Syllabus for Global Marketing (BUSI 162)

Fall 2004, 12:30-1:45, M & W, MB 2650

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Purpose

Help students understand the global marketing process and the challenges that an international marketer faces finding opportunities to grow outside the home country in the dynamic international trade environment of the 21st Century.

Observe and understand how cultures, history, political environments, the international legal environment, international economic arrangements, technical standards and currency movements interact with the marketing mix.

Course Objectives

Students will become aware of the importance of geographic and historical effects on global markets, and understand the political risk and vulnerabilities of companies involved in international markets.

Participants will become capable of analyzing the orientation of marketing from domestic to global strategies as well as responding to the different elements, values and cultures in different countries.

Students will be able to act as an advising agent in their future organization by becoming aware of cultural differences and values existent within markets and organizations in order to evaluate the degree of customization that companies and products require to enter international markets.

Students will become aware of the legal constraints, linguistic and media limitations, and cultural diversity in the creation of international communication strategies, as well as being sensitive to the communication, adaptation and diffusion of innovations in different cultures.

Course Content

An Overview
The scope and challenge of international marketing
The dynamic environment of international trade

The Cultural Environment of Global Markets
History and geography: the foundation of cultural understanding
Cultural dynamics in assessing global markets
Business customs in global marketing
Political environment: a critical concern

Assessing Global Market Opportunities
Developing a global vision through marketing research
Emerging markets
Multinational market regions and market groups

Developing Global Marketing Strategies
- Global marketing management
- Products and services for consumers
- Products and services for businesses
- International marketing channels
- Integrated marketing communication and international advertising
- Personal selling and sales management
- Pricing for international markets

Textbook


Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly Quiz</td>
<td>15%</td>
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<tr>
<td>Questions &amp; Discussion Board</td>
<td>10%</td>
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<tr>
<td>Peer Evaluation</td>
<td>10%</td>
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<tr>
<td>Class-Attendance &amp; In-class Activities</td>
<td>10%</td>
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<tr>
<td>Global Marketing Reading (2)</td>
<td>10%</td>
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<tr>
<td>Exams (2)</td>
<td>20%</td>
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<tr>
<td>Final Project</td>
<td>25%</td>
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Teaching Method

The course will utilize lectures, case discussions, article readings, projects, guest speakers, in-class exercises, competition, videos and selected readings. Each week will cover one topic. Monday will be lecture and Wednesday will case-study. Monday’s lecture will generally last 45 minutes. Another 30 minutes will be in-class activities that attempt to help students learn how to apply and practice the concepts that have learnt in the lecture. Most of in-class activities will be team-based. Peer evaluation will be used to assess the quality of each team’s participation.

During this course we will be using a combination of different learning strategies as follows:

Chapter Readings and Weekly Quiz (15%)

Every student will be responsible for reading, analyzing and deliberating on the text assigned for each week. It is expected that the student will, after careful reading of the text chapters, arrive at personal conclusions. They will share their opinion with other students through the discussion of questions with their team and subsequently, through an asynchronous interaction with the rest of the class. This will enable them to complete all the homework assigned for that session. The reading will be enhanced by doing a before-class quiz and self-evaluation for each chapter. The self-evaluation can be completed from Friday to Monday. So the student can report their result at the Monday class.

Chapter Questions and Discussion Board (10%)

Students, working in their assigned teams, will participate in an asynchronous discussion located on the section “Discussion Board” on the course web page. Answers to about three discussion questions for each chapter will be requested for every class session. The purpose of this is to complement the
questions that a student might make in class as well as open a more flexible space where students and teacher could interact.

Each team should make at least two contributions to the class discussion. The distribution of the contributions should be: one on Friday and another one by Sunday 8:00 pm. One team will be responsible for a peer evaluation process. The team responsible for the peer evaluation will send an email to me with the grades of each team every Sunday by 9:30 pm.

**Peer Evaluations (10%)**

Students, working in their assigned teams, will participate in the in-class activities and the final project. Each team should make contributions to the class discussion and will be responsible for peer evaluations using the following criteria: 1) Number of comments from each team; 2) Comments’ reflective quality; 3) Comments’ relation to the topic; 4) Comments’ discussion generation; 4) Quality of the answers. The peer evaluations will be collected after each in-class activity. Three team-based competitions will be used in this class. The winners will be rewarded small gifts.

**Class Attendance and In-class activities (10%)**

Attendance in class is required at all times. I expect our class meetings to be very interactive. A truly interactive session involves you not only interacting with me but also with the rest of the group. I will distribute a list of names and contact information for all the students in our class to help you get to know each other better. I strongly encourage you to get to know each other by name and to respond thoughtfully to each other’s comments during class. It is important for you to actively make constructive comments and share your knowledge and experience with the class so that you will be considered an asset by your classmates.

During the semester many in-class activities will be used to practice on concepts covered in class so they can get a better understanding on how to apply those concepts. Examples of these could be: case study, visiting websites, watch a video and answer some questions, read a selected article and participate in a discussion, debates, competitions, and more things that could be applicable to the class. Every Wednesday class will be case study. In order to give students more insight in each topic covered during the semester, a set of additional readings may be assigned. Students should read individually and then work collaboratively in an asynchrony chat where they will answer questions that have been established. The reading will be also discussed in class and all the students should be ready for class participation.

**Case Study**

Cases are vehicles for learning diagnostic skills and applying concepts and frameworks introduced in readings and lectures. The learning from cases comes in two ways. The first is pre-class preparation: the ability to diagnose case problems and issues, select and apply appropriate forms of analysis and make decisions about case solutions. Each student should make decisions about what should be done before coming to class and be able to support those solutions on basis of analysis. The student, working in assigned team, will submit an individual written report of the case’s solution. The second aspect of case learning comes from realizing that other people do not diagnose, analyze, and solve problems in the same way. Understanding others’ positions, learning from them, and countering them with your own analysis is a critical part of the learning experience. The written case solution should include a SWOT analysis and answers for the questions assigned.
Global Marketing Reading (10%)

Examples of global marketing principles covered in this course can be found in many business and academic publications. The students will seek out a current (published after July, 2001) article that addresses a marketing issue related to the class using the digital library. Each student may choose any relevant current event or discussion (from California Management Review, Fortune, Newsweek, Business Week, Harvard Business Review, Sloan Management Review, etc) that they feel is applicable to the course.

Students will be required to select, write and submit two short reading summaries for this class. Each reading summary should be 1 page with single-spaced and include: 1) A brief summary of the key points of the article; 2) A discussion of the how this article relates to a key concept examined in this course and implications for global marketing practitioners; 3) A personal evaluation or critiques to the article, based on the marketing perspective that the student has gained during the course.

Exams (20%)

Each exam will follow roughly the same format. Each will be composed of several essay questions. All course material is fair game for these exams. This means that material from class discussions, the textbook, and supplemental readings will appear on the tests. Each of the two exams will focus on the material covered during that half of the semester (i.e., the final exam will focus on the material covered in the final half of the course). However, because each class session builds on the previous ones, the second exam will require you to draw on some concepts that you learned earlier in the course.

Final Project (25%)

The project requires that each group of students select a country and write a series of four papers. Each paper should be 10 pages with double-spaced. The first paper is a general survey of the country's culture. The second covers the economy of the country including a thorough analysis of the distribution and marketing systems. The third paper is a market audit and competitive analysis of a country market for a specific product. The fourth, due at the end of the term, has the students develop a preliminary marketing plan for a product that has been assigned for marketing in the country they have selected. The final project is required to be presented in the last week of the semester.

Class Expectation for Students

1) Attendance in class is required at all times; 2) Students are expected to be fully prepared to discuss reading assignments and cases. Thorough preparation for cases, class discussions and exercises is essential for constructive participation. 3) Meaningful class participation during case discussions is part of the student’s evaluation; 4) Students should be respectful of their colleague’s opinions; 5) All assignments must be submitted on dates specified; 6) During teamwork, all members must be prepared to contribute to the learning process. The honor code will be strictly observed.