



## SNDY BUSN 3372 International Marketing

### 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.”<sup>1</sup>*

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

### Localized Context

The 21<sup>st</sup> century has been called ‘the Asian Century’ and Australia more so than any other country is attuned to this given that Australia’s 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). The key strategic decisions across the marketing mix required in international marketing are reviewed. Case studies discussed in class will be drawn from the Asia Pacific region.

### Course Aims

On successful completion of this unit, students will be able to:

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

- recognise and appreciate the multiple environments in which international marketing strategies and tactics are formulated and implemented;
- assess the effect on international marketing strategy of political, legal, economic, social, competitive, technological and environmental conditions in various national markets;
- help develop relevant international marketing skills for planning and expanding activities in international and global markets e.g.b exporting, joint venturing, international marketing organisation and control.

### Requirements and 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.

### Learning Outcomes

After taking this course, students should be able to:

- Understand the scope and challenges of international marketing
- Recognise the macro environments affecting global markets, business and management approaches
- Gain perspectives to assess international market opportunities and threats
- Develop an analytical toolbox for international marketing analysis
- Gain an understanding of regional issues in international marketing – the Americas, Asia-Pacific & Europe, Africa & the Middle East
- Develop an understanding of global consumer and B2B marketing strategies

### Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

### Class Methodology

This course is taught using a combination of formal lectures, interactive class discussions, and other activities. The formal lectures occupy around half the allocated time at each Seminar, while the interactive class discussions (focus on case studies and discussion questions) occupy around a third of the allocated time at each Seminar. The remainder of the time at each Seminar is devoted to discussion of assessable work, debriefings of assessable work and short assessable in-class tests. The lecture slides will be available online.

This course is interactive and will require students to contribute individually and as part of a team. Students are 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
- Class discussions and case studies
- Student tests, a fieldtrip and a major paper.

## Assessment & Grading

The following are the assessment items within the International Marketing course:

Task	Activity	Weighting
1	Class discussion & Case Study Comments	20%
2	Field Trip Questionnaire	10%
3	In-class Tests	30%
4	Class Presentation & Major Project	40%

Descriptor	Alpha	Numeric	GPA	Requirements
Excellent	A A-	93+ 90 - 92	4.0 3.7	Shows superior use and understanding of extensive literature beyond the textbook and notes
Good	B+ B B-	86 - 89 83 - 85 80 - 82	3.3 3.0 2.7	Shows significant use and understanding of extensive literature beyond the textbook and notes
Average	C+ C	76 - 79 73 - 75	2.3 2.0	Shows a clear understanding and some insight into the material in the textbook and notes, but not beyond
Below Average/ Poor	C- D+ D	70 - 72 66 - 69 60 - 65	1.7 1.3 0.7-1.0	Fails to show a clear understanding or much insight into the material in the textbook and notes
Fail	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in Faculty Handbook

### Class Participation (10%) and Case Study & Discussion Comments (10%)

The class participation assessment component includes preparation for the weekly Seminars and the quality (rather than quantity) of your participation. There will be Case Studies assigned for class discussion at some Seminars, as well as discussion questions relating to the themes covered in Lectures and the set textbook. It is important to cover the set readings in advance of the scheduled Seminars. This will allow us to focus selectively on the key material and raise the level of class discussion.

Please review the following table as a guide:

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.

B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts, but tends not to analyse them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

### Field Trip Questionnaire (10%)

There will be a Field Trip to an IKEA store during one Seminar 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 Field Trip will be debriefed at the Seminar in the week following the Field Trip, 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. They are to be submitted prior to the Seminar the week after the field trip.

The IKEA Field Trip 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. Reading the supplied Background Briefing and the Case study materials is essential. There is also scope for some background secondary research. Information, ideas and insights based on these can be incorporated in the answers to the questions in the questionnaire. It is possible to score full marks for the Field Trip assessment

### In-class Tests (30%)

The in class tests comprise multiple-choice questions drawn from the textbook for this course. The In-class tests are scheduled for Seminars 2-11 in the course. There are 10 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 10 minutes. There will be no negative marking. The correct answers will be reviewed in class after each test. Marks will be released via Canvas.

### Class Presentation (10%) & Major Project (30%)

The Major Project for this course will be an assessment of each student's cumulative learning across the Semester. Depending on the class size, students will work in groups of 2 (or 3) in assembling ideas and information, and the preliminary understandings for this Major Project. The group sizes and composition will be determined in Seminar 2. We will also be working with groups of students at other CAPA campuses. This will lead into a formal Presentation (worth 10%), which your Sydney group will undertake in the Seminar 10 class. Your Presentation should provide an outline of your Major Project, the theoretical background, the key data, your preliminary analysis and the preliminary conclusions. The Presentation should be limited to 10 slides and 12-13 minutes (max). There will be a Q&A session following the Presentation. The Lecturer will give feedback on the Presentations and this feedback should be incorporated into the Major Project submissions.

The Major Projects are to be individual pieces of work that build on the material assembled for the Presentations. The Lecturer will provide a more detailed brief on the Major Project topic(s), in Seminar 2, along with a suggested document structure, and a suggested word count per section. Protocols for liaising with students at the other CAPA campuses will be established. Briefing documents for different parts of the Project will be issued at a number of the Seminars. Maximum word count for the Major Project submission

is 3,000 words (+/- 10%), excluding the cover page, Table of Contents, and Bibliography. Full academic referencing is required. The Major Project is due before the Seminar 12 class.

Students are encouraged in particular to discuss the direction and content of their group Presentation and their individual Major Project with the Lecturer, with their Sydney peers, and with their peers at the other CAPA campuses.

## Course Materials

### Required Readings

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 Seminars. 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. (2012) *International Marketing*. 16<sup>th</sup> edition, C, McGraw-Hill. ISBN: 007715956X.

The book is available from McGraw-Hill for electronic download at a 20% student discount by using the following link: [http://www.coursesmart.co.uk/IR/4905885/007715956x?\\_hdv=6.8](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. Crawford. H. (2017), *International Marketing - An Asia Pacific Perspective*, 7<sup>th</sup> Edition, Prentice Hall, Australia
- Kotabe, M. Marshall, A. Ang, S, Griffith, K.. Voola, R. Roberts, R. Helsen, (2014) K. *International Marketing*, 4<sup>th</sup> Asia Pacific Edition, Wiley, Australia

### Library and Research Facilities

The Sydney TAFE Library facilities are available for your use. The link is:

<http://sydneytafe.edu.au/currentstudents/ultimo-college/library/library-ultimo-college> information on the CAPA Sydney library and research facilities can be obtained by looking through your Orientation Pack or by speaking to a CAPA Sydney staff member.

## Weekly Schedule

These topics are presented by the Lecturer and discussed in the order in which they appear in the schedule below and overleaf. It is expected that students will have read the set chapter prior to each Seminar to facilitate group interaction and to maximise personal learning. Note that the Lecture Slides also appear on Canvas.

Date	Seminar topics	Class activities
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	<p><b>Seminar 1 – Introduction to International Marketing</b>  Course Overview &amp; Review of assessments  Major Project requirements/briefing  Scope &amp; Challenge of International Marketing  Dynamic Environment of International Trade</p> <p>Required Reading  CGG 1 &amp; 2  Additional Reading  None</p>	<p>Class  Lecturer Profile  Course Outline Overview  Lecture  Seminar Discussion Questions</p> <p>Online  Lecture Slides  Seminar Discussion Questions</p>
	<p><b>Seminar 2 – International Economic &amp; Financial Environments, Cultural Environments</b>  Trade and Investment, International Business, History of Trade &amp; Investment, Major Institutions and Agreements, Trends  Defining Culture &amp; its Elements  Cultural Dynamics in Assessing Global Markets  Culture, Management Style &amp; Business Systems</p> <p>Required Reading</p>	<p>Class  In-class Test  Lecture  Case Study Discussion  Seminar Discussion Questions  Group Formation for Topic(s)</p> <p>Online  Lecture Slides  Seminar Discussion Questions</p>

	<p>CGG 3, 4 &amp; 5  Additional Reading  Case Study to be provided or from the set text</p>	<p>Major Project Briefing</p>
	<p><b>Seminar 3 - Political &amp; Legal Environments</b>  The Political Environment: A Critical Concern  Political Risks, The International Legal Environment  Bases for Legal Systems &amp; International Dispute Resolution</p> <p>Required Reading  CGG 6 &amp; 7  Additional Reading  Case Study to be provided or from the set text</p>	<p>Class  In-class Test  Lecture  Case Study Discussion  Seminar Discussion Questions</p> <p>Online  Lecture Slides  Seminar Discussion Questions</p>
	<p><b>Seminar 4 – International Market Research</b>  Differences with Domestic Market Research, Issues with Primary &amp; Secondary Data, Data Analysis &amp; Interpretation, Assistance in Decision Making</p> <p>Required Reading  CGG 8  Additional Reading  Case Study to be provided or from the set text</p>	<p>Class  In-class Test  Lecture  Case Study Discussion  Seminar Discussion Questions</p> <p>Online  Lecture Slides  Seminar Discussion Questions</p>

	<p><b>Seminar 5 – Marketing Consumer Products</b> Which Consumer Goods and Services for International Markets? Products, Culture &amp; Adaptation, Marketing Services &amp; Brands Internationally, Regional Focus</p> <p>Required Reading CGG 9, 10 &amp; 13 (first two optional, last one mandatory) Additional Reading Case Study to provided or from the set text</p>	<p>Class In-class Test Lecture Case Study Discussion Seminar Discussion Questions</p> <p>Online Lecture Slides Seminar Discussion Questions</p>
	<p><b>Seminar 6 – Marketing Business Products, Market Selection &amp; Entry Strategies</b> Nature of Demand in B2B Markets, Business Buyer Behaviour, Marketing Services &amp; Relationship Marketing, Regional Focus Which Markets to Choose? Criteria for Choice of Markets, Alternative Market Entry Strategies Factors in Choosing Which Entry Strategy</p>	<p>Class In-class Test Lecture Case Study Discussion</p>
	<p>Required Reading CGG 11 &amp; 14 Additional Reading Case Study to be provided or from the set text</p>	<p>Seminar Discussion Questions</p> <p>Online Lecture Slides Seminar Discussion Questions</p>
	<p><b>Seminar 7- International Market Planning &amp; Strategy</b> Planning for International Markets, Planning Processes, Adapting the Marketing Mix, Developing Marketing Plans, Appropriate Ways of Organising for International Marketing</p> <p>Required Reading CGG 12 Additional Reading Case Study to be provided or from the set text</p>	<p>Class In-class Test Lecture Case Study Discussion Seminar Discussion Questions</p> <p>Online Lecture Slides Seminar Discussion Questions</p>
	<p><b>Seminar 8 - International Marketing Channels</b> Broad Distribution Structure Choices, Multi-Partner Indirect Channels, Factors in Determining Channel Design, Channel Co-operation &amp; Conflict, Logistics</p> <p>Required Reading CGG 15 Additional Reading Case Study to be provided or from the set text</p>	<p>Class In-class Test Lecture Case Study Discussion Seminar Discussion Questions</p> <p>Online Lecture Slides Seminar Discussion Questions IKEA Field Trip Briefing</p>

	<p><b>Seminar 9 – International Marketing Communications</b>  Integrated Marketing Communications, Advertising and other Communications Mix Elements, Factors Impacting on Standardisation Potential</p> <p>NOTE: IKEA Field Trip</p> <p>Required Reading  CGG 16</p> <p>Additional Reading  None</p>	<p>Class  Field Trip to IKEA  In-Class Test (at IKEA)  Students Review Lecture Slides outside Class Time</p> <p>Online  Lecture Slides  Seminar Discussion Questions</p>
	<p><b>Seminar 10 - Class Final Project Presentations</b>  Group presentation limited to 10 slides &amp; 12-13 minutes (max), Q&amp;A session, Presentation Feedback and Major Paper Guidance</p> <p>Required Reading</p>	<p>Class  Submit Field Trip Questionnaire Prior to Class  In-class Test  Group Presentations  Presentation Discussion  Lecturer Feedback</p>
	<p>None</p> <p>Additional Reading  None</p>	<p>Online  No Materials</p>
)	<p><b>Seminar 11 – International Pricing</b>  Broad Pricing Approaches, Pricing Objectives, Pricing Strategies, Factors Impacting on Actual Price, Price Determination – Fixed and Dynamic Pricing</p> <p>Required Reading  CGG 18 &amp; 19</p> <p>Additional Reading  Case Study to be provided or from the set text</p>	<p>Class  In-class Test  Lecture  Case Study Discussion  Seminar Discussion Questions</p> <p>Online  Lecture Slides  Seminar Discussion Questions</p>
	<p><b>Seminar 12 – Global Strategies &amp; The Future of International Marketing</b>  Global Industries, Markets &amp; Consumers, Future of Globalisation, Influences on International Marketing in the Future, Course Review – Key Themes</p> <p>Major Paper submission deadline</p> <p>Required Reading  None</p> <p>Additional Reading  None</p>	<p>Class  Submit Major Paper Prior to Class  Course Contents Review  Administrative Matters</p> <p>Online  No Materials</p>

**Note:** Due to public holidays during the course of the semester, some make up classes may be necessary. They may be either face to face or online.



## Attendance, Participation & Student Responsibilities

### Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in a F for the course.

### Missing classes for medical reasons

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) know at least one hour in advance of your class or meeting by emailing [jmiller@capa.org](mailto:jmiller@capa.org). Note that calling the CAPA Center (02 9217 5977) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

### Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

### Academic Integrity

The faculty expects from you, the student, 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 demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

### Use of electronic equipment in class

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

### Use of Electronic Translators

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

### Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

### Behavior during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.