
International Marketing

COURSE DESIGNATOR SDNY 3015

LANGUAGE OF INSTRUCTION English

NUMBER OF CREDITS 3

COURSE DESCRIPTION

“Business activities today are global in scope. Technology, research, capital investment and production, as well as marketing, distribution, and communication networks, all have global dimensions. Every business must be prepared to compete in an increasingly interdependent global economic and physical environment ... Even companies that do not operate in the international arena are affected ... by the success of the European Union, the export-led growth in South Korea, the revitalized Mexican economy, the economic changes taking place in China, military conflicts in the Middle East, and climate change. The challenge of international marketing is to develop strategic plans that are competitive in these intensifying global markets. For a growing number of companies, being international is no longer a luxury but a necessity for economic survival.”¹

This International Marketing course will help you develop an understanding of the scope and challenges of marketing in the international context.

With its global presence, CAPA offers students the opportunity to enrich their academic experience by exposing and exploring the localized context of CAPA Sydney, specifically Australia and the Asia Pacific. The 21st century has been called ‘the Asian Century’ and Australia more so than any other country is attuned to this given that our economic future lies with Asia. The rise of the middle class in Asia, and India and China in particular, opens up significant opportunities for Australian businesses in all sectors of the economy. Competition comes from both local enterprises in each country as well as multinational corporations operating and marketing into the region.

This course introduces students to the basic theories, concepts and practices of international marketing. It focuses on the global marketplace, but draws examples in particular from the Asia Pacific region. The course introduces students to the basic differences between domestic and international marketing, before reviewing many of the environmental factors that international marketers have to consider prior to determining their mode of engagement, and degree of involvement with international markets (including which markets to select). Case studies discussed in class will be drawn from the region.

COURSE OBJECTIVES

Students will develop the following skills during this course:

- Problem analysis
- Develop understanding of the subject area within the global context
- Critical thinking
- Working independently and as part of a team
- Personal reflection
- Developing good reading habits

LEARNING OUTCOMES

After taking this course, students should be able to:

- Understand the scope and challenges of international marketing
- Recognise the cultural environment of global markets, business and management approaches
- Develop an understanding of the political environment within which international marketing operates
- Gain perspectives to assess global market opportunities and threats

¹ Cateora, P., M. Gilly and J. Graham, (2013). International Marketing, McGraw-Hill, p.7.

- Develop an analytical toolbox for international marketing analysis
- Gain an understanding of regional issues in global marketing – the Americas, Asia-Pacific & Europe, Africa & the Middle East
- Develop an understanding of global consumer and B2B marketing strategies

COURSE PREREQUISITES

This course does not require students to have undertaken prior courses in marketing. However it does assume that students have some prior knowledge about economic and trading conditions in the contemporary world, and an interest in cultures, economies and societies other than their own. Students who have not previously undertaken an introductory course in marketing may wish to review the contents of an introductory marketing textbook, in order to familiarize themselves with the basic theories, concepts and practices of marketing.

METHODOLOGY

This class will be participative and will require students to contribute individually and as part of a team. The course content and delivery will create a framework where students reflect critically on the weekly discussion topics. The students will be expected to devote an hour per day keeping up with the current global issues in international business, politics and society. Expected reading sources should include *The Economist*, *Financial Times* and *The New York Times*. The teaching and learning methods will be a blend of the following:

- Lectures
- Reflections & observations
- Readings on current topics
- Class discussions and case studies
- Student presentations and two research papers.

MYEDUCATION REQUIREMENT

You are encouraged to participate in events/activities from the CAPA MyEDUCATION calendar to broaden your understanding of this course in the context of Sydney and Australia. You will be asked to draw on these experiences in one or more of the assessment tasks within this course.

There will be a field visit to an IKEA store during one session of this course. This is a structured activity that involves a formal briefing, provision of a brief IKEA profile, provision of an IKEA case study from a text, and questions on a questionnaire to be addressed during the visit to IKEA. The fieldtrip will be debriefed at the session in the week following the fieldtrip, and students will be expected to provide answers to the questions on the questionnaire. Answers to the questions should be approximately 2-3 A4 pages in total. Submit via Moodle prior to the following week session.

REQUIRED READING AND RESOURCES

It will be necessary to purchase the following textbook for this course, since the textbook provides detailed information on the various topic areas covered by the course at each of the sessions. It also provides an alternative viewpoint to the viewpoint provided by the lecturer in presenting the Power Point lecture slides.

Cateora, P., Graham, J., Gilly, M. (2013) *International Marketing*. 16th edition, C, McGraw-Hill. ISBN: 007715956X

The book is available from McGraw-Hill for electronic download at a 20% student discount by using the link below:
http://www.coursesmart.co.uk/IR/4905885/007715956x?_hdv=6.8

RECOMMENDED READING

The following texts provide more context specific content:

- Cateora, P. Sullivan Mort, G. D'Souza, C. Taghian, M. Weerawarddena, J. Graham, J. (2009) *International Marketing*, McGraw Hill, Australia
- Fletcher, R., Brown, L. (2013), *International Marketing - An Asia Pacific Perspective*, 6th Edition, Prentice Hall, Australia
- Kotabe, M. Ang, S, Griffith, K. Marshall, A. Voola, R. Helsen, (2014) K. *International Marketing*, 4th Asia Pacific Edition, Wiley, Australia

GRADING

CAPA PROGRAM AND INSTRUCTOR POLICY

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behavior. This means to gain full attendance you must attend all classes, you must not be late (unless with a valid reason) and you must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e., reading materials other than the work assigned, may result in a low or zero grade for participation, and possible referral to the CAO. **No electronic equipment will be used in class**, including laptops, phones, ipods, cell phones, etc, unless you have written permission from the Chief Academic Officer prior to the course. If you are caught using any electronic equipment, you may receive a zero grade for participation.

Plagiarism will be dealt with very seriously, and will be referred to the Chief Academic Officer in London. You may receive an F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

CLASS PARTICIPATION AND ATTENDANCE

Attendance at all classes is mandated by CAPA; students who miss a class without permission from CAPA's Chief Academic Officer will have their grade for the course lowered. Informed participation is expected in every class, so students must have read the full assignment carefully before coming and be ready to discuss it if called upon. At any meeting there may be a brief, pass-fail two-minute quiz on some utterly obvious fact in the assigned reading. Students will also be asked to complete informal in-class writing assignments on a regular basis, which will require them to demonstrate their familiarity with the assigned materials. Students who repeatedly demonstrate unsatisfactory performance on these quizzes and exercises will be penalized in the participation grade.

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A- B+	90-92 87-89	Achievement that is significantly above the level necessary to meet course requirements.
B	83-86	
B- C+	80-82 77-79	Achievement that meets the course requirements in every respect.
C	73-76	
C- D+	70-72 67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60-66	
F	<59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

GRADING FOR ASSIGNMENTS

Class participation, case study analytical comments and field trip questionnaire	25%
Final project and class presentation	40%
In class tests Weeks 2-11	35%
Overall grade	100%

SCHEDULE AND ASSIGNMENTS

Course Topics	
Week 1	<p>Overview</p> <p>Course overview & review of assessment guidelines</p> <p>Research project requirements – localised context</p> <p>Scope & Challenge of International Marketing</p> <p>Dynamic Environment of International Trade</p> <p>Readings: CGG 1 & 2</p>
Week 2	<p>How Cultural Differences affect Organisations</p> <p>Readings: CGG 3, 4 & 5</p> <p>Cultural Environment of Global Markets</p> <p>History & Geography: The Foundations of Culture</p> <p>Cultural Dynamics in Assessing Global Markets</p> <p>Dynamics of Global Population Trends</p> <p>Culture, Management Style & Business Systems</p>
Week 3	<p>The Political & International Legal Environment</p> <p>Readings: CGG 6 & 7</p> <p>The Political Environment: A Critical Concern</p> <p>Political Risks of Global Business</p> <p>The International Legal Environment: Playing by the Rules</p> <p>Bases for Legal Systems & International Dispute Resolution</p> <p>Protection of Intellectual Property Rights</p>
Week 4	<p>Assessing Global Market Opportunities</p> <p>Readings: CGG 4</p> <p>Developing a Global Vision through Marketing Research</p> <p>Defining the Problem & Establishing Research Objectives</p> <p>Issues with Primary & Secondary Data</p> <p>Problems with Data Analysis & Interpretation</p>
Week 5	<p>Regional Focus: Part 1 – the Americas</p> <p>Readings: CGG 9</p> <p>Economic Development and the Americas</p> <p>Marketing & Economic Development</p> <p>Marketing in a Developing Country</p> <p>Emerging Markets in the Americas</p> <p>NAFTA, CAFTA, Mercosur, Latin American Economic Cooperation</p>
Week 6	<p>Regional Focus: Part 2 – Europe, Africa & the Middle East (EAME)</p> <p>Readings: CGG 10</p> <p>Case Study: Might Free Trade Bring Peace to the Middle East (class discussion)</p> <p>Economic, Political, Geographic & Cultural Factors</p> <p>Patterns for Multinational Cooperation</p> <p>Europe: European Integration, European Union, Eastern Europe & Baltic States, The Commonwealth of Independent States</p> <p>Africa: Middle East & North Africa</p> <p>Implications of Market Integration</p>

Week 7	<p>Regional Focus: Part 3 – Asia Pacific Region</p> <p>Readings: CGG 11</p> <p>Dynamic Growth in the Asia-Pacific Region: Greater China, India, Japan, the Four ‘Asian Tigers,’ South-East Asia</p> <p>Bottom-of-the-Pyramid Markets</p> <p>Asia-Pacific Trade Associations: ASEAN, APEC</p> <p>Focus on Diversity within China</p>
Week 8	<p>Developing Global Marketing Strategies</p> <p>Readings: CGG 12, 13 & 14</p> <p>Global Marketing Management</p> <p>Planning for Global Markets</p> <p>Alternative Market Entry Strategies</p> <p>Products and Services for Global Customers</p> <p>Products & Culture</p> <p>Products & Services for Business: the B2B Markets</p>
Week 9	<p>International Marketing Channels, Communications & Advertising</p> <p>Readings: CGG 15 & 16</p> <p>Channel-of-Distribution Structures</p> <p>Alternative Middleman Choices</p> <p>Cost Factors in Choice of Channels</p> <p>Channel Management</p> <p>The Internet as a Channel</p> <p>Advertising Strategy & Goals</p> <p>Media Planning & Message Management</p>
Week 10	<p>Class Final Project Presentations</p> <p>Group presentation limited to 10 slides & 12-13 minutes (max)</p> <p>Q&A session</p> <p>Presentation Feedback and Research Paper Guidance</p>
Week 11	<p>Pricing for International Markets & International Negotiations</p> <p>Readings: CGG 18 & 19</p> <p>Pricing Policy</p> <p>Approaches to International Pricing</p> <p>Leasing in International Markets</p> <p>Foreign Commercial Payments</p> <p>Dangers of Stereotypes</p> <p>Pervasive Impact of Culture in International Negotiations</p> <p>Creative Solutions in International Negotiations</p>
Week 12	<p>Research paper submission deadline & Review Session</p> <p>Course review – what have we learned?</p> <p>Final examination review session</p>

IKEA FIELDVIST

The IKEA fieldtrip questions will each be assessed on two dimensions. The comprehensiveness of the IKEA answers, as well as the extent to which these demonstrate marketing insights will be checked. It is possible to score full marks for the Field trip assessment.

FINAL PROJECT AND CLASS PRESENTATION

The final project for this course will be an assessment of each student's cumulative learning across the semester. Application of the theoretical understanding developed in this course within the localized context is essential. You are required to identify a case study or a set of evidence from the geographic area of your CAPA Study Abroad Centre. The final project involved a collection of reflections corresponding to lessons throughout the term, a presentation, and a final analytical project paper. If applicable, you may wish to use your internship organization as the subject of your final project. Apply the learning outcomes of this course in developing your research paper and provide a careful analysis. Depending on the class size, you will work in groups of 2 (or 3) students on this final project. The group sizes and composition will be determined by week 2. Guidance on all areas of assessment will be provided throughout the term. You are encouraged to discuss the direction and content of your projects with the lecturer.

The lecturer will provide a suggested document structure, complete with a suggested word count per section prior to the due date of the Major Paper. Maximum word count for the Major Paper submission is 3,000 words (+/- 10%), excluding the cover page, Table of Contents, and Bibliography. Full academic referencing is required. Submit via Moodle. Class presentations: week 10. Provide an outline of your research paper, the theoretical background, data and findings of your case study and the conclusions. Please note that this presentation is a group effort and should be limited to 10 slides and 12-13 minutes (max). There will be a Q&A session following the presentation. The students will be given feedback on their presentations and will be expected to incorporate this feedback into their final research paper submissions.

TEST

The in class tests comprise multiple-choice questions drawn from the textbook for this course. There are typically 15 questions in each test, with each question providing 4-5 possible answers. They measure understanding of the textbook, and are drawn from specific chapters. They focus on theory and concepts, rather than applications and examples. For each question there is a single correct answer. The completion time is 15 minutes. There will be no negative marking. The correct answers will be reviewed in class after each test.

LOCALIZED CONTEXT

Students are required to identify relevant research paper topics within the localized context of Australia and the Asia Pacific region to benefit from their presence in Sydney and its location within the region. These research paper topics should be discussed with the lecturer in advance. Preparatory work would include developing good reading sources such as the Australian Financial Review, the Sydney Morning Herald, The Australian, the Financial Times, the Economist and the New York Times to gain a better understanding of the localized context.

ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.