

f10'00

FM

BU 436
MARKETING GLOBALLY

Instructor: Brock Lawes

COURSE OBJECTIVE

This course provides a practical approach to international marketing management in the modern business. Particular emphasis is given to international marketing in Pacific/Asian countries. Specific course objectives include:

1. Develop skills in analysing international environments and identifying marketing opportunities.
2. To develop decision-making capabilities in the functional areas of international marketing including international pricing, products, communications and channel policies.
3. To gain experience in developing international marketing strategies and communicating plans and analyses in both written and verbal forms.
4. To compare marketing management approaches taken by US, Japanese and other companies' operations internationally.

TEACHING METHODS

1. Lectures and discussions will be used to clarify, illustrate and develop the material covered in the readings.
2. Students will be expected to actively participate in the discussion of the readings and case studies and to present their own ideas.
3. Case studies form a key part of the course. Oral and written analyses will be assigned.
4. Students may do a term project on a topic to be agreed upon with the professor. This project can be done individually or in groups (max size: 2)..

GRADING

a)	Written Glasswork	20%
b)	Midterm	20%
c)	TeRm project + final case	40%
d)	Attendance & participation	20%
		100

COURSE OUTLINE

Text: International Marketing, 10th Ed., Cateroa & Graham, Irwin/Mcgraw Hill

PART I

AN OVERVIEW

- 1 The Scope and Challenge of International Marketing 1
- 2 The Dynamic Environment of International Trade 26

PART II

THE CULTURAL ENVIRONMENT OF GLOBAL MARKETS

- 3 Geography and History: The Foundations of Cultural Understanding 58
- 4 Cultural Dynamics in Assessing Global Markets 84
- 5 Business Customs in Global Marketing 114
- 6 The Political Environment: A Critical Concern 142
- 7 The International Legal Environment: Playing by the Rules 164

PART III

ASSESSING GLOBAL MARKET OPPORTUNITIES

- 8 Developing a Global Vision through Marketing Research 190
- 9 Emerging Markets 224
- 10 Multinational Market Regions and Market Groups 264

PART IV

DEVELOPING GLOBAL MARKETING STRATEGIES

- 11 Global Marketing Management: Planning and Organization 312
- 12 Creating Products for Consumers in Global Markets 340

13 Marketing Industrial Products

- and Services 378
- 14 International Distribution Systems 406
- 15 Exporting and Logistics: Special Issues for the Small Business 446
- 16 The Global Advertising and Promotion Effort 480
- 17 Personal Selling and Sales Management 518
- 18 Pricing for International Markets 548

PART V

IMPLEMENTING GLOBAL MARKETING STRATEGIES

- 19 Negotiating with International Customers, Partners, and Regulators 582

Writing Proficiency

Writing is an **integral** part of academic **life** at Chaminade. Students are **expected** to **write** prose that is correct and **appropriate** to their purpose and audience. **Furthermore**, by the time of graduation, students are **expected** to be able to demonstrate **competency** in communicating **in writing** to both **specialists** in their field and to the general public. To this end, all appropriate **courses** at Chaminade have **writing** requirements.

Writing Across Disciplines

All work submitted by Chaminade University students **is** expected to meet the following **writing standards**:

1. **Written** assignments should **use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.**
2. Written assignments should develop Ideas, themes, and **main** points coherently and **concisely.**
3. Written **assignments** should adopt modes and styles appropriate to their **purpose** and audience.
4. **Written** assignments should be clear, complete, and **effective.**
5. Written **assignments** containing **material** and ideas borrowed **from** sources should carefully **analyze** and synthesize that **material.** **In** addition, the sources of the borrowed **material** must be correctly **acknowledged** to **avoid** plagiarism.

General Guidelines for Grading Student Papers

(written out of class)

CUH 198?, rev. 8/00

The following guidelines are ones your instructor will use in grading the formal papers you write for this class. Remember that content, organization, and style work together to create a **successful** paper. It is not enough for your paper to be organized and **free from** error. You must have something worth **saying.** On the other **hand**, significant and creative ideas will be lost if they are poorly presented. **Appropriate structure**, grammar, usage, and documentation are necessary for effective communication.

A= Excellent

This paper has a clearly **stated** position (thesis) with sharp focus consistently maintained. It is well organized into a coherent **structure.** The evidence used clearly supports the **position with** details arranged logically. Such evidence is specific and convincing. If outside sources have been used, they are carefully documented with all quotations and paraphrases incorporated smoothly into the text. Sentences also are smooth and carefully constructed, **containing** virtually no errors in punctuation, spelling, grammar, or usage. The diction is clear, accurate, and precise. The paper avoids triteness and unsupported generalizations. The substance indicates some **originality** of thought and the style is suited to both audience and subject. The paper reflects critical thinking and comes to logical conclusions. Finally, the paper holds the reader's interest.

B= Good

This paper has **a clearly stated** position with sharp focus maintained. It is generally well organized, but an occasional detail may be out **of place** or **transitions** between points may be missing. However, **nothing** detracts seriously from the coherence of the presentation. Supporting evidence is provided, **but may** not be **specific** enough or completely convincing. Outside sources are **carefully** documented but their use may not be incorporated smoothly. Some sentences may be awkwardly phrased with some errors in mechanics. The diction may be too general or abstract; it may lack precision. Although the substance may not be as original as that of an "A" paper, the response **indicates** a thoughtful handling of the **assignment.** None of its weaknesses are glaring or distracting to the reader.

C= Adequate

This paper has a position, but lacks sharp focus. The work is basically well organized though individual paragraphs may be disunified or misplaced. Some evidence may not support the thesis or details may be loosely related. Often this evidence is insufficient, overly general or unconvincing. Outside sources are documented but they are awkwardly incorporated, poorly summarized, or relied upon too heavily. The writing is competent but often wordy, general, imprecise, or trite. Sentences may be awkward but their meaning is clear; mechanics will have some errors but these are not highly distracting. The writer demonstrates little original thinking. Substance is weak. The paper may not come to logical conclusions or conclusions may be omitted altogether. The ideas, though understandable, are usually self-evident and do not demonstrate much critical thought.

D= Acceptable

This paper may have a recognizable thesis, but poor presentation obscures it. Supporting evidence is extremely limited and unconvincing. Perhaps the paper is a mosaic of quotations and paraphrases from outside sources. The writing is general, vague, or irrelevant; some sentences may be confusing. Words may be imprecise, misused, or trite. In general, however, the paper is understandable even though content is weak and poorly developed. The reader suspects this is a first draft rather than a revised and edited paper.

F= Plagiarized

This paper has used outside sources—quotations, paraphrase, or summary—without properly documenting the source. Whether plagiarism was intentional or unintentional, the paper may not be revised. As the Chaminade University catalog states, "the usual penalty for an overt act of academic dishonesty is failure in the course for the first offense and disciplinary action, not to exclude suspension from the University, for the second offense."