



COURSE NUMBER: 70195 (IBUS 3201-10)

COURSE TITLE: International Marketing Management

DESCRIPTION: Understanding marketing in all cultures becomes increasingly important given the extent to which the global economy continues to grow. This course addresses global issues and describes concepts relevant to all international marketers, regardless of the extent of their international involvement. Not all firms engaged in overseas marketing have a global perspective, nor do they need to. Some companies' foreign marketing is limited to one country; others market in a number of countries, treating each as a separate market; and still others, the global enterprises, look for market segments with common needs and wants across political and economic boundaries. All, however, are affected by competitive activity in the global marketplace. This course uses an environmental and cultural approach to international marketing in placing the emphasis on the strategic implications of competition in different country markets. Students' horizons will therefore not be limited to any specific nation or to the particular ways of doing business in a single nation; instead, the course provides an approach and framework for identifying and analyzing the important cultural and environmental uniqueness of any nation or global region. Thus, when surveying the tasks of marketing in a foreign milieu, students will not overlook the impact of crucial cultural issues. As such, the course is designed to stimulate curiosity about management practices of companies, large and small, seeking market opportunities outside the home country and to raise students' awareness about the importance of viewing marketing management strategies from a global perspective.

PREREQUISITE: IBUS 3001 (Introduction to International Business)

CONTACT HOURS: Wednesdays from 3:30-6:00pm in room 459 of Rome Hall

PROFESSOR: Johan A. Ferreira, PhD, MBA
Office: 301E in the marketing suite on the third floor of Fungler Hall
Hours: 3:00-5:00pm on Thursdays (by appointment otherwise)
Phone: 202-600-1975
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CREDIT HOURS: IBUS 3201 is a three credit-hour course. Over the span of a 15-week semester, you should expect to spend 150 minutes (2½ hours) per week in lecture and to devote an average of 300 minutes (5 hours) per week on reading assigned materials, doing homework, developing a group project, and studying for exams. Therefore, you should allocate an average of 450 minutes (7½ hours) per week to IBUS 3201; over a 15-week semester, this totals to 112½ hours.

OBJECTIVES: The overarching goal of this course is to equip you with the tools to analyze country markets in the interest of developing winning marketing strategies in a highly competitive global market. The specific course objectives are as follows:

1. Become familiar with the discipline of global marketing by demonstrating how it is both similar to and different from the regular marketing “playbook”.
2. Develop an appreciation for the global marketing environment by analyzing it in detail through the lens of the PESTLE framework.
3. Learn how to establish a global footprint through the utilization of information systems and marketing research, the development of core marketing strategy (segmentation, targeting, and positioning), and the application of various market-entry strategies.
4. Become skilled at activating global marketing strategies through the development and implementation of the global marketing mix, comprising the four Ps of the classical marketing mix – product, price, place, and promotion.
5. Gain an understanding of the strategic elements of global competitive advantage and become familiar with issues related to leadership, organization, and corporate social responsibility in the global arena.

MATERIALS: Your reflection on the material covered and participation in class are important elements of the learning process. You are therefore strongly encouraged to come prepared with a thorough reading of the textbook and performing any other activities assigned for a particular class.

Print text: Green, MC & Keegan, WJ. 2020. *Global Marketing*. Tenth edition. Hoboken, New Jersey: Pearson Education. ISBN: 978-0-134-89975-6.

OR

Electronic text: Green, MC & Keegan, WJ. 2020. *Global Marketing*. Tenth edition. Hoboken, New Jersey: Pearson Education. ISBN: 978-0-134-89983-1.

OR

MyLab Marketing with Pearson eText: Green, MC & Keegan, WJ. 2020. *Global Marketing*. Tenth edition. Hoboken, New Jersey: Pearson Education. Access card ISBN: 978-0-134-90021-6.

Important! You should NOT use earlier editions of the textbook, because they do not contain some of the content required for the course.

GRADING: The grading for this course is based on formative assessments comprising a group project (presentation and essay), a midterm and a final, two homework assignments, quizzes, and class participation. The weighting of the various assessment elements is as follows:

Group project:	30%
Midterm:	20%
Final:	20%
Homework:	20%
<u>Class participation:</u>	<u>10%</u>
Total:	100%

Group project (30%): The group project comprises both a presentation (15%) and an essay (15%). The group project not only serves as a capstone for the course but also gives you practice at working in teams as you likely will be in the workplace. The best way to tackle the project is to start early by forming well-diversified groups, agreeing on a topic, and then using every lecture as an opportunity to meet and discuss if and how the content of the lecture applies to the selected topic. This approach will not only give you the benefit of actively thinking about the project throughout the semester, but also provide you with the opportunity to identify and resolve any disagreements and issues that may arise between group members. Leaving it to the last minute to plan and conduct the necessary research, analyze the results, prepare a polished presentation, and compose a thoughtful, carefully edited essay will likely not result in a good outcome. Please see pp. 8-11 of this syllabus for more information on the group project.

Important! You must pay attention to the quality of your writing if you want to increase your chances of earning a good grade on written assignments in this course. Moreover, the degree to which you provide authoritative support for your arguments will also improve your chances of earning a good grade. You are expected to refer to the assigned reading and class discussion in support of your analyses; however, you will exceed expectations if you consult and reference additional sources such as a book or peer-reviewed article.

Midterm (20%) and final (20%): Students typically find the midterm and final somewhat challenging given the nature of the questions asked (they are designed to make you think), so please plan to spend ample time studying. You will likely need a solid 2-3 days to prepare thoroughly for the midterm and the final.

Homework (20%): The homework assignments will assist you in learning and internalizing the material. You will be expected to complete two (2) substantial assignments as indicated in the schedule on page 6 of this document. Each assignment will contribute 50% to your overall homework score which, in turn, will contribute 20% to your overall grade for the course.

Class participation (10%): Adults learn more effectively when they actively participate in the learning process and when they learn from each other. To this end, please do not underestimate the importance of actively participating in class, even if you are shy or do not have the confidence to air your views in public yet. Always remember that the essence of your academic experience at GWU is having the opportunity to exchange ideas in an intellectually safe environment, so please do not hold back – you will only be shortchanging yourself and your fellow students.

In this course, class participation scores will be assigned as follows:

- Good/excellent = 9-10 ... this score will reflect that you consistently and thoughtfully contributed to in-class discussions based on careful preparation
- Average = 7-8 ... this score will reflect that you made attempts to contribute but they were either inconsistent or not reflective of the assigned material
- Poor = 5-6 ... this score will reflect that you attended class but did so erratically and made little effort to participate actively and thoughtfully

Note that your class participation score will reflect the extent to which you prepared for and thoughtfully contributed to the case discussions that will typically accompany lectures. As such, your class participation score will NOT be based on attendance only, so please do not expect a good grade if you simply attend every class; instead, you must actively participate by, for example, asking and responding to questions, or offering an informed perspective based on your reading and experience.

Important! If you are not comfortable speaking in class, then demonstrate your engagement through other means such as meeting with me during office hours, sharing text messages illustrating that you are actively thinking about the material you are learning, or writing a thoughtful message with your perspective on or questions about a particular topic discussed in class. Earning a good grade for class participation is not difficult, but it requires effort to demonstrate your tangible engagement in the course.

Your overall grade for the course will be assigned as follows:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	< 60 (!!!)

The average grade for this course is B, which you should expect to earn if you complete each assignment at a level consistent with its basic requirements. This does not mean that you have to be an expert on the subject matter but that you are expected to put in as much effort as necessary to demonstrate an acceptable level of understanding.

INTEGRITY:

The code of academic integrity applies to all courses in the George Washington School of Business. Please familiarize yourself with the code. All students are expected to maintain the highest level of academic integrity throughout the semester. You should be aware that acts of academic dishonesty will be prosecuted and that you may incur harsh

penalties, including failing the course. Students are responsible for knowing the acts that constitute academic dishonesty: <http://www.gwu.edu/~ntegrity/code.html>.

POLICIES:

Religious Accommodation

Students should notify faculty during the first week of the semester of their intention to be absent from class on day(s) of religious observance. Faculty will extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations. Faculty who intend to observe a religious holiday will arrange at the beginning of the semester to either reschedule missed classes or make other provisions for course-related activities.

Disability Support Services (DSS)

Any student who may need accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in Rome Hall, suite 102, to establish eligibility and coordinate reasonable accommodations. For additional information, please refer to <https://disabilitysupport.gwu.edu/>.

Mental Health Services

Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study-skills problems. Services for students include crisis and emergency mental health consultations, confidential assessment, counseling services (individual and small group), and referrals. For additional information, please call 202-994-5300 or visit <https://healthcenter.gwu.edu/mental-health>.

GW Listens

GW Listens is a mental-health support line for students to chat anonymously with well-trained peers. Call/text or chat online from 9:00pm-1:00am Sunday through Wednesday. If you contact GW Listens outside of these days and hours, you will be forwarded to the GWU Counseling and Psychological Services 24/7 support line. For additional information:

Website: <https://www.sa.gwu.edu/gw-listens>

Phone (call/text): 202-902-8255

Chat online: go.gwu.edu/gwlistens

SCHEDULE OF TOPICS

The schedule below is subject to change as dictated by our progress and any unplanned events that may call for revision. The most important preparation for each class involves reading the assigned chapters of the textbook before class, thinking about real-life examples of the principles and theories, and preparing yourself to actively participate in class. You will find that international marketing management is not a difficult discipline to master, but it requires extensive reading about the theories and exposure to their application. Student deliverables appear in **red** in the table below.

Date	Topic(s)	Assigned Reading
15-Jan	Course introduction / housekeeping; recap of the marketing process	N/A
22-Jan	Introduction to Global Marketing	Ch. 1
29-Jan	The Global Economic Environment; The Global Trade Environment	Ch. 2, 3
5-Feb	Social and Cultural Environments; GROUP FORMATION	Ch. 4
12-Feb	The Political, Legal, and Regulatory Environments; Global Information Systems and Market Research; HOMEWORK 1 DUE	Ch. 5, 6
19-Feb	Segmentation, Targeting, and Positioning	Ch. 7
26-Feb	Importing, Exporting, and Sourcing; Global Market-Entry Strategies: Licensing, Investment, and Strategic Alliances; GROUP PROJECT SELECTIONS DUE	Ch. 8, 9
4-Mar	MIDTERM	Ch. 1-9
11-Mar	Brand and Product Decisions in Global Marketing; Pricing Decisions	Ch. 10, 11
3/16-3/20	Spring Break	No class
25-Mar	Global Marketing Channels and Physical Distribution; Global Marketing Communications Decisions I	Ch. 12, 13
1-Apr	Global Marketing Communications Decisions II; Global Marketing and the Digital Revolution; HOMEWORK 2 DUE	Ch. 14, 15
8-Apr	Strategic Elements of Competitive Advantage; Leadership, Organization, and Corporate Social Responsibility	Ch. 16, 17
15-Apr	GROUP PRESENTATIONS (groups 1-5)	N/A

Date	Topic(s)	Assigned Reading
22-Apr	GROUP PRESENTATIONS (groups 6-10)	N/A
27-Apr	GROUP ESSAYS DUE; Last day of classes	N/A
28-Apr	Make-up / Reading Day	N/A
29-Apr	Designated Monday	N/A
5/4-5/12	FINAL EXAM	Ch. 10-17
<p>NOTE: In accordance with university policy, the final exam will be given during the final exam period and not the last week of the semester.</p>		

GROUP PROJECT (30% of overall grade)

- OBJECTIVE:** The goal of the group project is to give you practice at applying the concepts, principles, and tools from this course to a real-world example. The group project serves as a capstone for the course by giving you the opportunity to demonstrate that you are able to integrate what you have learned about marketing management; accordingly, it accounts for 30 percent of your overall grade for the course.
- GROUPS:** Each group should comprise no more than five (5) members who will essentially be functioning as a marketing team tasked with analyzing the marketing approach of a global offering. The strongest marketing teams thrive on diversity, so please compose your teams accordingly. This means that all-male, all-female, or same-ethnicity teams will likely be rejected in the spirit of creating and collaborating in the type of team that you either have already or will eventually encounter in the workplace. The strongest marketing teams thrive on diversity, so please compose your teams accordingly. This means that all-male, all-female, or same-ethnicity teams will likely be rejected in the spirit of creating and collaborating in the type of team that you either have already or will eventually encounter in the workplace.
- TOPIC:** First, you will compile a list of THREE (3) global offerings and then select ONE (1) as topic in collaboration with the instructor. The offerings on your wish list can be a product (e.g., Toyota Tsusho in the Ivory Coast), a service (e.g., GE Renewable Energy in China), an experience (e.g., National Geographic Expeditions in Patagonia), a person (e.g., Lady Gaga), a company (e.g., Nestlé in Brazil), or an idea (e.g., World Wildlife Fund in Africa). What these examples have in common is that each has a global target audience – as should the entries on your wish list. The offering approved for each group will be unique in that no two groups will analyze the same offering, so please think creatively and expansively in compiling your wish lists. As indicated on the schedule of topics, your list of three potential topics is due on **26 February 2020**.
- PRESENTATION:** The presentation accounts for 50% of the group project score; it should be ready by the week of **13 April 2020**. The presentation should be prepared in Microsoft PowerPoint (or a similar, editable) format. Take care to organize the material clearly, logically, and succinctly so that it can be presented in no more than 25 minutes. This is a strict limitation – any group that exceeds 25 minutes will be penalized commensurate the amount of time by which it exceeds its allotted amount of time. Each group should be ready for a 5-minute question-and-answer session upon completion of the presentation, so please remember to anticipate and prepare for the questions the audience may pose. **EVERY GROUP MEMBER MUST PRESENT.**
- Important!** It is imperative that you prepare well to deliver a coherent, polished presentation that tells a compelling story. Among others, this means that you should think through the key messages the audience should take away from your presentation, the “theater” you will employ to captivate them, the chemistry evident among your group members and, critically important, presenting as if doing so extemporaneously. **DO NOT READ OFF NOTE CARDS – YOU WILL BE PENALIZED SEVERELY FOR**

DOING SO. What is the secret to success on the presentation? Start early to give yourself ample time to prepare and then practice, practice, practice ... and then practice some more.

ESSAY:

The essay accounts for 50% of the group project score; it is due on **27 April 2020** and should be delivered in a Microsoft Word (or similar, editable) document of no more than 12-15 pages (double-spaced, 12 pt. Arial). The purpose of the essay is to enrich the content of your presentation by expanding on the key points, addressing any of the audience's questions that may require further elaboration, and incorporating additional content that may have arisen as a result of your seeing other groups' presentations. Also remember that it is not the length of the essay that matters, but the quality of the insights and their relevance to the marketing principles discussed in the course that counts.

Important! The key to success with the essay is to view it as the final opportunity you have to convince me that you have not only mastered the concepts, principles, and tools discussed in the course, but also know how to present them in a manner that is consistent with the requirements of an academic paper in marketing. Given that you have the entire semester to prepare this deliverable, I expect the essays to be compelling, free of error from a grammatical perspective, and appropriately referenced. To this end, please see the sections entitled "Referencing", "Guidelines" and "Rubric" below.

GRADING:

The group project accounts for 30% of your overall grade, so be sure to devote ample time and effort to it. Start as soon as possible – group members will likely have different perspectives, so you will need time to debate your views before reaching consensus. Each group must present a united front, so please do not underestimate the importance of forging a well-functioning team in which each group member has the freedom to contribute his or her views and the accountability to do his or her fair share of the work based on the contract. On occasion, however, groups may become dysfunctional, so please let me know as soon as possible if interpersonal dynamics are negatively affecting the performance of your group.

REFERENCING:

The George Washington University has an integrity policy (honor code) in which the School of Business participates and to which you should strictly adhere. You should refresh your knowledge of the university's academic integrity policy before the start of classes and strictly adhere to its requirements on all course deliverables, including the homework assignments and group project: <https://studentconduct.gwu.edu/code-academic-integrity>. The integrity policy covers topics such as using unattributed materials, so please avoid plagiarism and its unsavory consequences by referencing extensively.

Two of the more important skills to master in academic writing are recognizing when to reference and knowing how to do so properly. You **MUST** reference whenever you are using information (e.g., concepts, data, explanations, and theories) that was not originally conceived by you, unless this information is so well entrenched that it is accepted as self-evident (e.g., "the sun rises in the morning"). However, it is not always easy to determine if information is self-evident when exploring a new academic discipline, so please err on

the side of referencing when in doubt. You **MUST** also reference correctly and consistently; in IBUS 3201, this means learning and adhering to the Harvard style of referencing, an example of which can be downloaded at the following URL: https://guides.lib.monash.edu/ld.php?content_id=8481587.

GUIDELINES:

Although courses such as IBUS 3201 have a significant writing component, they are not designed to teach basic writing skills. Nevertheless, the following brief guidelines apply to the style of writing to be used in homework assignments and the group project deliverables:

Register: The assignment or report should be written in a formal register which, amongst others, means avoiding the use of personal pronouns (e.g., “I”, “you”, “he”, and “she”) and contractions (e.g., “couldn’t” instead of “could not” and “didn’t” instead of “did not”).

Grammar: Sentences should be grammatically correct, with due attention paid to the “usual suspects” involved in grammatical mistakes: subject-verb agreement errors, sentence fragments, missing commas after introductory elements, misusing the apostrophe with “its”, no commas in compound sentences, misplaced or dangling modifiers, vague pronoun references, wrong word usage, run-on sentences, superfluous commas, lack of parallel structure, sentence sprawl, comma splice, colon mistakes, and split infinitives. Examples of these mistakes can be found at <https://authority.pub/common-grammar-mistakes/>. Also, the fourth edition of Patricia O’Conner’s highly accessible *Woe Is I* is recommended to anyone interested in “an engaging, up-to-date, and jargon-free guide to every reader’s questions about grammar, style, and usage for the 21st century” (www.amazon.com):

O’Conner, PT. 2019. *Woe Is I: The Grammarphobe’s Guide to Better English in Plain English*. Fourth edition. New York, NY: Riverhead Books.

Spelling and punctuation: Spelling (the way in which a word is written) and punctuation (the use of marks, such as commas, parentheses, and semicolons, to delineate the elements of a sentence) should be consistent. For example, avoid using “Fast Fashion” and “Fast-Fashion” as proper nouns in the same essay – spell it either with or without a hyphen, but not both. When in doubt, refer to *Merriam-Webster* as an authoritative dictionary of contemporary American English – it can be downloaded free of charge.

RUBRIC:

A rubric is a rating scale that makes explicit the criteria and standards for judging any student work involving an evaluation of quality. A holistic rubric will be used in IBUS 3201 to determine grades for any writing assignments:

Writing assignment (illustrated for an assignment worth 10 points)
9-10 points: The essence of the analysis is clear and strongly supported by the selection of relevant marketing concepts, principles, and theories, as well as their correct application. Information is presented logically and compellingly, leading to

insightful conclusions that demonstrate insight and depth of understanding. In-text referencing is used consistently and correctly; the list of references is complete, alphabetized, indented, and free of errors related to format and style. Register, grammar, spelling, and punctuation are correct.

8 points: The essence of the analysis is reasonably clear and supported by the selection of relevant marketing concepts, principles, and theories, as well as their correct application. Information is presented in a logical manner that is easily followed. The conclusions drawn are generally correct but could demonstrate a stronger fit with the supporting arguments. In-text referencing is used consistently and correctly, and the list of references contains only a few errors related to format and style. Register, grammar, spelling, and punctuation are generally correct, but there are some errors.

7 points: The essence of the analysis is somewhat difficult to interpret, and relatively few marketing concepts, principles, and theories are selected and applied in support of the analysis. There are instances where it is difficult to follow the flow of the essay. Conclusions are either not drawn, incorrect, or do not logically follow from the supporting arguments. In-text referencing is inconsistent, and the list of references contains errors related to format and style. There are also several errors of register, grammar, spelling, and punctuation that detract from easily understanding the essay.

4-6 points: It is difficult to determine the essence of the analysis. The relevant concepts, principles, and theories are sparsely selected, misidentified, or incorrectly applied. The essay is hard to follow. Conclusions are not drawn consistently and are either incorrect or do not logically follow from the supporting arguments. In-text referencing is either missing or incomplete, and the list of references contains numerous errors related to format and style. There are many errors of register, grammar, spelling, and punctuation that detract from understanding the essay.