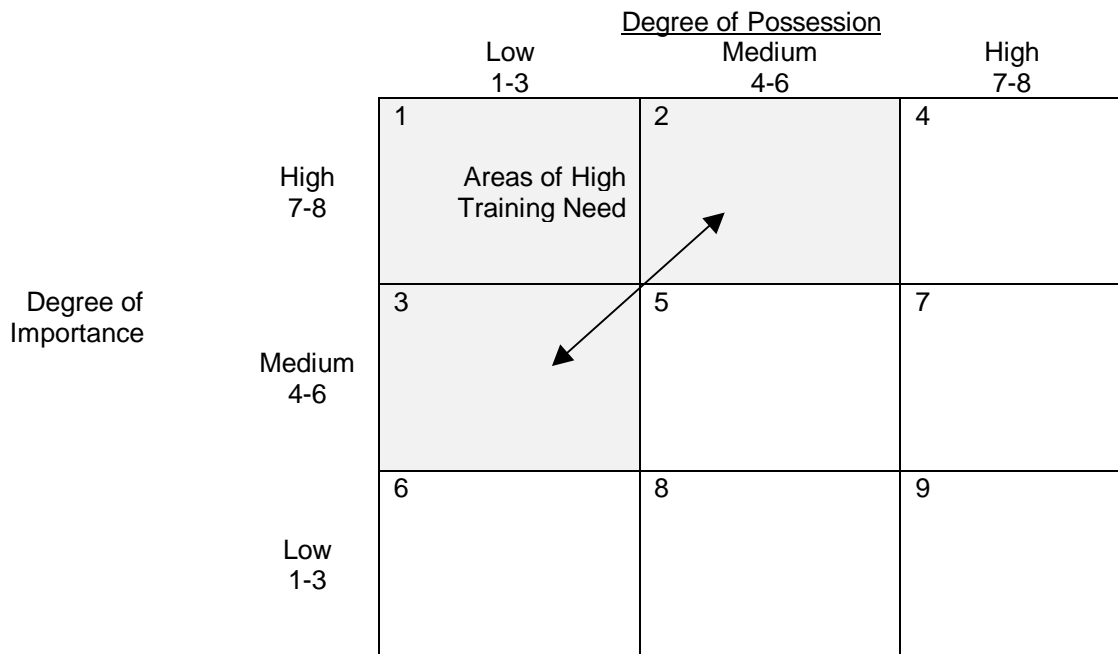
Skill	Possession Rating	Skill Category
Highest Possession Ratings		
23. Evaluate and select appropriate international payment methods (TT, L/C, D/A, D/P, Open Account, Countertrade, Offset)	7	P
40. Identify "what you are selling"	7	R
46. Evaluate and select a freight forwarder	7	D
33. Assess suitability of your product to foreign markets	6	R
30. Determine costs associated with overseas customs duties and regulations	6	P
17. Plan overseas market visits/tours/itineraries	6	O
52. Identify, evaluate, qualify and select foreign distributors/agents/EMC/ETC	6	D
21. Evaluate and select international pricing strategies	6	P
37. Review packaging, packing, and labeling requirements	6	R
50. Effectively obtain export licenses	6	D
Lowest Possession Ratings		
64. Appropriately utilize U.S. State and Federal export promotion programs	4	M
36. Review various classification numbering systems (e.g., SIC, HTS, SITC)	4	R
7. Assess international marketing training needs	4	O
12. Assess foreign market legal environment implications	4	O
4. Conduct a global competitive analysis	4	O
66. Explore other promotional alternatives that may be characteristic of given country	4	M
57. Evaluate and select appropriate international advertising agency	4	M
27. Analyze and manage "gray market" activity	4	P
59. Evaluate and select appropriate public/governmental relations specialists	4	M
58. Evaluate and select appropriate telemarketing organization	3	M

Note: N=43; O=Planning and Operational Skills; P=Pricing Skills; R=Product Skills; D=Distribution Skills; M=Promotion Skills.

Training Gap

The last research question dealt with the identification of the extent of gap between the skills employees in exporting companies have and the skills identified by a panel of experts as necessary to be effective in international

marketing. Data collected from the expert panel, which attached levels of importance to each skill, were compared across data collected from practitioners, which assessed the degree to which employees possessed these skills. The priority matrix structuring device (Harvey, Bearley, and Corkrum 1995) most logically displayed these data in a way that allowed topical areas for training programs to be prioritized. The priority matrix is illustrated in figure 2.



Note: Ratings of 1-3 = "Low," 4-6 = "Medium," and 7-8 = "High".

Figure 2. Priority Matrix Displaying Degree of Possession Across Degree of Importance to Reveal Areas of High Training Need (shaded).

The priority matrix arranged the skills according to perceived levels of importance and compared them to perceived levels of possession. Ratings of

seven or eight were considered to be "high"; ratings of four, five, or six were considered to be "medium"; ratings of one, two, or three were considered to be "low." The three shaded matrix cells (figure 2) concentrated on skills with the six lowest (on a scale of eight) possession ratings, and the five highest (on a scale of eight) importance ratings. These intervals were set with a natural weighting on low possession. The discussion related to table 3 pointed out that 73 percent of the sixty-six skills were rated six or above on an eight-point Likert scale. A limitation on the skills considered to be highly important, to those rated seven or eight on the eight-point Likert scale, allows this discussion to be focused on the 38 percent of skills with the greatest importance. Skills were prioritized for training programs based on matrix results. Training priorities were established based on the following comparisons: low possession and high importance (priority 1), medium possession and high importance (priority 2), low possession and medium importance (priority 3), high possession and high importance (priority 4), medium possession and medium importance (priority 5), low possession and low importance (priority 6), high possession and medium importance (priority 7), medium possession and low importance (priority 8), and finally high possession and low importance (priority 9). The placement of individual skills (numbered as in table 2) within the priority matrix cell locations are detailed in figure 3.

As illustrated in figure 3, no skills were placed in cell one of the priority matrix, twenty-three were placed in cell two, one was placed in cell three, two were placed in cell four, thirty-nine were placed in cell five, none were placed in cell six, one was placed in cell seven, and none were placed in cells eight or nine.

		<u>Degree of Possession</u>		
		Low 1-3	Medium 4-6	High 7-8
Degree of Importance	High 7-8	1	2 1, 2, 3, 6, 8, 9, 13, 21, 29, 30, 33, 34, 37, 38, 44, 52, 53, 56, 61, 62, 63, 65, 66	4 23, 40
	Medium 4-6	3 58	5 4, 5, 7, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 22, 24, 25, 26, 27, 28, 31, 32, 35, 36, 39, 41, 42, 43, 45, 47, 48, 49, 50, 51, 54, 55, 57, 59, 60, 64	7 46
	Low 1-3	6	8	9

Figure 3. Skills Placed Within Priority Matrix Cells

Prioritization of skills placed within priority matrix cell locations was accomplished by computing training priority totals (TPT) for each skill. Skills were assigned a possession value (PV) based on the rank order of their possession rating in descending order. Higher possession values were placed on skills with lower degrees of possession. Skills were also assigned an importance value (IV) based on the rank order of their importance rating in ascending order. Higher importance values were placed on skills with higher degrees of importance. Training priority totals (TPT) were computed by summing possession values and importance values. The training priority total (TPT) allowed further prioritization within priority matrix cells. The results are presented in table 8. Please note that the original skill numbers are used, as in table 2, but they appear in order of training priority totals (TPT) within priority matrix cell location.

Training priority totals indicated that the top ten training priorities concentrated on the categories of planning and operations skills (four of the top ten) and promotional skills (three of the top ten). Training priority totals also indicated that the ten skills with the lowest training priorities were concentrated in the category of distribution skills (five of the bottom ten).

No skills fell into cell one of the priority matrix; however, twenty-three skills fell into cell 2 of the priority matrix, and are detailed in table 9. Please note that the original skill numbers are used, as in table 2.

Table 8. Training Priority Totals Computed by Summing Possession Values and Importance Values

Skill	PM	PR	PV	IR	IV	TPT
66. Explore other promotional alternatives that may be characteristic of given country	2	3.7	62.5	6.6	44.5	107
61. Identify and abide by legal issues relative to foreign promotion	2	4.5	45	7.0	55.5	100.5
3. Assess foreign market size and potential	2	4.7	40	7.1	58.5	98.5
56. Evaluate and select appropriate promotional mix	2	4.3	50	6.8	48	98
2. Write and implement an international marketing plan	2	4.2	53	6.5	42.5	95.5
44. Evaluate and select appropriate foreign market entry alternatives	2	4.9	36.5	7.1	58.5	95
53. Select, recruit, compensate, train, and manage an international sales force	2	4.7	40	6.9	52	92
8. Adapt to foreign business practices, cultural differences, and protocol	2	5.2	27	7.5	65	92
13. Analyze import/export government regulations (costs/risks)	2	4.6	43	6.6	44.5	87.5
38. Secure foreign country/government approvals (product, safety, environmental, and quality standards)	2	5.1	30	7.0	55.5	85.5
63. Develop promotional/presentation materials/product literature	2	5.3	22	7.3	61.5	83.5
9. Communicate clearly with others when English is not their first language	2	5.4	17	7.3	61.5	78.5
1. Evaluate the effectiveness and efficiency of your international marketing activities	2	5.1	30	6.8	48	78
29. Negotiate effectively in a multicultural setting	2	5.6	12.5	7.4	63.5	76
34. Determine appropriateness of product adaptation versus standardization (e.g., use local language on product packaging)	2	5.6	12.5	7.2	60	72.5
52. Identify, evaluate, qualify and select foreign distributors/agents/EMC/ETC	2	5.8	7	7.4	63.5	70.5
6. Develop insights concerning foreign customer buying/technical decision-making behaviors	2	5.3	22	6.8	48	70
33. Assess suitability of your product to foreign markets	2	6.3	4	7.7	66	70
65. Use trade shows (domestic and international) to promote international trade	2	5.4	17	6.8	48	65
21. Evaluate and select international pricing strategies	2	5.7	9	7.0	55.5	64.5
62. Evaluate and select appropriate communication channels (internationally)	2	5.5	15	6.8	48	63
37. Review packaging, packing, and labeling requirements	2	5.7	9	6.9	52	61

Table 8—Continued

Skill	PM	PR	PV	IR	IV	TPT
30. Determine costs associated with overseas customs duties and regulations	2	6.1	5	6.5	42.5	47.5
58. Evaluate and select appropriate telemarketing organization	3	2.8	66	3.5	1	67
23. Evaluate and select appropriate international payment methods (TT, L/C, D/A, D/P, Open Account, Countertrade, Offset)	4	6.6	2	7.0	55.5	57.5
40. Identify "what you are selling"	4	6.6	2	6.9	52	54
12. Assess foreign market legal environment implications	5	3.8	60.5	6.2	35	95.5
64. Appropriately utilize U.S. State and Federal export promotion programs	5	3.9	58	6.2	35	93
25. Develop international quotations using a variety of INCOTERMS and foreign currencies	5	4.3	50	6.1	31.5	81.5
27. Analyze and manage "gray market" activity	5	3.6	64	5.2	12	76
7. Assess international marketing training needs	5	3.9	58	5.4	17	75
57. Evaluate and select appropriate international advertising agency	5	3.7	62.5	5.2	12	74.5
5. Utilize electronic/library information sources and computer applications	5	4.6	43	6.1	31.5	74.5
14. Segment international markets	5	4.2	53	5.6	20	73
4. Conduct a global competitive analysis	5	3.8	60.5	5.2	12	72.5
59. Evaluate and select appropriate public/governmental relations specialists	5	3.5	65	4.8	6	71
18. Analyze key facts regarding political/economic/historic/cultural trends of a country	5	4.6	43	6.0	28	71
16. React to market opportunities quicker than competitors	5	5.0	33.5	6.3	37.5	71
54. Balance between distribution efficiency and distribution effectiveness	5	4.8	38	6.1	31.5	69.5
24. Evaluate and select appropriate trade financing programs (EXIM, SBA, CEFO, credit insurance)	5	4.7	40	6.0	28	68
39. Protect intellectual property rights	5	5.2	27	6.4	40	67
20. Analyze human resources tasks and design appropriate organizational structure	5	4.4	47	5.5	18	65
36. Review various classification numbering systems (e.g., SIC, HTS, SITC)	5	3.9	58	4.7	5	63
19. Develop profit repatriation plans	5	4.2	53	5.1	10	63
11. Analyze market share within specific foreign territories	5	4.4	47	5.3	15	62

Table 8—Continued

Skill	PM	PR	PV	IR	IV	TPT
41. Develop foreign repair and service system (warranty, repair, spare parts policies)	5	5.3	22	6.4	40	62
26. Understand differences between full cost and incremental cost	5	5.3	22	6.3	37.5	59.5
60. Evaluate and select appropriate internet marketing service providers	5	4.1	55	4.6	4	59
55. Evaluate and select appropriate direct mail company	5	4.0	56	4.5	2.5	58.5
35. Analyze local brands and devise international branding strategies	5	5.0	33.5	5.9	24.5	58
43. Determine product life cycle strategy of the product in each market	5	4.9	36.6	5.6	20	56.5
47. Develop just-in-time/kanban inventory systems	5	4.4	47	4.9	7	54
28. Utilize the most effective transfer pricing practices	5	5.0	33.5	5.6	20	53.5
22. Forecast profit contributions and revenue related to international markets	5	5.3	22	6.1	31.5	53.5
15. Distinguish between global and multinational marketing strategies	5	4.3	50	4.5	2.5	52.5
51. Assess appropriateness of joint ventures and strategic alliances	5	5.0	33.5	5.3	15	48.5
32. Identify and adjust for customer service costs	5	5.6	12.5	6.2	35	47.5
42. Evaluate and select product sourcing strategies	5	5.3	22	5.9	24.5	46.5
45. Assess and select appropriate international transportation alternatives (especially where there are no existing routes)	5	5.3	22	5.9	24.5	46.5
17. Plan overseas market visits/tours/itineraries	5	6.0	6	6.4	40	46
31. Assess U.S. and foreign tax incentives (e.g., foreign sales corporations)	5	5.1	30	5.3	15	45
48. Evaluate environmental factors/geography affecting physical distribution	5	5.4	17	5.7	22	39
50. Effectively obtain export licenses	5	5.7	9	6.0	28	37
10. Speak a foreign language	5	5.2	27	5.0	8.5	35.5
49. Deal with foreign customs brokers/clearing agents	5	5.6	12.5	5.0	8.5	21
46. Evaluate and select a freight forwarder	7	6.6	2	5.9	24.5	26.5

Note: PM=Priority Matrix cell location; PR=Possession Rating (based on eight-point Likert scale); PV=Possession Value (based on degrees in descending order); IR=Importance Rating (based on eight-point Likert scale); IV=Importance Value (based on degrees in ascending order); TPT=Training priority total (based on PV + IV).

Table 9. Skills Which Fell Into Priority Matrix Cell Two
(Medium Possession and High Importance)

Skill Placed in Cell Two	Skill Category	TPT
66. Explore other promotional alternatives that may be characteristic of given country	Promotion	107
61. Identify and abide by legal issues relative to foreign promotion	Promotion	100.5
3. Assess foreign market size and potential	Planning & operational	98.5
56. Evaluate and select appropriate promotional mix	Promotion	98
2. Write and implement an international marketing plan	Planning & operational	95.5
44. Evaluate and select appropriate foreign market entry alternatives	Distribution	95
53. Select, recruit, compensate, train, and manage an international sales force	Distribution	92
8. Adapt to foreign business practices, cultural differences, and protocol	Planning & operational	92
13. Analyze import/export government regulations (costs/risks)	Planning & operational	87.5
38. Secure foreign country/government approvals (product, safety, environmental, and quality standards)	Product	85.5
63. Develop promotional/presentation materials/product literature	Promotion	83.5
9. Communicate clearly with others when English is not their first language	Planning & operational	78.5
1. Evaluate the effectiveness and efficiency of your international marketing activities	Planning & operational	78
29. Negotiate effectively in a multicultural setting	Pricing	76
34. Determine appropriateness of product adaptation versus standardization (e.g., use local language on product packaging)	Product	72.5
52. Identify, evaluate, qualify and select foreign distributors/agents/EMC/ETC	Distribution	70.5
6. Develop insights concerning foreign customer buying/technical decision-making behaviors	Planning & operational	70
33. Assess suitability of your product to foreign markets	Product	70
65. Use trade shows (domestic and international) to promote international trade	Promotion	65
21. Evaluate and select international pricing strategies	Pricing	64.5
62. Evaluate and select appropriate communication channels (internationally)	Promotion	63
37. Review packaging, packing, and labeling requirements	Product	61
30. Determine costs associated with overseas customs duties and regulations	Pricing	47.5

Note: TPT = Training Priority Total (Based on table 8).

Of the twenty-three skills placed in priority matrix cell 2, seven came from the category of planning and operational skills, and six came from the category of promotion skills. The remaining skills were somewhat evenly spread among the categories of product (four skills), pricing (three) and distribution (three).

One skill fell into cell 3 of the priority matrix, and is detailed in table 10.

Please note that the original skill numbers are used, as in table 2.

Table 10. Skill Which Fell Into Priority Matrix Cell Three
(Low Possession and Medium Importance)

Skill Placed in Cell Three	Skill Category	TPT
58. Evaluate and select appropriate telemarketing organization	Promotion	67

Note: TPT = Training Priority Total (Based on table 8).

The only skill to be placed in training priority matrix cell three fell within the category of promotion skills. A total of twenty-four skills was placed into cell 1, 2, or 3 in the priority matrix; based on this analysis, these areas are considered to be high training needs.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Chapter VI presents a summary of this study including the purpose, research methodologies and major findings. Based on these findings, conclusions are drawn relative to international marketing skill-based training programs for small and medium actively exporting companies. Recommendations are also given for further research.

Summary of the Study

The Problem

International marketing permeates all aspects of daily life. The shoes one wears may come from Brazil, stockings from China, and trousers from Taiwan. Consequently, international marketing skills are important for every company, whether or not it is currently involved in exporting activities (Buzzell and Quelch 1987). According to Busche and Bergerud (1990), Scott (1989), and Graham and Grønhaug (1989), international marketing is the top priority for international business training. However, these studies do not establish the specific skills needed for effective international marketing. The studies also do not convey consensus about the importance of these skills. Unless we identify the skills

needed and the extent to which they are possessed by international marketers, it will be impossible to develop appropriate training programs.

Purpose of the Study

The primary purpose of this study was to answer four research questions: (1) What does a panel of experts identify as being needed to be effective in international marketing? (2) What level of importance does a panel of experts attach to each of the identified skills? (3) To what degree do employees in exporting companies perceive they have these skills? and (4) What is the extent of gap between the skills employees in exporting companies have and the skills identified by a panel of experts as being needed to be effective in international marketing?

Methodology

To identify the important skills, data were collected through a Delphi panel of thirty participants who had applied and theoretical international marketing expertise. The panel consisted of academic and practitioner experts. The Delphi process was well suited to identify skills needed for effective international marketing and to build consensus regarding the importance ratings for each skill.

To identify the possession of skills within industry, seventy small and medium-sized exporting companies were surveyed. Companies with an annual

export sales volume of between \$500,000 and \$50 million were questioned regarding the degree to which they perceived that employees possessed the skills identified through the Delphi process.

The extent to which the skills were possessed was compared to the degree to which the skills were considered important. The priority matrix structuring device (Harvey, Bearley, and Corkrum 1995) displayed these data in a way that allowed skill-based areas for training programs to be prioritized.

Major Findings

The Delphi panel members identified sixty-six skills as being needed for effective international marketing; they reached consensus on fifty-six skills relative to importance. These sixty-six skills were classified into five general categories: (1) planning and operational skills; (2) pricing skills; (3) promotional skills; (4) product skills; and (5) distribution skills.

The Delphi panel determined that the ten most important skills were: (1) assess suitability of your product to foreign markets; (2) adapt to foreign business practices, cultural differences, and protocol; (3) negotiate effectively in a multicultural setting; (4) identify, evaluate, qualify and select foreign distributors/agents/EMC/ETC; (5) communicate clearly with others when English is not their first language; (6) develop promotional/presentation materials/product literature; (7) determine appropriateness of product adaptation versus standardization (e.g., use local language on product packaging);

(8) assess foreign market size and potential; (9) evaluate and select appropriate foreign market entry alternatives; and (10) evaluate and select international pricing strategies.

The top ten skills were evenly spread among the general skill categories of planning and operational skills (three), pricing skills (two), product skills (two), and distribution skills (two). The promotional skill category contained only one of the ten most important skills.

The ten skills which practitioners possessed the least were: (1) evaluate and select appropriate telemarketing organization; (2) evaluate and select appropriate public/governmental relations specialists; (3) analyze and manage "gray market" activity; (4) evaluate and select appropriate international advertising agency; (5) explore other promotional alternatives that may be characteristic of a given country; (6) conduct a global competitive analysis; (7) assess foreign market legal environment implications; (8) assess international marketing training needs; (9) review various classification numbering systems (e.g., SIC, HTS, SITC); and (10) appropriately utilize U.S. state and federal export promotion programs.

These ten skills, rated as having the lowest degrees of possession, were concentrated in the categories of promotional skills (five) and planning and operational skills (three). The pricing skill and product skill categories contained one each, and there were zero distribution skills of the lowest ten.

The priority matrix structuring device was utilized to identify training needs. The degree of possession ratings was compared with the degree of importance ratings. International marketing training categories were established based on: (1) low possession and high importance; (2) medium possession and high importance; and (3) low possession and medium importance.

The study results indicated that, while none of the sixty-six skills fell into the top training category, twenty-three skills were placed into the second training category, and one was placed into the third.

The ten skills rated as having the highest international marketing training priority were how to: (1) explore other promotional alternatives that may be characteristic of a given country; (2) identify and abide by legal issues relative to foreign promotion; (3) assess foreign market size and potential; (4) evaluate and select appropriate promotional mix; (5) write and implement an international marketing plan; (6) evaluate and select appropriate foreign market entry alternatives; (7) adapt to foreign business practices, cultural differences, and protocol; (8) select, recruit, compensate, train, and manage an international sales force; (9) analyze import/export government regulations; and (10) secure foreign country/government approvals (product, safety, environmental, and quality standards).

Conclusions

This study identified the necessary skills for effective international marketing, attached degrees of importance to each of these skills, determined the degrees to which employees of small and medium-sized actively exporting companies possessed these skills, and prioritized international marketing training needs based on the findings. There are three major managerial implications based on the findings. The first two conclusions are presented for academicians and corporate training personnel to consider as they develop international marketing training programs. The third conclusion is presented for corporate managers to utilize as an assessment tool when gauging readiness to conduct international marketing activities.

1. Since small and medium-sized actively-exporting companies indicated that their employees had medium or higher degrees of possession across 99 percent of the skills, there may be some reluctance to engage in training programs, unless the payoff is obvious.

These companies will probably not attach urgency toward participation in international marketing training programs, because they perceive that they already possess a high enough degree of skill in most of the international marketing areas. The results probably would have been much different had a population of companies with little or no export experience, or companies, which tried to export unsuccessfully, been surveyed.

The results are most meaningful when applied to marketing training programs to companies who are actively engaged in exporting. These companies will probably be hesitant to participate in training programs related to areas where they perceive they already possess what they consider to be "adequate" skills. This means that emphasis should be placed on why "adequate" levels of skills in international marketing are no longer acceptable, especially in a competitive global economy. The advertising emphasis when marketing these types of training programs to small and medium-sized actively-exporting companies should be placed on the importance of updating international marketing skills; that what is considered to be "adequate" today, may not be considered to be "adequate" tomorrow.

2. Skills falling into the international promotional skill category, should be the topic most emphasized when offering international marketing training programs to small and medium-sized-actively exporting companies.

Small and medium-sized actively-exporting companies perceived the promotional skill category to be their most deficient. Five out of the ten skills "possessed the least," and none of the ten skills "possessed the most," fell into the promotional skill category. Respondents from exporting companies perceived none of the promotional skills among their strongest. However, half of their weakest skills overall were promotional skills.

Based on their raw importance ratings, six of the promotional skills were of high importance and six were of medium importance. While the Delphi panel did agree on the importance level of the one promotional skill rated as being among the ten overall most important, the panel disagreed on the importance level of six of the twelve skills that constituted the promotional skill category, of which three were rated as being among the ten overall least important. This suggests that the expert panel members did not concur that any of the promotional skills should be ranked among the ten overall least important. Training priorities, through the use of the priority matrix, however, were not based on importance ratings alone; they were based on combinations of importance and possession ratings.

International promotional skills have clearly dominated as the top international marketing training category. The results of this study indicated that three promotional skills were placed within the top four training priorities overall: (1) explore other promotional alternatives that may be characteristic of a given country (priority one); (2) identify and abide by legal issues relative to foreign promotion (priority two); and (3) evaluate and select appropriate promotional mix (priority four).

It thus becomes evident that the international promotional skill category should be the topic most emphasized when offering international marketing training programs to small and medium-sized actively-exporting companies as

we consider the following facts: (1) respondents of actively-exporting companies stated that promotional skills were their weakest area; (2) a panel of experts agree that one promotional skill ranks among the ten most important international marketing skills, even though they disagree somewhat about whether any of the promotional skills should be among the ten least important; and (3) three of the top four overall training priorities fell into the international promotional skill category.

3. This study has produced a new tool for assessing the extent of international marketing skills within companies.

Since no method existed for companies to find out whether or not they had the necessary skills, for effective international marketing, one of the primary purposes for this study was to identify essential skills needed. This study produced a comprehensive list of skills and identified which of those skills were considered to be most important by a panel of international marketing experts, against which a company can conduct an international marketing skills assessment. These skills cut across the general skill categories of planning and operational skills, pricing skills, product skills, distribution skills, and promotional skills. Of the sixty-six skills identified by members of a panel of experts as being needed for effective international marketing, the panel agreed that twenty-one were highly important.

Companies should use the assessment instrument to survey employees for their perceived level of possession for each of the skills, as well as for examples of specific competencies they possess that relate to each of the skills. In order to get the most unbiased response, the company should set the stage for the assessment by explaining to employees that low possession ratings may simply be due to the fact that the skill may not be entirely applicable to their job, or perhaps that it may be an area in which the company needs to provide additional training emphasis.

The instrument should direct employees to augment each skill with employee-specific competencies they feel they possess, whether or not the area is applicable to their present job duties. They should also indicate whether or not they feel that each of the skills is applicable to their particular job duties, and if applicable, they should indicate their perception about the degree that they possess each of the skills, on a scale of one to eight, where one equals "do not possess" and eight equals "strongly possess."

After all appropriate employees in a company complete this assessment, those skills, which receive low possession ratings, should be examined to determine the degree to which they are currently outsourced (provided by others), and are applicable to the business. Employee training programs should be developed, based on these findings, in an effort to build skills in appropriate

areas of international marketing where insufficient skill levels exist and no outside sources are available or utilized.

The assessment instrument also provides companies with information about which employees possess competencies related to different aspects of international marketing. This is meaningful in that it provides information about which employees within a company might perform various tasks related to international marketing, whether or not those areas are part of actual job descriptions. This type of assessment would go a long way to assist firms in identifying competencies of employees, many of which may have been "hidden" or underutilized within the firm. The assessment instrument is presented on the following pages.

This study has produced a new tool for assessing the extent of international marketing skills within companies. The assessment instrument gives companies a method to determine: (1) which international marketing skills employees perceive are applicable to their jobs; (2) the extent to which employees within the firm possess applicable international marketing skills; and (3) examples of specific competencies employees possess that relate to each of the skills, whether or not they are applicable to their job duties. The results from this type of assessment can give companies a better understanding of the extent and nature of their international marketing training needs.

INTERNATIONAL MARKETING SKILL ASSESSMENT INSTRUMENT

		If Applicable – Degree You Possess 1=Do Not Possess 8=Strongly Possess								
		Applicable	1	2	3	4	5	6	7	8
		(Y) (N)								
PLANNING AND OPERATIONAL SKILLS										
1.	Write and implement an international marketing plan; Examples of your competencies related to this skill—whether or not this is part of your job duties	Applicable (Y) (N)	1	2	3	4	5	6	7	8
2.	Assess foreign market size and potential; Examples of your competencies related to this skill—whether or not this is part of your job duties	Applicable (Y) (N)	1	2	3	4	5	6	7	8
3.	Develop insights concerning foreign customer buying/technical decision-making behaviors; Examples of your competencies related to this skill—whether or not this is part of your job duties	Applicable (Y) (N)	1	2	3	4	5	6	7	8
4.	Adapt to foreign business practices, cultural differences, and protocol; Examples of your competencies related to this skill—whether or not this is part of your job duties	Applicable (Y) (N)	1	2	3	4	5	6	7	8
5.	Communicate clearly with others when English is not their first language; Examples of your competencies related to this skill—whether or not this is part of your job duties	Applicable (Y) (N)	1	2	3	4	5	6	7	8
6.	Analyze import/export government regulations (costs/risks); Examples of your competencies related to this skill—whether or not this is part of your job duties	Applicable (Y) (N)	1	2	3	4	5	6	7	8

PRICING SKILLS

7. Evaluate and select international pricing strategies; Applicable (Y) (N) 1 2 3 4 5 6 7 8
 Examples of your competencies related to this skill—whether or not this is part of your job duties
8. Evaluate and select appropriate international payment methods (TT, L/C, D/A, D/P, Open Account, Countertrade, Offset); Applicable (Y) (N) 1 2 3 4 5 6 7 8
 Examples of your competencies related to this skill—whether or not this is part of your job duties
9. Negotiate effectively in a multicultural setting; Applicable (Y) (N) 1 2 3 4 5 6 7 8
 Examples of your competencies related to this skill—whether or not this is part of your job duties
10. Determine costs associated with overseas customs duties and regulations. Applicable (Y) (N) 1 2 3 4 5 6 7 8
 Examples of your competencies related to this skill—whether or not this is part of your job duties

PRODUCT SKILLS

11. Assess suitability of your product to foreign markets; Applicable (Y) (N) 1 2 3 4 5 6 7 8
 Examples of your competencies related to this skill—whether or not this is part of your job duties
12. Determine appropriateness of product adaptation versus standardization (e.g., use local language on product packaging); Applicable (Y) (N) 1 2 3 4 5 6 7 8
 Examples of your competencies related to this skill—whether or not this is part of your job duties

PROMOTIONAL SKILLS

19. Identify and abide by legal issues relative to foreign promotion; Applicable 1 2 3 4 5 6 7 8
 (Y) (N)
 Examples of your competencies related to this skill—whether or not this is part of your job duties

20. Develop promotional/presentation materials/product literature; Applicable 1 2 3 4 5 6 7 8
 (Y) (N)
 Examples of your competencies related to this skill—whether or not this is part of your job duties

21. Explore other promotional alternatives that may be characteristic of a given country. Applicable 1 2 3 4 5 6 7 8
 (Y) (N)
 Examples of your competencies related to this skill—whether or not this is part of your job duties

Recommendations for Further Research

The results of this study provided a foundation that could be used to initiate several additional studies: (a) using the skills identified for effective international marketing as the foundation for designing skill standards for effective international marketing practice; (b) using the general international marketing training priorities to establish industry-specific international marketing training modules; (c) validate the international marketing skill assessment instrument and develop additional international marketing audit tools, methods and instruments; and (d) using the skills identified for effective international marketing as the foundation for addressing the merits of outsourcing options.

For that reason, the recommendations made for further research focus on additional studies that might refine the results of this study.

1. A study should be conducted to determine which tasks are required to effectively perform the top training priorities as concluded from this study. Tasks should be delineated in the form of skill standards, with simplified checklists to determine training content, and level of competency.

2. A study should be conducted to determine the content for specific international marketing training modules as they relate to specific standard industrial classification (SIC) codes. Study results should produce training modules with additional refinements and specific skills relative to the specific training needs for each industry sector.

3. A study should be conducted to determine the degree to which actively exporting companies have the ability to correctly assess the extent their employees possess various international marketing skills, using the proposed assessment instrument. Emphasis should be placed upon the extension of the proposed assessment instrument and its validation as an accurate, yet practical, assessment tool and method that could easily be self-administered by most firms.

4. A study should be conducted to determine the extent that outsourcing options exist relative to each of the skills identified for effective international marketing. Outsourcing options extend the international marketing skill base of

the company, by way of retaining, hiring, or partnering with other entities to perform the tasks associated with those skills. Emphasis should be placed on the identification of the most common sources for outsourcing, and on the description of how to utilize these sources for effective implementation of specific tasks associated with these skills.

Appendix A

Delphi Participant Profiles

District Export Council (DEC) Participants:

1. Roberta L. Best – CEO, Romac Export Management Corp.
2. Susan D. Corrales-Diaz – President, Systems Integrated
3. John Douglas – CEO, Trace Worldwide Corp.
4. Stanley W. Epstein – Steward Davis International
5. William F. Gavitt – President, VSI Catalog Communications, International
6. Jana Goldsworthy de Ruyter – Trade Manager, California Central Coast World Trade Center Association
7. Michael R. Granat – President, Amtrade International Group
8. Viola M. Koch – President, VK International Consultants, Inc.
9. Paul W. Leinenbach – Self employed
10. Gladys Moreau – Director, Export Small Business Development Center
11. James C. Newton – Director, California Export Finance Office
12. Richard A. Powell – President, International Marketing Associates
13. Allan C. Russo – Vice President, KH Industries (U.K.) Ltd.
14. Mary J. Slifer – Regional Manager, Export-Import Bank of the United States
15. Janet Wells – President, Insta Graphic Systems
16. Sherrie E. Zhan – President, Baldwin Sai Bei Co.

Academician Participants:

1. Dr. Peter Banting – Professor of Marketing, McMaster University
2. Dr. Helena Czepiec – Professor, International Business and Marketing, California State Polytechnic University, Pomona
3. Dr. Peter Hackbert – Associate Professor, National University
4. Dr. Frederick Hoyt – Associate Professor of Marketing, Illinois Wesleyan University
5. Dr. Adam Koch – School of Management, Swinburne University of Technology
6. Dr. Irene Lange – Chair of Marketing and International Business, California State University, Fullerton
7. Dr. Jim McCulloch – Chair Department of Marketing and Professor, Washington State University
8. Dr. Michael Mullen – Associate Professor and Director Center for International Business and Trade, Florida Atlantic University
9. Dr. Alfred Quinton – Professor of Marketing and International Business, The College of New Jersey
10. Dr. Massoud Saghafi – Professor of Marketing, San Diego State University
11. Dr. Vernon Stauble – Chair Department of International Business and Management, California State Polytechnic University, Pomona
12. Dr. Robert Tamilya – Professor école des sciences de la gestion, University of Quebec at Montreal
13. Dr. Donna Tillman – Professor, International Business and Marketing, California State Polytechnic University, Pomona
14. Dr. Murray Young – Professor Business Administration, Bethel College

Appendix B

INTERNATIONAL MARKETING STUDY

Purpose

The purpose of this survey is to:

- 1] determine which skills are needed for effective international marketing
- 2] attach a level of importance to each of the identified skills

Data Collection

This survey will be **circulated three times**, each for a unique purpose:

Round 1 - Gets your recommendations for additional skills

Round 2 - Gets your response concerning the degree of importance for each skill
You are encouraged to be candid in your responses.

Round 3 - Shows you the average rating of all DEC members, your individual rating, and the innerquartile range (the middle 50 percent - central tendency of all panelists). It then asks you if you want to change any of your responses.

This research will assist the international trade community to develop new training programs. To get full benefit from this process, it is **vital that all three rounds are completed by all participants**. Each round should take around **twenty minutes**. Round 1 will be completed personally at the quarterly DEC meeting. Rounds 2 and 3 will be completed by either fax or mail, depending upon your preference.

The Scaling Device

You will be asked to rate the degree of importance for each skill. A scale from 1 (Unimportant) through to 8 (Very Important) will be used.

Confidentiality

Your responses will remain strictly **confidential**. We encourage you to be candid in your responses.

Study Findings

The findings of this study will be shared with DEC members. We believe that this survey will provide information which will assist us to enhance international marketing training in Southern California.

CONTACT INFORMATION

The following identification data are for statistical and contact purposes only.

Name: _____

Place of Employment: _____

Address: _____

City: _____ Zip: _____

Telephone: (_____) _____ Fax: (_____) _____

Preferred Survey Method: Fax Mail

To assist us in identifying characteristics of the study panel, please check as many aspects of the following criteria that apply to you:

- I am a member of the District Export Council (DEC)
- I am committed to complete all three rounds of this study (fifteen minutes each round)
- I have ten years experience in one of the following:
 - international marketing business
 - teaching international marketing at post-secondary level
 - consulting in international marketing
 - international marketing (as a combination of business, teaching or consulting)

CONTACT INFORMATION

The following identification data are for statistical and contact purposes only.

Name: _____

Place of Employment: _____

Address: _____

City: _____ Zip: _____

Telephone: (_____) _____ Fax: (_____) _____

Preferred Survey Method: Fax e-mail Mail

To assist us in identifying characteristics of the study panel, please check as many aspects of the following criteria that apply to you:

- I have ten years experience teaching international marketing at the post-secondary level
- I am committed to complete all three rounds of this study (fifteen minutes each round)
- I have published in scholarly literature at least one article on a topic in the field of international marketing
- I am a member of GINLIST, the Global Interact Network LIST

DELPHI INSTRUMENT ROUND ONE

INSTRUCTIONS

- 1] **READ** the entire **LIST OF SKILLS** to gain a general sense of the material.

- 2] Based on your expertise, please **RECOMMEND SKILLS** that you feel need to be added to this list, and indicate whether any of these skills are unclearly stated.

SKILLS NEEDED FOR EFFECTIVE INTERNATIONAL MARKETING IN EXPORTING COMPANIES

Please recommend skills that you feel need to be added to this list and indicate whether any of these skills are unclearly stated.

Planning and Operational Skills

- Ability to:
- evaluate the effectiveness of your international marketing activities
 - write an international marketing plan
 - conduct a global competitive analysis
 - design a management information system
 - develop insights concerning foreign individual and group buying behaviors
 - assess international marketing training needs
 - adapt to foreign business practices and protocol
 - communicate clearly with others when English is not their first language
 - speak a foreign language
 - analyze foreign market shares
 - assess foreign market legal environment implications
 - analyze import/export government regulations (costs/risks)
 - analyze human resource tasks and design appropriate organizational structure
 - segment international markets

Additional Skills You Feel Should Be Included

Pricing Skills

- Ability to:
- set overall pricing for international markets
 - forecast profits and revenue related to international markets
 - use appropriate international payment methods (TT, L/C, D/A, D/P, Open Account)
 - use appropriate trade financing programs (EXIM, SBA, CEFO)
 - prepare proforma and commercial invoices

Additional Skills You Feel Should Be Included

Product Skills

- Ability to:**
- assess suitability of your products to foreign markets
 - determine appropriateness of product adaptation versus standardization
 - devise international branding strategies

Additional Skills You Feel Should Be Included

Distribution Skills

- Ability to:**
- use appropriate foreign market entry alternatives
 - select, recruit, compensate and manage an international sales force
 - select a freight forwarder
 - balance between distribution efficiency and distribution effectiveness

Additional Skills You Feel Should Be Included

Promotion Skills

- Ability to:**
- select appropriate direct marketing company
 - select appropriate promotional mix
 - select appropriate international advertising agency
 - market on the Internet

Additional Skills You Feel Should Be Included

Appendix C

DELPHI INSTRUMENT ROUND TWO

INSTRUCTIONS

- 1] **READ** the entire **LIST OF SKILLS** to gain a general sense of the material.

- 2] Based on your expertise, please **RATE EACH SKILL** by circling the number that best reflects your perception concerning the **DEGREE OF IMPORTANCE** for employees of exporting companies to possess these skills. (1 "Unimportant" through 8 "Very Important").

**SKILLS NEEDED FOR EFFECTIVE INTERNATIONAL
MARKETING IN EXPORTING COMPANIES**

Please rate each skill by assigning the number that best reflects your perception concerning degree of importance:

1 "Unimportant" through 8 "Very Important"

RATING 1 - 8	PLANNING AND OPERATIONAL SKILLS
	evaluate the effectiveness and efficiency of your international marketing activities
	write and implement an international marketing plan
	assess foreign market size and potential
	conduct a global competitive analysis
	utilize electronic/ library information sources and computer applications
	develop insights concerning foreign customer buying/ technical decision-making behaviors
	assess international marketing training needs
	adapt to foreign business practices, cultural differences, and protocol
	communicate clearly with others when English is not their first language
	speak a foreign language
	analyze market share within specific foreign territories
	assess foreign market legal environment implications
	analyze import/export government regulations (costs/risks)
	segment international markets
	distinguish between global and multinational marketing strategies
	react to market opportunities quicker than competitors
	plan overseas market visits/ tours/ itineraries
	analyze key facts regarding political/economic/historic/cultural trends of a country
	develop profit repatriation plans
	analyze human resources tasks and design appropriate organizational structure
RATING 1 - 8	PRICING SKILLS
	evaluate and select international pricing strategies
	forecast profit contributions and revenue related to international markets
	evaluate and select appropriate international payment methods (TT, L/C, D/A, D/P, Open Account, Countertrade, Off-set)
	evaluate and select appropriate trade financing programs (EXIM, SBA, CEFO, credit insurance)
	develop international quotations using a variety of INCOTERMS and foreign currencies
	understand differences between full cost and incremental cost
	analyze and manage "gray market" activity
	utilize the most effective transfer pricing practices
	negotiate effectively in a multicultural setting
	determine costs associated with overseas customs duties and regulations
	assess U.S. and foreign tax incentives (e.g., foreign sales corporations)
	identify and adjust for customer service costs

RATING 1 - 8	PRODUCT SKILLS
	assess suitability of your products to foreign markets
	determine appropriateness of product adaptation versus standardization (e.g., use local language on product packaging)
	analyze local brands and devise international branding strategies
	review various classification numbering systems (e.g., SIC, HTS, SITC)
	review packaging, packing, and labeling requirements
	secure foreign country/government approvals (product, safety, environmental, and quality standards)
	protect intellectual property rights
	identify "what you are selling"
	develop foreign repair and service system (warranty, repair, spare parts policies)
	evaluate and select product sourcing strategies
	determine product life cycle strategy of the product in each market
RATING 1 - 8	DISTRIBUTION SKILLS
	evaluate and select appropriate foreign market entry alternatives
	assess and select appropriate international transportation alternatives (especially where there are no existing routes)
	evaluate and select a freight forwarder
	develop just-in-time/ kanban inventory systems
	evaluate environmental factors/ geography affecting physical distribution
	deal with foreign customs brokers/clearing agents
	effectively obtain export licenses
	assess appropriateness of joint ventures and strategic alliances
	identify, evaluate, qualify and select foreign distributors/agents/EMC/ETC
	select, recruit, compensate, train and manage an international sales force
	balance between distribution efficiency and distribution effectiveness
RATING 1 - 8	PROMOTION SKILLS
	evaluate and select appropriate direct mail company
	evaluate and select appropriate promotional mix
	evaluate and select appropriate international advertising agency
	evaluate and select appropriate telemarketing organization
	evaluate and select appropriate public/ governmental relations specialists
	evaluate and select appropriate internet marketing service providers
	identify and abide by legal issues relative to foreign promotion
	evaluate and select appropriate communication channels (internationally)
	develop promotional / presentation materials/ product literature
	appropriately utilize U.S. State and Federal export promotion programs
	use trade shows (domestic and international) to promote international trade
	explore other promotional alternatives that may be characteristic of given country

Appendix D

DELPHI INSTRUMENT ROUND THREE

INSTRUCTIONS

- 1] This is the first part of a study looking at training needs in the field of international marketing. The objective of this Delphi study is to try to reach consensus among DEC members regarding the importance of various international marketing skills. Practicing international marketers will be surveyed regarding the degree to which they possess these skills. Training needs will be determined by looking at the importance ratings relative to the degree that each skill is possessed within industry.

- 2] Please **READ THE RATINGS** for each **SKILL** to gain feedback concerning:
X = Where you put your rating
M = The mean (average) rating from all panelists
() = The innerquartile rating (middle 50% - central tendency of all raters)

- 3] **RERATE EACH SKILL** by circling the appropriate number. You should feel free to keep your rating as previously recorded or to change it. Please remember that we are trying to reach consensus among DEC members as you rate these items.
(1 “Unimportant” through 8 “Very Important”)

- 4] If any of your ratings are outside the innerquartile range, please indicate why.

SKILLS NEEDED FOR EFFECTIVE INTERNATIONAL MARKETING IN EXPORTING COMPANIES

Please rate each skill by circling the number that best reflects your perception concerning degree of importance. If any of your ratings are outside the innerquartile range, please indicate why on the reverse side of the page.

X = Your Previous Rating

M = Mean rating of all panelists

() = Central tendency of all panelists

Skills		Importance Ratings									
		Planning and Operational Skills									
Ability to:	Evaluate the effectiveness and efficiency of your international marketing activities	Unimportant	1	2	3	4	5	6	7	8	Very Important
								(M)			
	Write and implement an international marketing plan	Unimportant	1	2	3	4	5	6	7	8	Very Important
								(M)			
	Assess foreign market size and potential	Unimportant	1	2	3	4	5	6	7	8	Very Important
								(M)			
	Conduct a global competitive analysis	Unimportant	1	2	3	4	5	6	7	8	Very Important
						(M)					
	Utilize electronic/ library information sources and computer applications	Unimportant	1	2	3	4	5	6	7	8	Very Important
								(M)			
	Develop insights concerning foreign customer buying/ technical decision-making behaviors	Unimportant	1	2	3	4	5	6	7	8	Very Important
								(M)			
	Assess international marketing training needs	Unimportant	1	2	3	4	5	6	7	8	Very Important
								(M)			
	Adapt to foreign business practices, cultural differences, and protocol	Unimportant	1	2	3	4	5	6	7	8	Very Important
								(M)			
	Communicate clearly with others when English is not their first language	Unimportant	1	2	3	4	5	6	7	8	Very Important
								(M)			
	Speak a foreign language	Unimportant	1	2	3	4	5	6	7	8	Very Important
							(M)				
	Analyze market share within specific foreign territories	Unimportant	1	2	3	4	5	6	7	8	Very Important
							(M)				
	Assess foreign market legal environment implications	Unimportant	1	2	3	4	5	6	7	8	Very Important
								(M)			
	Analyze import/export government regulations (costs/risks)	Unimportant	1	2	3	4	5	6	7	8	Very Important
								(M)			
	Segment international markets	Unimportant	1	2	3	4	5	6	7	8	Very Important
								(M)			
	Distinguish between global and multinational marketing strategies	Unimportant	1	2	3	4	5	6	7	8	Very Important
					(M)						
	React to market opportunities quicker than competitors	Unimportant	1	2	3	4	5	6	7	8	Very Important
								(M)			

		Skills		Importance Ratings								
	Plan overseas market visits/ tours/ itineraries	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Analyze key facts regarding political/ economic/ historic/ cultural trends of a country	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Develop profit repatriation plans	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Analyze human resources tasks and design appropriate organizational structure	Unimportant	1	2	3	4	5	6	7	8	Very Important	
Pricing Skills												
Ability to:	Evaluate and select international pricing strategies	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Forecast profit contributions and revenue related to international markets	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Evaluate and select appropriate international payment methods (TT, L/C, D/A, D/P, Open Account, Countertrade, Offset)	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Evaluate and select appropriate trade financing programs (EXIM, SBA, CEFO, credit insurance)	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Develop international quotations using a variety of INCOTERMS and foreign currencies	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Understand differences between full cost and incremental cost	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Analyze and manage “gray market” activity	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Utilize the most effective transfer pricing practices	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Negotiate effectively in a multicultural setting	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Determine costs associated with overseas customs duties and regulations	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Assess U.S. and foreign tax incentives (e.g., foreign sales corporations)	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Identify and adjust for customer service costs	Unimportant	1	2	3	4	5	6	7	8	Very Important	
Product Skills												
Ability to:	Assess suitability of your product to foreign markets	Unimportant	1	2	3	4	5	6	7	8	Very Important	
	Determine appropriateness of product adaptation versus standardization (e.g., use local language on product packaging)	Unimportant	1	2	3	4	5	6	7	8	Very Important	

Skills		Importance Ratings								
Analyze local brands and devise international branding strategies	Unimportant	1	2	3	4	5	6 (M)	7	8	Very Important
Review various classification numbering systems (e.g., SIC, HTS, SITC)	Unimportant	1	2	3	4	5 (	6 M	7	8	Very Important
Review packaging, packing, and labeling requirements	Unimportant	1	2	3	4	5	6	7 (M	8	Very Important
Secure foreign country/government approvals (product, safety, environmental, and quality standards)	Unimportant	1	2	3	4	5	6	7 (M	8	Very Important
Protect intellectual property rights	Unimportant	1	2	3	4	5	6 (M	7	8	Very Important
Identify “what you are selling”	Unimportant	1	2	3	4	5	6	7 (M	8	Very Important
Develop foreign repair and service system (warranty, repair, spare parts policies)	Unimportant	1	2	3	4	5	6 (M	7	8	Very Important
Evaluate and select product sourcing strategies	Unimportant	1	2	3	4	5	6 (M	7	8	Very Important
Determine product life cycle strategy of the product in each market	Unimportant	1	2	3	4	5	6 (	7 M)	8	Very Important

Distribution Skills

Ability to: Evaluate and select appropriate foreign market entry alternatives	Unimportant	1	2	3	4	5	6	7 (M	8	Very Important
Assess and select appropriate international transportation alternatives (especially where there are no existing routes)	Unimportant	1	2	3	4	5	6 (M	7	8	Very Important
Evaluate and select a freight forwarder	Unimportant	1	2	3	4	5	6 (M	7	8	Very Important
Develop just-in-time/ kanban inventory systems	Unimportant	1	2	3	4	5 (M	6	7	8	Very Important
Evaluate environmental factors/ geography affecting physical distribution	Unimportant	1	2	3	4	5 (	6 M	7	8	Very Important
Deal with foreign customs brokers/ clearing agents	Unimportant	1	2	3	4	5 (	6 M	7	8	Very Important
Effectively obtain export licenses	Unimportant	1	2	3	4	5	6 (M	7	8	Very Important
Assess appropriateness of joint ventures and strategic alliances	Unimportant	1	2	3	4	5 (M	6	7	8	Very Important
Identify, evaluate, qualify and select foreign distributors/ agents/ EMC/ ETC	Unimportant	1	2	3	4	5	6	7 (M	8	Very Important
Select, recruit, compensate, train, and manage an international sales force	Unimportant	1	2	3	4	5	6	7 (M	8	Very Important

Skills		Importance Ratings									
		Unimportant	1	2	3	4	5	6	7	8	Very Important
Balance between distribution efficiency and distribution effectiveness								(M)			
Promotion Skills											
Ability to:	Evaluate and select appropriate direct mail company	Unimportant	1	2	3	4	5	6	7	8	Very Important
	Evaluate and select appropriate promotional mix	Unimportant	1	2	3	4	5	6	7	8	Very Important
	Evaluate and select appropriate international advertising agency	Unimportant	1	2	3	4	5	6	7	8	Very Important
	Evaluate and select appropriate telemarketing organization	Unimportant	1	2	3	4	5	6	7	8	Very Important
	Evaluate and select appropriate public/governmental relations specialists	Unimportant	1	2	3	4	5	6	7	8	Very Important
	Evaluate and select appropriate internet marketing service providers	Unimportant	1	2	3	4	5	6	7	8	Very Important
	Identify and abide by legal issues relative to foreign promotion	Unimportant	1	2	3	4	5	6	7	8	Very Important
	Evaluate and select appropriate communication channels (internationally)	Unimportant	1	2	3	4	5	6	7	8	Very Important
	Develop promotional/ presentation materials/ product literature	Unimportant	1	2	3	4	5	6	7	8	Very Important
	Appropriately utilize U.S. State and Federal export promotion programs	Unimportant	1	2	3	4	5	6	7	8	Very Important
	Use trade shows (domestic and international) to promote international trade	Unimportant	1	2	3	4	5	6	7	8	Very Important
	Explore other promotional alternatives that may be characteristic of given country	Unimportant	1	2	3	4	5	6	7	8	Very Important

Appendix E

SKILLS NEEDED

FOR EFFECTIVE INTERNATIONAL MARKETING

Directions:

Multiple skills are involved in the international marketing process. Because of limited time and resources, employees within your firm probably possess some but not all of these skills. Your firm may contract out to obtain those skills not possessed by employees (i.e., your foreign distributor possesses the skill and performs the function on your firm's behalf). Please indicate to what degree employees within your firm personally possess these skills.

Please circle the appropriate number 1 . . . 8 ["Do Not Possess" = 1] [8 = "Strongly Possess"]

To what degree do employees in your firm possess the ability to:

1] Evaluate the effectiveness and efficiency of your international marketing activities	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
2] Write and implement an international marketing plan	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
3] Assess foreign market size and potential	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
4] Conduct a global competitive analysis	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
5] Utilize electronic/ library information sources and computer applications	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
6] Develop insights concerning foreign customer buying/ technical decision-making behaviors	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
7] Assess international marketing training needs	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
8] Adapt to foreign business practices, cultural differences, and protocol	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
9] Communicate clearly with others when English is not their first language	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
10] Speak a foreign language	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
11] Analyze market share within specific foreign territories	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
12] Assess foreign market legal environment implications	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
13] Analyze import/export government regulations (costs/risks)	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									
14] Segment international markets	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No									

Please circle the appropriate number 1 . . . 8 [“Do Not Possess” = 1] [8 = “Strongly Possess”]

To what degree do employees in your firm possess the ability to:

15] Distinguish between global and multinational marketing strategies	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
16] React to market opportunities quicker than competitors	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
17] Plan overseas market visits/ tours/ itineraries	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
18] Analyze key facts regarding political/economic/historic/cultural trends of a country	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
19] Develop profit repatriation plans	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
20] Analyze human resources tasks and design appropriate organizational structure	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
21] Evaluate and select international pricing strategies	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
22] Forecast profit contributions and revenue related to international markets	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
23] Evaluate and select appropriate international payment methods (TT, L/C, D/A, D/P, Open Account, Countertrade, Off-set)	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
24] Evaluate and select appropriate trade financing programs (EXIM, SBA, CEFO, credit insurance)	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
25] Develop international quotations using a variety of INCOTERMS and foreign currencies	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
26] Understand differences between full cost and incremental cost	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
27] Analyze and manage “gray market” activity	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
28] Utilize the most effective transfer pricing practices	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
29] Negotiate effectively in a multicultural setting	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
30] Determine costs associated with overseas customs duties and regulations	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								
31] Assess U.S. and foreign tax incentives (e.g., foreign sales corporations)	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No								

Please circle the appropriate number 1 . . . 8 [“Do Not Possess” = 1] [8 = “Strongly Possess”]

To what degree do employees in your firm possess the ability to:

32] Identify and adjust for customer service costs	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
33] Assess suitability of your products to foreign markets	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
34] Determine appropriateness of product adaptation versus standardization (e.g., use local language on product packaging)	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
35] Analyze local brands and devise international branding strategies	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
36] Review various classification numbering systems (e.g., SIC, HTS, SITC)	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
37] Review packaging, packing, and labeling requirements	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
38] Secure foreign country/government approvals (product, safety, environmental, and quality standards)	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
39] Protect intellectual property rights	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
40] Identify “what you are selling”	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
41] Develop foreign repair and service system (warranty, repair, spare parts policies)	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
42] Evaluate and select product sourcing strategies	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
43] Determine product life cycle strategy of the product in each market	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
44] Evaluate and select appropriate foreign market entry alternatives	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
45] Assess and select appropriate international transportation alternatives (especially where there are no existing routes)	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
46] Evaluate and select a freight forwarder	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
47] Develop just-in-time/ kanban inventory systems	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		
48] Evaluate environmental factors/ geography affecting physical distribution	1 2 3 4 5 6 7 8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
If rated 1, 2 or 3 - Do you contract out for this task? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Please circle the appropriate number 1 . . . 8 ["Do Not Possess" = 1] [8 = "Strongly Possess"]

To what degree do employees in your firm possess the ability to:

49] Deal with foreign customs brokers/clearing agents	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
50] Effectively obtain export licenses	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
51] Assess appropriateness of joint ventures and strategic alliances	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
52] Identify, evaluate, qualify and select foreign distributors/agents/EMC/ETC	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
53] Select, recruit, compensate, train and manage an international sales force	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
54] Balance between distribution efficiency and distribution effectiveness	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
55] Evaluate and select appropriate direct mail company	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
56] Evaluate and select appropriate promotional mix	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
57] Evaluate and select appropriate international advertising agency	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
58] Evaluate and select appropriate telemarketing organization	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
59] Evaluate and select appropriate public/ governmental relations specialists	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
60] Evaluate and select appropriate internet marketing service providers	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
61] Identify and abide by legal issues relative to foreign promotion	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
62] Evaluate and select appropriate communication channels (internationally)	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
63] Develop promotional / presentation materials/ product literature	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
64] Appropriately utilize U.S. State and Federal export promotion programs	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
65] Use trade shows (domestic and international) to promote international trade	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No
66] Explore other promotional alternatives that may be characteristic of given country	1	2	3	4	5	6	7	8	<input type="checkbox"/> Don't Know <input type="checkbox"/> Not Applicable
	If rated 1, 2 or 3 - Do you contract out for this task?								<input type="checkbox"/> Yes <input type="checkbox"/> No

REFERENCES

REFERENCES

- Albaum, Gerald, and R. A. Peterson. 1984. Empirical research in international marketing, 1976–1982. Journal of International Business Studies 15 (spring–summer): 161–174.
- Albaum, Gerald, Jesper Stradskov, Edwin Duerr, and Laurence Dowd. 1994. International marketing and export management. Menlo Park, CA: Addison-Wesley Publishing Company.
- Ali, Abbas, and Paul M. Swiercz. 1991. Firm size and export behavior: Lessons from the midwest. Journal of Small Business Management (April): 71-78.
- American Marketing Association. 1985. AMA board approves new marketing definition. Marketing News 19: 1.
- Ball, Donald A., and Wendell H. McCulloch Jr. 1996. International business: The challenge of global competition. Homewood, IL: Richard D. Irwin.
- Berry, Dick. 1990. Marketing mix for the '90s adds an S and 2 Cs to 4 Ps. Marketing News 24, no. 26 (24 December): 10.
- Berry, Leonard L., Jeffrey S. Conant, and A. Parasuraman. 1991. A framework for conducting a services marketing audit. Journal of the Academy of Marketing Science 19, no. 3: 255–268.
- Borden, Neil H. 1964. The concept of the marketing mix. Journal of Advertising Research 4 (June): 2–7.
- Broadbent, Kay. 1993. Changing roles and new opportunities in the international client-agency relationship or are we using a sextant to steer a spaceship? Seminar on marketing and international research: Client company needs and research industry skills; Can the gap be bridged? Brussels, Belgium, 10–12 March, 65–74.

- Brown Jr., James R., Harold Goedde, and Willie E. Gist. 1991. Enhance your firm's marketing performance via a marketing audit. The Practical Accountant (April): 57–60
- Busche, Don, and Marly Bergerud. 1990. The global challenge: International trade training needs of California businesses. Irvine, CA: Department of Vocational Education, Saddleback College.
- Buzzell, Robert, and John Quelch. 1987. Designing strategies for global competition. Boston, MA: Harvard Business School.
- California Trade and Commerce Agency. 1995. Team California News 2, no. 4 (spring–summer).
- Cateora, Philip R. 1993. International marketing. Homewood, IL: Richard D. Irwin.
- Cox, James. 1995. Basics of questionnaire construction in educational settings (guidelines for the novice). La Verne, CA: University of La Verne.
- Cram, Laura. 1995. The marketing audit: Baseline for action. Library Trends 43, no. 3 (winter): 326–348.
- Cravens, David W., Shannon H. Shipp, and Karen S. Cravens. 1994. Reforming the traditional organization: The mandate for developing networks. Business Horizons (July–August): 19–27.
- Czinkota, Michael R., Ilkka A Ronkainen, and John J. Tarrant. 1995. The global marketing imperative. Lincolnwood, IL: NTC Business Books.
- Dahringer, Lee D., and Hans Mühlbacher. 1991. International marketing: A global perspective. Menlo Park, CA: Addison-Wesley Publishing Company.
- Daniels, John D., and Lee H. Radebaugh. 1995. International business environments and operations. Menlo Park, CA: Addison-Wesley Publishing Company.
- Darling, John R. 1985. Keys for success in exporting to the U.S. market. European Journal of Marketing 19, no. 2: 17–30.

- Denison, Tim, and Malcolm McDonald. 1995. The role of marketing past, present and future. Journal of Marketing Practice: Applied Marketing Science 1, no. 1: 54–76.
- Denton, D. Keith. 1995. Competence-based team management. Team Performance Management: An International Journal 1, no. 4: 2.
- Gay, L. R. 1981. Educational research. Columbus, OH: Charles E. Merrill Publishing Co.
- Gibbs, Bob, Robert Glendenning, and Jim McCarthy. 1995. Learning in the workplace through employee development: Three perspectives. Training and Management Development Methods 9: 1.11–1.25.
- Graham, John L., and Kjell Grønhaug, 1989. Ned Hall didn't have to get a haircut: Or why we haven't learned much about international marketing in the last twenty-five years. Journal of Higher Education 60, no. 2 (March–April): 152–186.
- Gummesson, Evert. 1996. Why relationship marketing is a paradigm shift: Some conclusions from the 30Rs approach. Stockholm University, Sweden: MCB University Press. Available from the Internet; accessed n.d.
- Halal, William E. 1994. Let's turn organizations into markets! The Futurist. (May–June): 9–14.
- Harvey, Thomas, R. 1991. Statistics for educational managers. La Verne, CA: University of La Verne.
- Harvey, Thomas R., William L. Bearley, and Sharon M. Corkrum. 1995. The practical decision maker: A handbook for decision making and problem solving in organizations. La Verne, CA: University of La Verne. Draft unpublished: September.
- Hiam, Alexander, and Charles D. Schewe. 1992. The portable MBA in marketing. New York: John Wiley and Sons.
- Ingram, Thomas N., and Raymond W. LaForge. 1992. Sales management analysis and decision making. Orlando, FL: The Dryden Press.

- Isaac, Stephen, and William B. Michael. 1984. Handbook in research and evaluation. San Diego, CA: EdITS Publishing Company.
- Jeannet, Jean-Pierre, and H. David Hennessey. 1995. Global marketing strategies. Boston, MA: Houghton Mifflin Company.
- Joseph, LeRoy. 1977. Is marketing education missing the boat? or . . . What should business schools be teaching their marketing students to better prepare them for marketing work? Contemporary Marketing Thought 1977 Educators' Proceedings, Series 41, ed. Barnett A. Greenberg and Danny N. Bellenger 116. Chicago, IL: American Marketing Association.
- Journal of Commerce. 1995. Directory of U. S. importers and exporters [CD-ROM]. New York: Knight-Ridder Information, June.
- Kalim, Jane. 1993. Quality standards: The push-me-pull you of marketing research. Seminar on marketing and international research: Client company needs and research industry skills; Can the gap be bridged? Brussels, Belgium, 10–12 March, 11–26.
- Keegan, Warren J. 1989. Global marketing management. Englewood Cliffs, NJ: Prentice-Hall.
- Keegan, Warren J., and Mark C. Green. 1997. Principles of global marketing. Upper Saddle River, NJ: Prentice-Hall.
- Kern, Louis W., Adel I. El-Ansary, and James R. Brown. 1989. Management in marketing channels. Englewood Cliffs, NJ: Prentice-Hall.
- Kotabe, Masaaki, and Michael R. Czinkota. 1992. State government promotion of manufacturing exports: A gap analysis. Journal of International Business Studies (fourth quarter): 637–661.
- Kotler, Philip. 1977. From sales obsession to marketing effectiveness. Harvard Business Review (November–December): 67–75.
- Kotler, Philip, William T. Gregor, and William H. Rodgers III. 1989. The marketing audit comes of age. Sloan Management Review (winter): 49–62.

- Kwok, Chuck C. Y., Jeffrey Arpan, and William R. Folks Jr. 1994. A global survey of international business education in the 1990s. Journal of International Business Studies (third quarter): 605–623.
- Ladet, Michel, and Francois Montrelay. 1993. How to meet client's needs? Examples from the car and the food industries. Seminar on marketing and international research: Client company needs and research industry skills; Can the gap be bridged? Brussels, Belgium 10–12 March, 137–152.
- Lazer, William, Priscilla LaBarbera, James M. MacLachlan, and Allen E. Smith. 1990. Marketing 2000 and beyond. Chicago, IL: American Marketing Association.
- Levitt, Theodore. 1983. The globalization of markets. Harvard Business Review (May–June): 92–102.
- Linstone, Harold A., and Murray Turoff. 1975. The Delphi method: Techniques and applications. Reading, MA: Addison-Wesley Publishing Company.
- Lundstrom, William J., D. Steven White, and Camille P. Schuster. 1996. Internationalizing the marketing curriculum: The professional marketer's perspective. Journal of Marketing Education (summer): 5–16.
- MacCormack, Alan David, Lawrence James Newman III, and Donald B. Rosenfield. 1994. The new dynamics of global manufacturing site location. Sloan Management Review (summer): 69–79.
- McKee, Daryl O., Jeffrey S. Conant, P. Rajan Varadarajan, and Michael P. Mokwa. 1992. Success-producer and failure-preventer marketing skills: A social learning theory interpretation. Journal of the Academy of Marketing Science 20, no.1: 17–26.
- Mokwa, Michael P. 1986. The strategic marketing audit: An adoption–utilization perspective. The Journal of Business Strategy 6 (spring): 88–95.
- Monye, Sylvester O. 1995. Research note: International marketing management: A separate academic discipline? An empirical assessment of the need for specialist education and training. International Marketing Review 12, no. 3: 5–14.

- Moss, C. D. 1986. The marketing accountant in industry. European Journal of Marketing 20, no. 1: 95–103.
- Myers, J. G., S. A. Greyser, and W. F. Massey. 1979. The effectiveness of marketing's R and D for marketing management: An assessment. Journal of Marketing 43 (January): 17–29.
- Nachum, L. 1994. The choice of variables for segmentation of the international market. International Marketing Review 11, no. 3: 54–67.
- Passerieu, Katherine. 1993. What changes will be needed within the research agency? Seminar on marketing and international research: Client company needs and research industry skills; Can the gap be bridged? Brussels, Belgium, 10–12 March, 49–64.
- Popham, W. James. 1993. Educational evaluation. Needham Heights, MA: Allyn and Bacon.
- Quelch, John A., and Edward J. Hoff. 1986. Customizing global marketing. Harvard Business Review (May–June): 35–48.
- Schwartz, Karen D. 1996. Fast becoming interactive, training isn't what it used to be. Potomac, MD: Enterprise Reengineering.
- Scott, Linda K. 1989. Survey of business–industry to determine interest in and need for a certificate in international business. San Diego, CA: San Diego Community College District, Department of Vocational Education and Employment Training.
- Sletten, Eric. 1994. How to succeed in exporting and doing business internationally. New York: John Wiley and Sons.
- Smith, Marsha O., and James F. Steward. 1995. Communication for a global economy. Business Education Forum (April): 25–88.
- Solomon, Charlene Marmer. 1994. Success abroad depends on more than job skills. Personnel Journal (April): 51–60.
- Taoka, George M., and Don R. Beeman. 1991. International business environments, institutions, and operations. New York: Harper Collins Publishers.

- Terry, Dale. 1995. How does your bank's marketing size up? Bank Marketing (January): 53–58.
- Tobin, Margaret Marianne. 1993. The three educational levels of marketing major graduates with implications for the worker exodus from Lackawanna County. Ed.D. diss., University of Michigan, Ann Arbor, MI.
- Toyne, Brian, and Peter G. P. Walters. 1993. Global marketing management: A strategic perspective. Needham Heights, MA: Allyn and Bacon.
- Turnbull, Peter W., and G. F. Welham. 1985. Characteristics of European export marketing staff. European Journal of Marketing 19, no. 2: 31–41.
- USDOC. 1994. See U.S. Department of Commerce. 1994.
- USDOC. 1995a. See U.S. Department of Commerce. 1995a.
- USDOC. 1995a. See U.S. Department of Commerce. 1995b.
- U.S. Department of Commerce. 1994. Business America: Where to get export assistance. National Trade Data Bank Article 3 [CD-ROM]. Washington, DC: International Trade Administration, April.
- _____. 1995a. U.S. global trade outlook, 1995–2000: Appendix C: Highlights of U.S. foreign trade. National Trade Data Bank [CD-ROM]. Washington, DC: U.S. Department of Commerce, Bureau of Economic Analysis, Bureau of the Census.
- _____. 1995b. Business America: DEC activities support the national export strategy. National Trade Data Bank Article 3 [CD-ROM]. Washington, DC: International Trade Administration, April.
- van Herk, Martin C. 1993. Multi-cultural marketing: The Asian experience. Seminar on marketing and international research: Client company needs and research industry skills; Can the gap be bridged? Brussels, Belgium, 10–12 March, 91–100.
- Voght, Geoffrey, M., and Ray Schaub. 1992. Foreign languages and international business. ERIC Digest, September. ERIC Document, ED 347 851.

- Wills, Joan L. 1993. An overview of skill standards systems in selected countries 4. Washington, DC: U.S. Department of Education.
- Wilson, Aubrey. 1972. The marketing of professional services. London, UK: McGraw-Hill Book Company.
- Zodl, Joseph A. 1995. Export-import. Cincinnati, OH: Betterway Books.