## SINGLE INSTANCES AND DECISION-MAKING: IMPLICATIONS FOR TEACHING INTERNATIONAL MARKETING

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## **ABSTRACT**

An increasing body of evidence suggests that decision-makers rely too much on single exemplars from the past. The field of international marketing also relies too heavily on single instances as examples and that may sometimes lead to incorrect conclusion This paper introduces and reviews research that points out the perils of relying on single exemplars, and specifically questions the use of the European Union as a model of successful economic integration for other regions, that may have dissimilar historical, political, and economic considerations. It is proposed that there may be a need for developing different models for other regions of the world. This also has implications for designing the instruction of international marketing courses as well as other courses

## CONCLUSION

Research from other areas suggests that over-reliance on a single exemplar may be misleading, even in international marketing. If decision-makers use a single exemplar as a base and try to make predictions about other targets that may not be similar in important ways, there is the risk of incorrect predictions. Further, this influence can occur at a nonconscious level, introducing biases without our even realizing it. The E.U has been outstandingly successful in reducing barriers between countries and bringing them together. Yet, the E.U. model may not be applicable elsewhere since the West European geo-political-economic situation was fairly unique.

This is not to say that economic and political cooperation in other regions is not possible. Just that other regions may have to develop their own models of cooperation. This is also not to say regionalization is not happening – many corporations have already been practicing it in their own way (e.g., Sazanami, 1997) – but that different models need to be developed for that process to develop effectively. International marketing courses will be better off if

they take this into account in term of their course development as well as delivery.