



# International Marketing

## Course Details

**Course Designator & Number: DBLN 3016**

**Number of Credits: 3**

**Language of Instruction: English**

**Instructor: On-Site Faculty**

## Course Description

This International Marketing course will help you develop an understanding of the scope and challenges of marketing in the international context. The course examines how the global dimensions of technology, research, capital investment, and production impact marketing, distribution, and communication networks. The breadth of this course will provide insights into the increasingly interdependent global economic and physical environment and its impact on international marketing. Globalisation has led to increasing interdependence. “Connecting the dots” has thus become essential to the survival and success of businesses, even those not operating in the international arena. By examining these linkages, students will gain an understanding of how companies develop strategic plans that are competitive to survive and succeed in these global markets. The unique localised content provided by the CAPA centres will present further regional insights into the key issues surrounding marketing from an international perspective.

With its global presence, CAPA offers students the opportunity to enrich their academic experience by exposing and exploring the localised context of the CAPA Dublin Centre.

Ireland is a small open economy, and its financial well-being depends largely on international trade and influenced by global markets. As one of the 27 member states of the European Union (EU), Ireland has a modern economy based on free trade and foreign direct investment (FDI) as the pathways to growth. Ireland’s high competitiveness ranking is attributed to three key areas, including access to talent, openness to foreign ideas, and agility to respond to new challenges.

Dublin is an entrepreneurial city and home to many of the world's top players in technology, finance, professional services, and science and health. The vibrant culture, creative economy, and business-feness.

## Course Objectives

The general aims of this course are to:

- Provide an understanding of the scope and function of international marketing theory and practice.
- Increase knowledge and skills to help in developing international market entry strategies.
- Develop skills related to the analysis of international marketing data, in particular the use of secondary data in assessing the international marketing opportunities.

Students should emerge from this course as knowledgeable business managers, capable of formulating marketing objectives, collecting and analysing data, and completing international marketing research projects. Hopefully, students will learn a great deal about international and global marketing and will be able to apply their knowledge in their personal, disciplinary, and professional endeavors. Ideally, they should gain valuable experience and knowledge and enjoy themselves in the process.

## Experiential Learning & Field Visits

After taking this course, students should be able to:

- a. Understand the scope and challenges of international marketing and the interplay between political globalisation and development and operation of key political institutions at local, regional, national, and supranational scales
- b. Recognise the cultural environment of global markets and business and management approaches
- c. Develop an understanding of the political environment within which international marketing operates and an appreciation of dimensions of diversity and of the interplay among them, including ethnicity, sexuality, and gender
- d. Gain perspectives to assess global market opportunities and threats
- e. Develop an analytical toolbox for international marketing analysis
- f. Gain an understanding of regional issues in global marketing: the Americas, Asia-Pacific, Europe, Africa, and the Middle East
- g. Develop an understanding of global consumer and B2B marketing strategies

## 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 in which students reflect critically on the weekly discussion topics. 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 Bloomberg Business, The Economist, Financial Times, and The Irish Times. The teaching and learning methods will be a blend of the following:

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

## **Experiential Learning & Field Visits**

Participation in field activities provided by CAPA offers opportunities to learn about the city of Dublin through direct, guided experience. Furthermore, students will be able to collect useful information for the essays/papers/projects assigned in this course.

Dublin is consistently ranked as one of the best cities in the world to conduct business. The lifestyle and opportunities Dublin provides attracts both homegrown and international talent to this diverse and energetic city. Dublin's well-educated, English-speaking workforce and strong ties to the EU and US make this city the ideal place for students to immerse themselves in a rich contextual environment to apply the learning outcomes from this course in their workplace. Clusters of both Irish and international players across a range of industries including technology, financial services, professional services, life sciences, logistics and storage, and arts and recreation provide an ideal learning environment for scholars of international business. Findings and observations from these experiences can be used to enrich the content of students' projects and research papers.

## **Course Prerequisites**

Students must have a business or marketing background and have taken a course in introductory marketing. The course emphasizes this academic area from a global perspective. Students with a high degree of motivation and desire to learn about the international and global aspects of business will benefit from this course.

## **Required Reading / Materials**

- Cateora. P. Gilly, M and Graham. J (2013) International Marketing. 16 Edition, New York: McGraw-Hill ISBN: 007715956X.

The following selected papers should be read and incorporated into students' research papers and presentations:

- Backhaus, K., Muhlfeld, K., and Van Doorn, J. (2001) Consumer Perspectives on Standardization in International Advertising: A Student Sample. *Journal of Advertising Research*, pp. 53-61.
- Cayla, J. and Arnould, E. (2008) A Cultural Approach to Branding in the Global Marketplace, *Journal of International Marketing*, Vol. 16. No. 4.

- Kumar, V. (2014) Understanding Cultural Differences in Innovation: a Conceptual Framework and Future Research Directions. *Journal of International Marketing*, Vol. 22. No. 3 pp. 1-29.
- Matusitz, J. (2010). Disneyland Paris: a Case Analysis Demonstrating How Glocalization Works. *Journal of Strategic Marketing*, Vol. 18, No.3 pp 223-237.
- Ozuem, W., O'Keeffe, A. and Lancaster, G. (2015) Leadership Marketing: an Exploratory Study. *Journal of Strategic Marketing*, Vol 23.
- Ozuem, W., Thomas, T., and Lancaster, G. (2015) The Influence of Customer Loyalty on Small Island Economies: an Empirical and Exploratory Study. *Journal of Strategic Marketing*, Vol 23.
- Singh, J., Scriven, J., Clemente, M., Lomax, W., and Wright, M. (2012) New Brand Extensions: Patterns of Success and Failure, *Journal of Advertising Research*, pp. 234-242.
- Srnka, K. (2004) Culture's Role in Marketers' Ethical Decision Making: an Integrated Theoretical Framework, *Academy of Marketing Science Review*. Vo. 21. No. 1.
- Useful discipline specific academic journals include (all available online via library):
  - *European Journal of Marketing*
  - *International Business Review*
  - *International Journal of Research in Marketing*
  - *International Marketing Review*
  - *Journal of Global Marketing*
  - *Journal of International Business Studies*
  - *Journal of International Management*
  - *Journal of International Marketing*
  - *Journal of Marketing*
  - *Journal of Marketing Management*
  - *Journal of Strategie Marketing*
  - *Journal of the Academy of Marketing Science*
  - *Management International Review*
  - *Marketing Theory*

Other resources that students should consult to aid the learning process:

- American Marketing Association: <http://www.ama.org>
- Marketing Magazine: <http://www.marketingmagazine.co.uk>
- Marketing Science Institute: <http://www.msi.org>
- Marketing Today: <http://www.marketingtoday.com>
- Marketing Week: <http://www.marketingweek.co.uk/>
- World Advertising Research Centre: <http://www.warc.com/>
- Chartered Institute of Marketing: <http://www.cim.co.uk>

## Supplementary Readings

- Keegan, W. and Green, M. (2015). *Global Marketing*. 8th Edition. London: Pearson
- Hollensen, S. (2010) *Global Marketing*, London: Pearson Hall
- McDonald, M, Frow, P. and Payne, A. (2011) *Marketing Plans for Services*. Chichester: Wiley.

# Grading

## Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	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.

## Summary of How Grades Are Weighted

Assignments	Percentage of Grade	Learning Outcomes	Due Date
Midterm research paper	35%	a, b, c, d, e	Unit 6
GNL project and presentation	30%	All	Unit 13, 14
Class participation and case study analytical comments	35%	a,b,c,d	Weekly (including two presentations in Units 4 and 9)
<b>Overall grade</b>	<b>100%</b>		

Students must complete all required components for this course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in a grade of F for the course in question.

## Assessment Details

### Midterm Research Paper (35%):

Due Unit 6

This will be an individual assignment to be submitted prior to the midterm break and will cover the unit 1–6 class topics. The midterm research paper questions will be assigned in Unit 1, giving you one month for preparation. You are required to present an analytical commentary by applying the various readings for the course. The assessment of your midterm paper will be based on your application of the theories, examples, and content of the weekly seminars and class discussions as well as the course reading material.

Visit the home pages of one or more multinational firms you are interested in. Follow the links to find out about the company's products, pricing, distribution, and marketing communications strategies. Do a Web search for other information about the companies. Your report should focus on any country of your choice, except the US.

Based on your findings, answer the following questions:

1. What is the organisation's business? What is the overall purpose of the organisation? What does the organisation hope to achieve?
2. What customer does the business want to serve?

3. What elements of the webpage specifically reflect the business of the organisation? How is the webpage designed to attract the organisation's customers?
4. Do you think the marketing strategies and other activities of the firm are consistent with its mission? Why do you feel this way?
5. Develop a report based on your findings and conclusions about the firm (3,000 words; therefore +/-10% tolerance level).

**You are required to use sound and relevant international marketing theories to underpin your work.**

*Therefore, it is imperative that you demonstrate thorough knowledge and understanding of international marketing concepts and theories within the context (submission must be hard copy, due Unit 6). Use referencing sources—use 4-5 relevant articles (websites are not included on the list).*

This assessment designed to test students':

1. Ability to demonstrate a clear understanding of international marketing principles
2. Ability to apply theory to practical examples and situations
3. Ability to include a degree of originality in the answer
4. Basic research and information retrieval techniques
5. Ability to produce a comprehensive synthesis of the argument within the given space limitations
6. Reference skills (see APA referencing style)
7. Ability to produce and present work of a high academic standard

### **Class Participation & Case Study Analytical Comments (35%):**

The class participation assessment component includes preparation for the weekly classes and the quality (rather than quantity) of your participation. There will be case studies assigned for class discussion each week. You are required to work closely with your final research project partners in preparing for these class discussions. It is important to cover the reading assignments in advance of the weekly class. This will allow us to focus selectively on the key material and raise the level of class discussion. You will be graded for this assessment component based on your level of preparedness and quality of class interventions.

You are required to identify relevant research paper topics within the localised context of Ireland and Europe to benefit from your presence in Dublin and Europe. Discuss these research paper topics with the lecturer in advance. Preparatory work would include developing good reading sources such as the Irish Times, Enterprise Ireland Reports and Publications, Financial Times, and the Economist to gain a better understanding of the localised context.

### **Group Presentation, Unit 4 (5%):**

The purpose of this presentation is to begin to develop an understanding of a culture other than your own and how customer differences lead to changes in the ways international marketing strategies and socially responsible decision marketing can be implemented in that culture. Culture is inextricably linked to market segmentation and positioning strategies in a

given marketing context. To this effect, you are required to critically undertake the following tasks.

1. As part of a small group, select a country you would like to know more about and a product you think could be successful in that market. As a first step, gather information about the country. You will probably need to investigate other sources of information, such as books and magazines found in your library, or access information from the Web (country and product information).
2. Prepare a summary of your findings that includes the following:
  - a. An overall description of the country, including such factors as its history, economy, religions, and so on that might affect marketing of the product you have selected.
  - b. A description of the cultural values and business ethics dominant in the country.
  - c. The current status of this product in the country
  - d. Your recommendations for a product strategy (product design, package, brand name, price and so on).
  - e. Your recommendations for promotional strategies.
3. Develop a class presentation (20–25 minutes) that includes six major parts:
  - a. Introduction: a brief overview of the country, product, and problem studied.
  - b. Business ethics, cultural values, religions, economy, etc.
  - c. Methodology: the type of research used, the techniques used to gather the data (and why they were chosen—primary and secondary approaches).
  - d. Results: a compilation of the findings, including cultural values, business ethics, product differences, etc.
  - e. Recommendations: a list of recommendations for actions management that might be based on the conclusions drawn from the study.
  - f. References: lists of journal papers, textbooks, etc.

You are required to hand in a hard copy of your presentation slides to the instructor before your presentation.

### **Group Presentation, Unit 9 (5%):**

Choose two or three international brands from the following sectors: fast food, fashion, airlines, grocery, beverages, entertainment, automobile. Therefore, your presentation should focus on two or three brands only (collectively). Visit their websites and click through to a selection of their national sites in countries with a different socio-economic profile than your own. Critically analyse what is common between the product lines and the promotional messages between the different countries in which the company operates. Then identify ways in which the product offerings have been adapted to meet local conditions. **Your report should be supported with relevant international marketing theories.**

Prepare a 20- to 25-minute PowerPoint presentation on your findings. You may consider the following points:

1. Focus/background of organisations/brands
2. Marketing research overview
3. Major findings



4. Conclusion
5. References

### **GNL Project Assessment and Grading:20% on the written report, 10% on the presentation (30%):**

Students, after submitting their written reports, should submit a report presentation (digital recording) summarising their findings, including whether they found real opportunities in the foreign market for their chosen good or service, and flagging possible difficulties in entering the market and launching their chosen product. The presentation should be uploaded to Canvas or YouTube with the access details provided to their matched student groups at the other CAPA campuses. Lecturers then will mark the students' work and provide critical feedback.

## **Top Tips for the Course**

### **On the assessment in general:**

Ensure you have read the assessment instructions carefully and that you have answered all the questions/points as required.

### **On the research paper:**

- Use referencing sources: 4–5 articles (websites are not included on the list)
- Adopt a standard referencing system (APA referencing style is recommended)
- Include an introduction and a conclusion paragraph at the beginning and the end, respectively
- Be careful with your writing style; avoid being too colloquial
- Do not write in first person (e.g., “I am”)
- Develop your own “bank” of useful sentence links (“following on from...”; “it could be suggested/said/argued...”; etc.)
- Ensure the links between theory and the examples are established clearly
- Use short examples, whenever possible, to illustrate your points

# **Course Content**

## **Unit 1**

### **Introduction**

- Course overview and review of assessment guidelines
- Research project requirements—localised context
- Scope & Challenge of International Marketing
- Dynamic Environment of International Trade
- In-class activity: Apple versus Samsung: The Battle for Smartphone Supremacy Heats Up
- Readings:

- CGG 1 & 2.
- William, L (1993). "Changing Dimensions of International Marketing Management." *Journal of International Marketing* 1, no. 3, pp. 93–103.

## Unit 2

### How Cultural Differences Affect Organizations

- Cultural Environment of Global Markets
- History and Geography: The Foundations of Culture
- Cultural Dynamics in Assessing Global Markets
- Readings:
  - CGG 3, 4, & 5.
  - Jacobs, Laurence E., Charles Keown, Reginald Worthley, and Kyung-I Ghymn. "Cross-Cultural Colour Comparisons: Global Marketers Beware!" *International Marketing Review* 8. no. 3 (1991). pp. 21–30.

## Unit 3

### Theme

- Dynamics of Global Population Trends
- Culture, Management Style, and Business Systems
- In-class activity: Soccer and the Fashion World
- **Readings:**
  - CGG 3, 4, & 5.
  - Jacobs, Laurence E., Charles Keown, Reginald Worthley, and Kyung-I Ghymn. "Cross-Cultural Colour Comparisons: Global Marketers Beware!" *International Marketing Review* 8. no. 3 (1991). pp. 21–30.

## Unit 4

### Assessing Global Market Opportunities

- Developing a Global Vision through Marketing Research
- Defining the Problem & Establishing Research Objectives
- Issues with Primary & Secondary Data
- Problems with Data Analysis & Interpretation
- In-class activity: Research Helps Whirlpool Keep Its Cool at Home, Act Local in Emerging Markets
- Group Presentation (1)
- **Readings:**
  - CGG 4.

- Kumar, V. (2014) Understanding Cultural Differences in Innovation: a Conceptual Framework and Future Research Directions. *Journal of International Marketing*, Vol. 22. No. 3, pp. 1–29.

## Unit 5

### The Economic, Political, & International Legal Environment

- The Political Environment: A Critical Concern
- Political Risks of Global Business
- The International Legal Environment: Playing by the Rules
- **Readings:**
  - CGG 6 & 7.
  - Ozuem, W., O’Keeffe, A., and Lancaster, G. (2015) Leadership Marketing: an Exploratory Study, *Journal of Strategic Marketing*, Vol. 23.

## Unit 6

### The Economic, Political, & International Legal Environment

- Bases for Legal Systems and International Dispute Resolution
- Protection of Intellectual Property Rights
- In-class activity: World Trade Goes Bananas
- **Readings:**
  - CGG 6 & 7
  - Ozuem, W., O’Keeffe, A., and Lancaster, G. (2015) Leadership Marketing: an Exploratory Study, *Journal of Strategic Marketing*, Vol. 23
- Field study
- Midterm paper submission due

## Unit 7

### Midterm Exam

## Unit 8

### Regional Focus: Part 2—Europe, Africa, & the Middle East (EAME)

- Economic, Political, Geography, & Cultural Factors
- Patterns for Multinational Cooperation
- Europe: European Integration, European Union, Eastern Europe, and Baltic States, The Commonwealth of Independent States
- Africa: Middle East and North Africa
- Implications of Market Integration
- In-class activity: Might Free Trade Bring Peace to the Middle East?

- **Readings:**
  - CGG 10.
  - Czinkota, M. R. (1995). "The World Trade Organization—Perspectives and Prospects," *Journal of International Marketing* 3, no. 1, pp. 85-92.

## Unit 9

### Regional Focus: Part 3—Asia Pacific Region

- Dynamic Growth in the Asia-Pacific Region: Greater China, India, Japan, the Four "Asian Tigers," Southeast Asia
- Bottom-of-the-Pyramid Markets
- Asia-Pacific Trade Associations: ASEAN, APEC
- Focus on Diversity within China
- In-class activity: UAE'S Tourism and Conservation efforts
- Group Presentation (2)
- **Readings:**
  - CGG 11.
  - Backhaus, K., Muhlfield, K., and Van Doom, J. (2001) Consumer Perspectives on Standardization in International Advertising: A Student Sample. *Journal of Advertising Research*, pp. 53–61.

## Unit 10

### Field Study: Museum of Brand

- Differentiate among trademark pre-emption, counterfeiting, and piracy, and suggest ways in which firms can seek to minimise each of these
- Identify the strengths and weaknesses of global brands versus of local brands
- Explain how culture can affect key aspects of international brands
- **Reading:**
  - Cayla, J and Arnould, E (2008) A Cultural Approach to Branding in the Global Marketplace. *Journal of International Marketing*, Vol. 16. No. 4.

## Unit 5

### Developing Global Marketing Strategies

- Global Marketing Management
- Planning for Global Markets
- Alternative Market Entry Strategies
- Products and Services for Global Customers
- Products and Culture
- Products and Services for Business: the B2B Markets
- Pricing and International Negotiation

- In-class activities: Jaguar's Passage to India and Can Interbrew sell more beer to the heavy drinking Czechs?
- **Readings:**
  - CGG 12,13, & 14.
  - Srnka, K (2004) Culture's Role in Marketers' Ethical Decision Making: An Integrated Theoretical Framework. Academy of Marketing Science Review. Vo. 21. No. 1.

## Unit 12

### International Marketing Channels: Communications & Advertising

- Channel-of-Distribution Structures
- Alternative Middleman Choices
- Cost Factors in Choice of Channels
- Channel Management
- The Internet as a Channel
- Advertising Strategy & Goals
- Media Planning & Message Management
- In-class activity: Samsung: Launching People
- Readings:
  - CGG 15 & 16.
  - Ozuem, W., Howell, K., and Lancaster, G. (2008) Communicating in the New Interactive Marketplace, European Journal of Marketing, 42: 9/10.

## Unit 13

### Pricing for International Markets & International Negotiations

- Pricing Policy
- Approaches to International Pricing
- Leasing in International Markets
- Foreign Commercial Payments
- Dangers of Stereotypes
- Pervasive Impact of Culture in International Negotiations
- Creative Solutions in International Negotiations
- In-class activity: America's Cuban Conundrum and Gambling Goes Global on the Internet
- Readings:
  - CGG 18 & 19.
  - Vogel, D. (1992). "The Globalization of Business Ethics: Why America Remains Distinctive." California Management Review 35, no. 1, pp. 30-49.
- GNL Presentation/Feedback

# Unit 14

## Revision & Final Group Report

# Policies

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## University of Minnesota Policies & 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. This information can be found [on the Learning Abroad Center website](#).