

SEMS 3500-503 and 504: International Marketing

Upper Division

Semester at Sea

Spring 2013

Dr. Rebecca J. Oliphant

Course Description & Objectives:

The objective of this course is to provide you with a method for analyzing world markets and their respective consumers and environments, and to equip you with the tools needed to develop marketing strategies for an ever-changing global market. We will accomplish this objective through lecture and discussion of relevant concepts, readings from the business press, case analyses of actual global marketing issues, and through an in-depth group research project resulting in a market entry strategy into the foreign country of your choice.

Upon successful completion of this course, you should have developed the following global competencies:

- (1) Environmental Competence – an understanding of the key environmental and cultural differences across global markets
- (2) Analytic Competence - an understanding of how these environmental and cultural factors influence marketing decisions (i.e. which products and marketing strategies to pursue in which markets)
- (3) Strategic Competence – the ability to develop global strategies designed to define the long term interests of the firm
- (4) Functional Competence – the ability to implement the marketing mix across countries
- (5) Managerial Competence – an understanding of the planning, personnel and corporate organizational structure necessary to implement a successful global strategy

Method of Instruction:

My teaching philosophy is that learning is best done actively, not passively. It is something that **you do**, not something that is done to you. For my part, instruction in the course will rely primarily on discussion, lectures, readings and cases, with some videos and guest speakers thrown in to keep things lively. But the learning that occurs – what you eventually take away from the course – is a function of what you put into the course. Active involvement through participation in case and lecture discussions is essential for you and your classmates, to derive maximum benefit from this course. My goal in this course is to challenge you to learn as much as you possibly can about the global marketing environment.

Course Materials:

[International Marketing, 15th Edition](#)

Philip R. Cateora, UNIV OF COLORADO-BOULDER

Mary C Gilly

John Graham, UNIV OF CALIFORNIA IRVINE

Hardcover, 742 pages

©2011, ISBN-13 9780073529943

Kiss, Bow or Shake Hands

Morrison and Conaway

ISBN:13-978-1-59337-368-9

Course Requirements and Grading:

Grades will be determined by the following criteria.

(1)	Class Participation (includes current event, case analysis and participation)	10%
(2)	Class reflection paper from field study	20%
(3)	10 Minute Country Report - Completed small groups	25%
(4)	3 Exams (10% each)	30%
(5)	1 Country Flag Exam with country identification	15%

Reflection Paper

We will be going on one field experience with as a class. There will be an assignment connected to this field experience. You will be required to turn in this experience (parameters discussed in class).

Class Participation: Your participation grade reflects the extent to which you are actively involved during class. What I am looking for is not the *quantity* of your participation, but the *quality* of your input. By quality, I specifically mean the ability to state an idea or recommendation *and to explain why* you believe your idea is the correct one. Basically, I want to see the ability to develop and present logical arguments.

The bulk of each class day will be spent in discussion – either of the text, articles or cases. I do not intend to lecture directly from the book or the articles (which would simply repeat what you've read). Rather I start with the assumption that you've read the assigned material and are ready to apply your knowledge and expand on it in class whatever topics may arise. The key is to be able to understand and convey the main ideas in the book and articles and then to be able to expand on those ideas *to add your own insight* in class discussion.

Exams

Three exams will be given throughout the semester. They are basic exams of true/false and multiple guess.

10 Minute Country Report: Each student will present a 10-minute (maximum) in-class country analysis, and will prepare a summary of country information (one-page, double sided) to hand out to each student in the class. (A sample country report handout is provided on blackboard). This report will consist of an analysis of important environmental data in that country: population, GNP, major exports, imports, historical and cultural characteristics, etc. and will also provide the outlook for marketers in that country. ie. In what stage of development is the country? What is the structure of competition in the market? What do consumers seek? What are the trends? What are the hot prospects for a foreign company entering that country? What are things for marketers to watch out for (possible risk factors or cultural pitfalls, etc.)? Finally, the presenters of the report should teach the class some helpful phrases for the business traveler in that country.

It is expected that the author of the report will be experts on the country and fully up to date on current conditions which may be of interest to marketers (e.g. changes in political leadership, economic crises, etc.). Consultation with news reports from the past year regarding your country is highly recommended. These sources (WSJ, NY Times, Business Week, Economist, etc. or local sources in that country) may be found in LEXIS NEXIS in the library or through internet sources.

You may use power point or any other means you feel appropriate to deliver your oral report. Often the oral reports will focus on a few key issues facing the country at hand, and provide us with a deeper understanding of them. The most informative reports are those in which the presenters are able to synthesize the information given into useful insight. The least informative (least interesting, and lowest scoring) reports are those in which the presenters simply read the information listed on their double-sided summary of country information.

Country Exam: It is crucial that global marketers and managers have a comprehensive knowledge of the world at their fingertips, and this exam (or the preparation for it) is intended to begin equipping you with that knowledge. The exam will cover approximately 50 countries. These countries represent the United States' largest trading partners and the fastest growing global markets. You will be expected to know where the country is located, and the flag of the country. You will also be expected to know who is the president, prime minister, ruler or whatever the chief of staff is called in that country.

Field Lab:

Section 1: Field lab will take place on February 25 in Burma. Attendance is mandatory.

The purpose of this field lab is to tour a U.S. based company that is doing business in Burma. We will hear about the unique challenges and opportunities of taking a business model that has proven successful in the United States and transforming it into a business in Burma (Yangon/Rangoon). The field lab will discuss the 4 P's of marketing along with the basic model of marketing. The global challenges of language, culture, technology, government, customs, and infrastructure will also be discussed. After the meeting we will see the the stunning Shwedagon Paya , the centrepiece of the city, a gleaming golden stupa visible from all over town. We will then stroll the streets of the Strand or Pansodan St and eat a traditional Burmese lunch. A visit to a local university (Yangon Institute of Economics) will also be planned with students discussing these topics with local students.

Section 2: Field lab will take place on February 12 in Vietnam. Attendance is mandatory.

The purpose of this field lab is to tour a U.S. based company that is doing business in Vietnam. We will hear about the unique challenges and opportunities of taking a business model that has proven successful in the United States and transforming it into a business in Vietnam (Ho Chi Minh City). The field lab will discuss the 4 P's of marketing along with the basic model of marketing. The global challenges of language, culture, technology, government, customs, and infrastructure will also be discussed. After the meeting we will eat lunch at a Vietnamese restaurant and meet with a business unique to Vietnam (not found in the United States). In the afternoon we will go to the Foreign Trade University to discuss International Business and Marketing with students from the University.

Field Work:

Students would discuss what they learned and write a reflection paper on why they would or would not like to work globally based on what they saw and read. This will count for 20% of the grade.

Statement on Plagiarism

Academic Integrity – Any act of plagiarism, using material without giving proper credit or citation will result in a failing grade for the course. All assignments are expected to be the original work of the student. Sources and research findings should be properly cited. If quotations are used, these must be acknowledged. If larger sources are used for general inspiration or form, these sources must be credited. Assignments must be the expression of the student’s own thinking and not merely an account of previously heard material. Plagiarism on any assignment will result in a failing grade in this course.

Statement on acceptable documentation standards

All written submissions (in class and out of class assignments) must be type-written or printer generated, double spaced, 12 point type, Times or Times Roman, one inch margins on all edges, and proper slugs or page numbering. Academic papers will be documented using APA or MLA style guidelines

Class days	Topics	Readings and Assignments Due
Class 1	Introduction to class Introduce syllabus and expectations	Text: International Marketing Graham and Cator (no later than 13th edition)
Class 2	The Scope and Challenge of International Marketing.	Read: Starbucks-Going Global Fast
Hilo, Hawaii		
Class 3	The Dynamic Environment of International Trade	Cultural Norms, Fair and Lovely, and Advertising
Class 4	History and Geography: The Foundation of Culture	Coping with Corruption in Trading with China
Study Day		
Class 5	Culture, Management Style, and Business Systems	McDonalds and Obesity
Class 6	Exam #1	
Japan		
Class 7	Case Analysis	First journal entries turned in and discussion
China		
Hong Kong		
Class 8	The Political Environment: A Critical Concern	When International Buyers and Seller Disagree
Class 9	The International Environment: Playing by the Rules	Ethics and Airbus
Ho Chi Minh City		
Class 10	Developing a Global Vision Through Marketing Research	Second Journal Entry turned in and discussion
Singapore		
Penang, Malaysia		
Class 11	Emerging Markets	Third Journal Entry
Class 12	Global Marketing Management: Planning and Organizing	Marketing to the Bottom of the Pyramid

Cochin, India		
Class 13	Products and Services for Consumers	Forth Journal Entry
Study Day		
Class 14	Exam #2	
Class 15	International Marketing Channels	AIDS, Condoms and Carnival
Port Louis, Mauritius		
Class 16	Integrated Marketing Communication and International Advertising	Tambrands: Overcoming Cultural Resistance
Study Day		
Class 17	Personal Selling and Sales Management	National Office Machines- Motivating Japanese Salespeople, Straight Salary or Commission?
Cape Town, South Africa		
Class 18	Pricing for International Markets	Fifth Journal Entry due
Class 19	Negotiation with International Customers, Partners and Regulators	Selling Tobacco to Third World Countries
Study Day		
Class 20	Exam #3	
Tema, Ghana		
Class 21	Class presentations	10 minute country reports 1st set of groups
Class 22	Class presentations	Second set of groups
Study Day		
Class 23	Class Presentation	Third set of groups
Study Day		
Casablanca, Morocco		
Class 24 Final Exams	Final exam	Top Fifty-Flags-Country Identification-Leader (Sixth Journal Entry due)

What is a reflection paper?

Reflection papers and assignments are designed to reinforce what has been learned through lectures, discussions, and activities presented in class and in the readings. Most reflection papers are two-three pages in

length. In addition, they are often about personal reactions and thoughts; they should not be done in collaboration with other students unless directed to do so by the instructor. (I am not directing you to do so)

IF YOU ARE INTERESTED IN DOING THIS AS A POWER POINT PLEASE EMAIL ME.

How do I write an effective reflection paper?

Remember that the rules of writing apply to papers about your thoughts and feelings. Although you are writing about a personal experience, this does not allow you to use a free-form of writing. Here are five steps to follow:

Five Steps for Writing Effective Reflection Papers

1. Focus your feelings

Before writing a reflection paper, the writer needs to stop and decide what it is that he or she going to write about. By establishing a theme, the writer will be able to write in a **clear** and **concise** manner.

2. Be organized

Being organized will also allow the writer to write in a **clear**, **concise**, and **cogent** manner.

- Make a point--State what you have established as your theme and the pertinent information that surrounds the theme.
- Divide your paper into paragraphs--Give each major point its own space so that the reader will be able to understand and conceptualize the different components of your theme.
- Use topic sentences in paragraphs--These sentences should correspond with your major points and draw the attention of the reader.

A reflection paper is not a random free-flow of ideas. It needs to grab the interest of the reader and present ideas in a clear, concise, and cogent manner.

3. Develop observations and feelings Observations and feelings are an essential component of a reflection paper; however, in order for these components to be properly conveyed by the writer, they must be developed.

- Identify specific aspects or components of the situation that has been observed. One way to do this is by asking the five basic questions.

i. **Who** observed the situation?

ii. From **What** perspective was the observation made and **What** was being observed?

iii. **When** did the observation take place?

iv. **Why** was the particular situation being observed?

v. **Where** did the observation take place?

After asking these questions, state what it is that you have learned. This will give relevance to the observation and your feelings, as well as, help the reader better understand your point of view.

4. Review your work at the sentence level

- Use good sentence structure--Remember the Mnemonic Device K.I.S.S==> **Keep It Simple Stupid**: Do not pack your sentences full of ideas but, keep them focused.

- Avoid sentence fragments--Write complete sentences that have a subject and verb.
- Avoid fused sentences--Two sentences that have been fused together into one sentence.
- Choose language which expresses your meaning--Again remember K.I.S.S., simplicity brings clarity. The writer does not need to use language that does not fit within the setting.

5. Remember these tips

- Relate ideas and link the information together from the writer's personal experience.
- Relate relevant information from classroom learning to the experience.
- Use key phrases, such as "for example," "as a result of," "another idea that supports my view is," "an opposite view is," and "a different perspective is," are all good transitional phrases that signal the introduction of specifics as well as shifts in the argument.

Reflection Paper Grading Guidelines:

An 'A' Paper Demonstrates:

Content

- There is evidence that the author reflected extensively on the issue. Opinions and ideas should be thoughtful, comprehensive, creative, and/or insightful. The inclusion of humor can be effective.
- The author provides depth to the paper by providing such things as specific example, multiple points of view, opposing points of view, analogies, quotes from various sources, comparisons, lists of ideas, etc.
- The author organizes content so that ideas are grouped and sequenced logically. The author uses phrases to organize ideas (example: "I have always believed that...For example...Evidence for this idea is found...")
- The content includes information learned from other courses (the interdisciplinary perspective).
- The content can include personal stories, things that have happened to you in relation to the issue. But, do not go overboard; there need to be opinions and conclusions based on those stories.

Style

- Flawless Spelling (the writer needs to utilize the spell checker)
- Grammar and punctuation that reflects college level writing
- All papers are to be typed, space and a half (1.50, and stapled (note: all unstapled papers will be penalized 1 point)
- Length: I expect at least a full page of content for each reflection (8 pages total).
- Margins should be one inch on each side, top and bottom.

- Headings for papers must include the following information
 - your name
 - name of assignment (or a word/phrase that describes the assignment)
 - date due