

DEPARTMENT OF INTERNATIONAL BUSINESS

COURSE: IBUS 266 SEMESTER: Spring of 2005

COURSE TITLE: International Marketing

**COURSE
DESCRIPTION:**

International markets are dynamic, evolutionary, and challenging. This course examines the dynamics of global markets and provides a strategy framework that guides international marketing strategy formulation at the stages of entry, local market development, and global market integration. Students will learn to analyze international market situations, identify key issues at each stage, and formulate the strategy recommendations that take into account the stage of international market development. One distinct feature of this course is to relate the diverse topics covered in the class to our local economy. The greater Washington, D.C. area is without a doubt immersed in the global economy in many respects. This course examines the impact for local firms of global market opportunities and dynamics and assesses how outside firms capitalize on the global market opportunities that our region offers.

OBJECTIVES:

1. To develop an understanding of the stage of development, and future evolution of global markets.
2. To learn how to analyze global market opportunities.
3. To learn how to develop strategies for different stages of global market evolution.
4. To understand the importance of global markets in our local community (Washington, DC)
5. To understand how firms organize for global markets

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TEXTBOOKS

Arnold, David. *The Mirage of Global Markets: How globalizing companies can succeed as markets localize*. FT/Prentice Hall, 2004.

Quelch, John and Rohit Deshpande. *The Global Market: Developing a strategy to manage across borders*. Jossey-Bass, 2004.

Casepack available from Green Press, 1107 19th Street, telephone: (202)785-3456 or green3455@aol.com

THE LEARNING EXPERIENCE

In providing a learning environment for the international marketing course experience, I am guided by the following principles:

- a) Every student has a different learning style.
- b) Not every student has the same set of skills.
- c) We contribute to learning in many different ways, forms and times.

Based on these simple principles, my approach to learning is to match your interests and set of skills with a variety of tasks in which we both share control and accountability. In this process, I am cognizant that one important factor is the need to accommodate the course workload and activities with your professional and educational responsibilities outside the course. The vehicle to achieve this goal is a Learning Portfolio with a menu of activities that entail diverse types of skills and commitments (See the attached guidelines for the Learning Portfolio).

The main philosophy behind the LP is to assemble a set of learning activities that best matches the student's situation and interest and where you can leverage your ability to gain the best grade possible in the course. Given that each student designs his/her own mix of activities, it is unlikely that two portfolios will be the same. Thus, in contrast to other courses where students are compared over a common set of tasks, under this approach each student's is evaluated against the maximum points you could possibly achieve in the mix of activities you have designed for yourself. My role is to give you feedback on how well you have achieved these goals.

In selecting the activities, the student must meet a minimum effort of 1400 points. There is no incentive to go too much beyond the 1400 points as the final grade is determined by the degree to which you attain your goal. Once the student reaches the minimum level, there is no reward to complete other activities. By same token, no substitution of a grade will be allowed by tackling other activities at any time. The objective is for you to focus on a few tasks and do them well.

Activities that are more involved and require more effort may be better approached via a group effort. In doing so, please note that the number of points is progressively divided by the group members. The purpose is to discourage large groups where the work effort may be more difficult to assess. For more comprehensive activities such as semester project reports, guidelines will be distributed in class. The student and the instructor will keep a record of activities in the portfolio.

The following guide the implementation of the learning portfolio:

- 1) Personal portfolio of course activities must be submitted by the second session in the semester.
- 2) A minimum of 70 % of attendance is required in order to earn a passing grade for course and obtain credit course activities starting with the first session. That is, if you were to miss five or more sessions in the course, you will receive a failing grade (F). Each absence, even if justified, will be penalized based on the number points for attendance divided by the number of sessions (14).
- 3) No changes to the portfolio will be permitted after approval of form by the instructor. If you have any mitigating circumstances that will not allow you to complete a task, you need to discuss the situation with the instructor.
- 4) There will be not substitutes of one activity by another in the portfolio (e.g. quizzes for briefs).

GRADING

Your grade will be calculated by translating your points to a simple linear percentile scale where the grade cutoffs are as follows:

- A 95% or above
- A- 91% or above
- B+ 87% or above
- B 83 % or above
- B- 81% or above
- C+ 78 % or above
- C 75 % or above
- C- 72 % or above
- F 72% or less; or failure to meet 70 % minimum attendance

International Marketing
Spring of 2005
Course Outline

Session	Date	Topic	Reading/Case B=Blackboard	Topics for the Local Perspective
1	1/24	Introduction to the course and Global Marketing	DA, Chapter 1 Q&D, Chapters 1&2	What drives the globalization of the DC market? Is globalization accelerating or receding in the DC market? What are the similarities and differences between the DC market and global market consumption patterns? Provide examples of convergence or divergence of global consumption patterns in the DC market.
2	1/31	The Cultural Environment of Global Markets	Q&D, Chapter 4 Ghemawatt-Distance still matters (B)	What is the market culture of the DC market? Is the DC market different than the large US market? Why?
		Case study on the impact of culture on global markets	Ocean Spray (Available on Blackboard)	
3	2/7	Political & Regulatory Environment of Global Markets	Q&D Chapter 14	What role does DC play in shaping the international legal and regulatory environment for international marketing? Profile a government agency, international organization or NGO based in DC that participates in setting regulatory aspects of global markets. Profile a local company providing legal and regulatory services for international marketers.
		Case Study on impact of regulatory and political environments on global marketing strategy	Robert Mondavi in France	
4	2/14	Global Market Analysis	DA- Chapter 2	Relative to other global city markets, how attractive (size, buying power, consumption per capita) is the DC market? What market categories are growing faster in the DC market than in other global markets? Why?
	2/21	President's day-no class		
5	2/28	Global Market Competition Analysis	Coughlan-Competitive Analysis in case package MacMillan-Global Competition: What's the First Move?	What Non-US global competitors have presence in the DC market? In what sectors? How many? Which ones are market leaders?
		Case study on global competitive analysis	Volvo Trucks: Penetrating the US Market	

6	3/7	Global Market Entry Strategy	DA-Chapter 3	What does DC export? How important is trade for the DC area? Are there any Non-US franchisers in the DC market? How do they adapt their franchising strategies to the DC market?
		Case study of mode of entry	E-Bay International	
	3/24-3/18	Spring Break		
7	3/21	Local Market Expansion Strategy	None	
		Case Study for Local Market Expansion	KFC in China	
8	3/28	Global Marketing Strategy and Global Brands	DA- Chapter 4 QD-Chapters 8&9	How many global brands have their roots in the DC area? Why are not more global brands with roots in the DC?
		Case study on global marketing strategy	Samsung Electronics: Global Marketing Operations	
9	4/4	Global Product Strategy	Q&D-Chapters 6 & 7	How do Non-US firms adapt their products to the DC market? Provide examples and show types and reasons for the market adjustments.
		Case study on global product strategy	P&G Japan: The SKF project	
10	4/11	Global Pricing	DA-Chapter 6-p179-183	How do prices in the Washington area compare with prices of similar goods in other Global Metropolitan Markets? What explains the differences if any?
		Case study on global pricing	McDonald's Russia: Managing a crisis	
11	4/18	Global Communications: Mass Media and New Media (Internet)	QD-Chapter 11	How much global media originates in DC? Is DC the home base for any global media player? Do global advertisers adapt their messages to the DC market? Is DC a player in the global e-commerce industry? Who are the leading players in global e-biz in DC? How much internet traffic travels through the DC area?
		Case study on global communications	Local to global without compromise: Global advertising from Shell	
12	4/25	Global Supply and Distribution Strategy	DA- Chapter 5 QD- Chapter 12	How does the DC economy contributes to the global value chain? What is the value added by local economy? Are there particular activities or stages of the global value chain were DC firms excel?

		Case Study on global supply chain	Zara	
13	5/2	Global Retailing	QD-Chapter 13	How many Non-US global retailers operate in Washington, D.C.? In what retail segments? How do global retailers adjust their strategies to the DC market?
		Case study on global retailing	Wal-Mart in Germany	
14	5/4	Future and Organization of Global Marketing	DA- Chapters 7&8 QD-Chapter 15 Semester Project Presentations	

1. International Marketing Briefs

Purpose

The purpose of this learning activity is to encourage students to follow current international marketing events and relate them to the course. The international marketing environment changes constantly and new opportunities, challenges or strategies can be analyzed to exercise our decision making and problem solving skills.

The assignment

The student is asked to find a current article on a topic that will be discussed during a given week in the semester. The student will submit a brief report of one single-spaced typewritten page (no electronic mail submissions allowed). In the report the student should include the title of the article, the source, and date. The brief should answer the following questions:

- a) What international marketing topic or issue are we talking about?
- b) How do you explain the event or situation? In your explanation use concepts or ideas discussed in class or in readings for the particular session that you are addressing.
- c) What can you learn or conclude from your reading and analysis of the event?

The article should be published within the last three-months prior to the one in which the topic is being discussed. Briefs can be written for any topic included in the outline. Sessions when cases are being discussed do not count. Most business periodicals such as Wall Street Journal, Business Week, Advertising Age or Financial Times are excellent sources of topics. International sources and periodicals in other countries are also good sources. Using online resources searching for topics in our course outline every week will give you a systematic way to find articles. Students may be called to discuss their briefs at class time. ***A maximum of seven (5) briefs, one per session (topic), can be submitted during the semester. Two or more briefs on the same topic or in the same session can not be submitted. Briefs addressing future topics in the course will not be accepted; student should wait until the session when the topic is being discussed.***

2. Quizzes

The quiz will consist of one question related to the readings in the textbook or the case being discussed. The duration of the quiz is ten minutes and students will not have access to the textbooks or notes. Each quiz accounts for a maximum of 50 points. Quizzes submitted beyond the number agreed in your portfolio will not be graded.

3. Case Presentations

Several cases are assigned during the semester. The instructor will provide leading questions to facilitate case discussion in class. In the case that more than one student or group signs up for a case, one of the groups will present a written analysis of the questions. Students will make an in-class presentation (Powerpoint) or submit a written-report that addresses the question posed to the class. A hard copy of the powerpoint presentation will be submitted to the instructor for grading. Depending on the number of requests, a student can participate in more than one case analysis. Priority will be given to those requesting a single case analysis.

4. International Marketing Semester Project

The purpose of the International Marketing Project is to develop a plan to enter the international marketplace. This learning activity provides the opportunity to integrate all of the concepts and tools in the course. Developing a business plan helps you assess your present market situation, business goals, and commitment which will increase your opportunities for success. The student working alone or in a group will identify a firm or a product that will serve as the focus for the project. The Washington area has many high tech and information intensive companies where students can find ideas for projects. The attached guideline will help you to plan your semester work. Students opting for this project should present their semester project topics by *no later than session 3*. Final reports are due on the last session for the semester.

5. Field Research Projects

The purpose of this assignment is to relate a global marketing issue to the local community. In this project, the student will research the extent to which the Washington D.C. area represents a microcosm of international marketing. For instance, if the discussion is about international retailing, the student will research the topic of the extent to which non-U.S. retail chains have entered our local market and how. If the student finds that there are no foreign retail operations in the Washington area, the analysis will then attempt to explain the lack of interest among international retailers in our local market. In the outline, I have included some of the questions or issues that students can use to focus the research.

The closer analogy is investigative journalism. Assume that you are given the assignment to write a short article for the Washington Post on the topic. Students could use a variety of approaches to approach this assignment including library research, calling on experts, or visiting institutions such as a Chamber of Commerce or an Industry Association. The report should be no more than four (double-spaced) pages including tables and references. The content of the report should include: a) the research question (extent of international retailing in the Washington, D.C.), b) the facts or information, c) the analysis, d) conclusion (summary of your thoughts on the issue, importance to the Washington, D.C., and future prospects). Reports are due when the topic is being discussed in class. Please submit a hard copy.

6. Website Project

This project aims at developing or improving the student's Internet skills. Groups of no more than three students or individually will develop a web site where one can find information or education on a particular international marketing topic. For instance, if the topic is global advertising, the website can feature definitions, examples, information, links to organizations providing information or services for global advertisers, short case studies, and even include print ads or digitalized videos. The student can develop the site with popular web development tools such as Microsoft Frontpage or Netscape. Many of these tools are free whereas others are available at local computer stores. Other tools that may be needed for web development include file transfer and image handling tools. I will be glad to provide coaching to get the project started. Examples of website projects developed by students in previous semesters will be demonstrated in class. Students opting for this activity will submit a project proposal that includes the topic, the team, proposed website architecture (organization), and its hosting place no later than session 3. The website will be graded in the final session.

7. Final Exam

The final exam will consist of three to four essay questions, or short cases. The subject material for exams includes readings from the textbook, lectures, and case analysis during the semester. The exam is a take-home and comprehensive.

8. Class Participation

Class participation covers the following:

Attendance

Level of preparation and ability to answer questions asked in class

Involvement in discussion of case and international marketing brief presentations by others

I will make the best effort possible to keep a record of your comments and participation in the general class discussion on all aspects of the course. Class participation should be insightful and contribute to an understanding of international marketing. You can point out or comment in class articles or books you have read, personal experiences while traveling or from your native country, copies of print ads, or products that illustrate issues debated in class. The class participation will be graded on the base of total of points indicated in the learning portfolio. In preparing your portfolio, the total points for class participation should be entered as the goal for this option.

9. Class Attendance

Class attendance is expected. A minimum of 70% attendance of class sessions would allow for some exceptional situations where you have to be absent. As explained in the syllabus, failure to meet this minimum will result in not having credit for any of the other activities: in essence, a failing grade. The class participation grade is based on your attendance record above the 70% level starting on the first session of the semester. A maximum of 200 points will be awarded for 100% attendance (14 sessions). Fifteen points will be penalized for each absence.

**International Marketing
Learning Portfolio
Spring of 2005**

Date :

Name:

Component	Value (points) of each component	Number that you plan to undertake	Total Points (number x points)
1. Briefs	50 each brief (max of 8)		
2. Quizzes	50 each quiz (max of 5)		
3. Case Presentations	500 group of 1 400 group of 2 300 group of 3		
4. Semester Project	800 group of 1 600 group of 2 500 group of 3		
5. Field Research Projects	100 each field research		
6. Website Project	300 each student (maximum group size is 3)		
7. Final Exam	500		
8. Class Participation	300		
9. Class Attendance	200 (75% attendance required)		200
Goal & Total Portfolio Points		Goal= (minimum of 1400)	
Percent Achievement			

Submit your LP by the second class in the semester.