



**GRADUATE ACCOUNTING AND
COMMERCE CENTRE (GACC)
DEPARTMENT OF BUSINESS**

**INTERNATIONAL MARKETING
MKTG 801**

**UNIT OUTLINE
Semester 2 - 2006**

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit.

Lecturers:

John Fong (Co-ordinator)
jfong@efs.mq.edu.au

Dhun Karai
karai@bigpond.net.au

Nigel Barker
barker@arcom.com.au

Table of Contents

1) Introduction	1
2) Unit Objectives	2
3) Unit Approach.....	3
4) Unit Time and Location	4
5) Subject Pre-requisite and Assessments.....	4
6) Case Study.....	6
Case Study Report	8
Case Study Presentation	10
Case Study Assessment.....	10
7) Exam	11
8) Quizzes.....	11
9) Textbook and related materials.....	12
10) Teaching Staff.....	13
11) Cheating and Plagiarism	13
12) University Policy on Grading	14
13) Student Support Services	14
14) Dress Code for students at the International Campus in Manly	15

1) Introduction

Welcome to the truly fascinating world of International Marketing!

International marketing is important because the world has become *globalised* - it is becoming increasingly impossible for any country to practice economic isolation. Australia in particular, because of the relatively small size of its domestic market, is reliant upon trade with international partners.

The opportunities and challenges encountered today by international marketers are perhaps greater and more diverse than ever before. New consumers are appearing in emerging markets from Eastern Europe, China, India and other Asian countries as well as some parts of Latin America - in other words, globally. Some of these emerging markets have relatively little purchasing power today but hold the promise of being huge markets in the future.

In the more mature - and in some cases saturated - markets of the industrialised world, there are also many opportunities and challenges as consumers' tastes become more sophisticated and complex, and as increases in purchasing power (in some cases) provide them with the means of satisfying new demands. The United States of America has been experiencing strong growth for over a decade, although the events of September 11 2001 have resulted in cooling down the US as well as other important economies. Terrorism has, very unfortunately, become a variable in the equation of doing (international) business. Japan is – to a certain extent – still in a state of recovery from the Asian crisis of the late 1990s. The European Union promises great opportunities (and challenges) for global marketers, especially now with the expansion to the East.

In a nutshell, the topic of international marketing is very fascinating, complex and extremely dynamic. It is therefore impossible to provide students with all the knowledge they require to conduct international marketing within a 13-week semester format, but this unit is designed to provide a thorough *overview* of international marketing issues. Furthermore, this unit will hopefully trigger your interest in international marketing/business and stimulate a desire to expand your knowledge in your own time and as your career develops. Since international marketing is such a fast-changing field, it is essential to regularly monitor relevant markets (newspapers, magazines, journals, TV, Internet).

This unit will introduce relevant theory necessary to understand international marketing and we will attempt to link these concepts with real-world cases, hence the focus lies on Theory *and* Practice. Through this process, you will learn that even multinationals sometimes experience severe difficulties when conducting international business and that a substantial amount of companies involved in international business are in fact small or medium sized (SME). Furthermore, international business/marketing does not only involve exporting *products*, but to a large (and growing) extent also *services*. Lastly, international marketing focuses on both, *business-to-consumer* as well as *business-to-business* transactions.

This lecture- and tutorial-based unit emphasises *analytical learning*. You will obtain maximum benefit from this subject by thinking, preferably critically, about the concepts and various factors discussed in lectures/tutorials and applying them when you read current business journals/magazines and newspapers etc. As a matter of fact, this unit will improve and test students' powers of analysis and creative thinking and problem-solving in addition to the ability to present ideas persuasively (communication skills) and to work cooperatively in team situations (self-awareness and interpersonal skills).

It is hoped that you will enjoy this unit and benefit greatly from it, since the topics discussed will hopefully help you plan/manage your career and achieve your goals. However, should you experience problems and/or are concerned with your progress, it is recommended that you consult with the lecturer earlier rather than later. *Carpe Diem!*

2) Unit Objectives

This unit is designed to provide students with an *overview* of marketing in a global environment/context. At the end of this unit, students should have an understanding of the following concepts:

1. The environments (e.g. political/legal, economic, social/cultural and technology) that differ across nations/societies when doing international business.
2. International Marketing Research as a basis for decision-making.
3. Market entry strategies and related issues when designing the marketing components (essentially the "four P's") in an international context.

3) Unit Approach

This unit is lecture- and tutorial-based. Typically, the class-time structure will be as follows¹:

Hour	Type	Activity
1st	Lecture	<ul style="list-style-type: none"> ▪ Brief discussion of questions you might have ▪ Discussion of the current lecture's topics ▪ Short break
2nd	Lecture	<ul style="list-style-type: none"> ▪ Continuation of discussion of the current lecture's topics ▪ Answering questions you might have ▪ Short break
3rd	Tutorial	<ul style="list-style-type: none"> ▪ Possibly a quiz (two per semester) ▪ Case presentation by the assigned student team ▪ Discussion of case, lead by student team ▪ Closing comments

- During lectures, international marketing theory and concepts will be discussed. To take advantage of the large proportion of international students and the variety that this provides (for example in terms of culture), we will establish links between theory and your personal experiences in an international market setting during class discussions.
- During tutorials, student groups will present real-world cases and lead the class discussion. Generally, the focus here is on a thorough analysis of the situation by conducting research, applying theory to the case, evaluating possible options and recommending a realistic and promising solution. Further details regarding the case study assignment are discussed in section six.
- The lecture notes will be posted on <http://online.mq.edu.au> on a weekly basis. For your own convenience it is recommended to print hardcopies of the respective notes *before* coming to class. The recording (video or tape) of lectures or tutorials is *not* permitted. If you miss a class/tutorial, ask a colleague for her/his notes. <http://online.mq.edu.au> is also where you will find details regarding case study allocations and supplementary notes.

¹ Please note that lecture and tutorial times will not always be run strictly to this pattern. Students should be prepared for the fact that in some weeks, the tutorials may start early. Also, there will be two surprise quizzes during the semester at the very beginning of the tutorial.

4) Unit Time and Location

Please ensure that you are enrolled in one of these classes, since you are not allowed to switch between the four – once you have been assigned to a class, you have to always attend class on the same day.

Thursday Morning Class (Manly)

- **Lectures** will run from 10.00am to 12.00pm at ICMS.
- **Tutorials** will run from 12.00pm to 1.00pm at ICMS.

Thursday Evening Class (North Ryde)

- **Lectures** will run from 6.00pm to 8.00pm in E5A 119.
- **Tutorials** will run from 8.00pm to 9.00pm in E5A 119.

Friday Morning Class (North Ryde)

- **Lectures** will run from 9.00am to 11.00am in E4B 316.
- **Tutorials** will run from 11.00am to 12.00pm in E4B 316.

Friday Afternoon Class (North Ryde)

- **Lectures** will run from 2.00pm to 4.00pm in E5A 107.
- **Tutorials** will run from 4.00pm to 5.00pm in E5A 107.

The lecture and tutorial times will not always be run strictly to these hours. So again, please be prepared for the fact that in some weeks, the tutorials may start early. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

5) Subject Pre-requisite and Assessments

Students must have completed, at the very least, a *Marketing Fundamentals* course, since a clear understanding and knowledge of basic marketing concepts is required in order to follow class discussions.

The assessment components of this unit are as follows:

Component	Weighting	Assessment
Case Study: Report	30%	One mark per team
Case Study: Presentation	20%	One mark per team
Final Exam	40%	Individual mark
Quizzes	10%	Individual mark
Total	100%	

- All students are required to complete any assigned reading; prepare for and attend all classes (i.e. class attendance and participation is compulsory); participate in class discussions; complete assignments (including case presentations); and complete the final examination.
- 80% attendance at classes (i.e. lectures and tutorials) is a prerequisite to passing this course. Attendance will be taken at the *beginning of class* to ensure this.
- Case assignments submitted after the due dates have to be accompanied by a doctor's certificate. Five marks will then be deducted for each day late. If you are unable to provide a doctor's certificate, you will be awarded zero marks.
- **Critical Pass:** Besides having to pass this unit *overall* (i.e. achieving a final mark of minimum 50 out of 100 points), students must also pass the final exam and both quizzes (in total) in order to pass this unit. Hence students must achieve a minimum of 25 out of 50 maximal points for the final exam and both quizzes *together* (regardless of the mark achieved for the case study assignment). Students failing to meet this requirement will be awarded an F grade and will be required to repeat the unit. Furthermore, they will be given a final mark commensurate with their final exam and quizzes in percentage of the critical pass mark of 50. In other words, their final mark will be the mark achieved in the final exam and quizzes only in percentage of the critical pass, and will then not include the case study assignment mark.
- For example, a student who achieved **38** out of 50 for the case study assignment, **6** out of 10 for the quizzes, and **11** out of 40 for the final exam will score an overall of 55 marks ($38 + 6 + 11 = 55$). However, he/she would not have achieved the critical pass mark of 25 out of 50 in terms of the quizzes and the final exam (6

+ 11 = 17). This student would hence fail the unit based on the critical pass mark and would be assigned an F grade and 34 ($17/50*100$) as his/her final mark. So please avoid this situation *yourself* by studying *hard* - be prepared for the quizzes and also study on a *regular basis throughout the semester* in order to be well prepared for the quizzes and the final examination.

- *No correspondence* will be entered into directly with any student regarding *academic performance*, i.e. marks/grades of assignments, quizzes or final exams. *Please also note that emails will not be replied to after the final exam.* Students wishing to appeal their grade must do so through the authorised University channel. The only time marks can be changed is due to an error in adding up. As this is done automatically through a spread-sheet, it is highly unlikely that this situation will ever arise.

6) Case Study

Case studies will be used to generate discussion and enrich your understanding of international marketing issues as well as to improve your information collection and interpretation skills. The purpose is to apply theoretical concepts to real-world cases. This assignment takes a team approach so students will need to work with other class members. Students will divide into teams of ideally 4 - 7 (depending on the class size) in Week 2. Group work is intended to be of benefit in that a number of perspectives and interpretations are presented; alternative points of view are encouraged. These teams will then each make a presentation on an assigned case study (details to be posted on <http://online.mq.edu.au>) to the rest of the class and lead the class discussion. Teams will present their cases in a stand-up presentation at the nominated time, on the nominated day. All students are required to actively participate in classroom discussion of the case. Accordingly, *all* students, not only the ones of the presenting team, must come to class having thoroughly read the case allocated for that week.

The following table outlines a possible procedure to tackle this assignment.

Case Study Week	Activity
1	<ul style="list-style-type: none"> ▪ Case will be assigned to your team ▪ Thoroughly read the case study ▪ Discuss case with your team members ▪ Come up with ideas on how to present the case to the class ▪ Discuss possible solutions to the case ▪ Conduct initial research ▪ Email your lecturer should you have any questions
2	<ul style="list-style-type: none"> ▪ Clarify open questions ▪ Discuss case very carefully with your team and assign tasks ▪ Conduct substantial research on the case ▪ Discuss options and your recommendation to the case problem ▪ Write case study report ▪ Prepare case study presentation and practice it ▪ Prepare class discussion on the case ▪ Make sure you will involve your classmates ▪ Make sure you will be able to answer questions
3	<ul style="list-style-type: none"> ▪ <i>Submit case study report to your lecturer at the beginning of tutorial</i> ▪ Present case to the class and lead discussion ▪ Make sure to include a few creative elements

Rigorous critical analysis of the assigned case study is expected and further *substantial* research into relevant journals, newspapers, magazines, books and website material is essential. Effectively, you should base your analysis and argument not only on the facts provided in the case description, but “*update*” the case based on your research findings. This includes, for example, discussions on:

- What the company really did between the case date and now.
- Whether or not this was successful (explain!).
- Whether you would have done/recommended the same (and why yes or no).
- Your recommendations for the case *at the time* (e.g. 1999) comparing two perspectives: the one from the actual case date and another one in retrospective using *the knowledge that you have now* in 2006 on the situation. Ideally, you would lastly even discuss recommendations for the company’s *current* situation.

When preparing the case, students should NOT under any circumstances contact the company involved in the case study. Failure to observe this will result in zero marks being awarded for the case study assignment.

Case Study Report

Written case papers should not exceed *30 A4 pages* (exclusive of attachments like appendices and exhibits), *typed with double line spacing* using font *Arial size 12*, margins top/bottom 1.00" and left/right 1.25" (measurement in inches – MS Word default). This will allow enough space for comments and it also ensures fairness towards other teams. Marks will be deducted for exceeding the number of pages. All group projects must be typed² and follow a report format (please refer to the next paragraph). No late reports will be accepted.

There is more than one way to *structure* a case study report. You can follow the classic approach outlined below, but this structure might not be appropriate for all case scenarios and other approaches might be better suited. Please feel free to choose another approach as long as you can justify its suitability for the particular situation³. The key criteria is that you at least cover all the questions raised in the case description (some cases list questions at the end, others include them implicitly – and you should address both types of questions).

1. Cover Sheet and Marking Scheme: These can be downloaded from WebCT (<http://online.mq.edu.au>). Assignments without these two items will *not* be accepted. The Cover Sheet will also contain a column where the *participation per student* will have to be indicated.
2. Table of Contents: Shows the structure of your paper.
3. Brief Introduction: What is the case all about? Introduction to Company? Current situation?
4. Detailed analysis of case situation including a SWOT analysis. You might want to include a timeline here in order to show when significant events have happened. You also might want to clearly indicate the case date and then update the case up until 2006.

² Handwritten assignments will not be accepted.

³ If you choose to follow a different approach, it would be a good idea to cite the source thereof.

5. Discussion and evaluation of possible solutions. Based on the evaluation of the possible solutions, you should come up with specific recommendations. This is a very important section of your paper and your recommendations need to be realistic, solve the key issue and be doable!
6. Appendix: Tables, Charts, Graphs, Figures, Photos, etc.
7. References (i.e. listing only the material that you actually refer to in the report)

Papers must be *referenced* using the **APA Style**. Marks will be deducted for failure to conform to this style. Students who are unclear about this referencing style should refer to the APA website:

- <http://www.apastyle.org>

Please, absolutely no plagiarism - you must acknowledge *all* sources of the ideas included in your report. Plagiarism amounts to academic misconduct, for which there are severe penalties. The same applies to cheating (e.g. during the exam). Where individual or group work is required for the purpose of assessment, the copying of the work of other individuals or groups without acknowledgment is considered to be cheating and plagiarism. *Please keep in mind that assignments can easily be checked by the marker for plagiarism using “Turnitin”, a software tool that detects suspicious cases.*

All papers submitted must be *proof-read* before being handed in. Proof-read in this context means that the paper must have *page numbering* and have been subjected to a complete *spell check and grammar check* (use programs which are now widely available in word processing packages, read the paper yourself several times and possibly ask a friend/colleague to read it as well). A substantial amount of marks will be deducted for significant levels of spelling and grammar mistakes (this is a university postgraduate level course!).

Case Study Presentation

Students will prepare a *professional* (i.e. you might consider business attire for the purpose of this presentation) quality presentation of maximum 30 minutes duration (including Q&A). *Every* team member must present in order to be allocated a presentation mark. Stimulation of effective discussion and debate will be an important and integral part of the presentation assessment. This presentation can be structured in a similar way to the report, but you might want to – based on time constraints – set priorities and focus on the key issues that are relevant for the class discussion. In any case, you should not assume that everyone in class has read the material (although they should have of course) and therefore *you should start off with a proper introduction* on what the case is all about. You should *involve* the class (you can be creative here), *lead a discussion* at the end and demonstrate your knowledge (as a result of having conducted substantial research) on the material. *It is also important that the group presents a clear, realistic and doable recommendation for the company at hand!* A handout of your presentation (ideally 3 slides per page) should be provided to your lecturer prior to your presentation. *The case study presentations and discussions are examinable.* A few hints regarding your presentation:

- **Never** use hand-written overheads.
- **Do not** photocopy work from your assignment and put it on overhead, i.e. create new and separate (nice) slides.
- **Do not** use small fonts for your slides - 20 or above is a good size.
- **Do not** just read your report aloud in class → practice **free speech!**
- **Please don't panic!** This is your chance to practice public speaking in a *familiar* environment - and giving successful presentations is very much a matter of *practice*. So training and enhancing this skill will likely be beneficial for you in the future.

Case Study Assessment

Your case study assignment will be marked based on the marking scheme to be found at <http://online.mq.edu.au>.

In addition to visual aids (e.g. overhead projectors, slides, videos, white board, etc.) you may use team members in supporting roles, *i.e. role-plays*. Students are reminded that presentation aids must be prepared *in advance* of the class and that *efficient setting-up procedures* are part of the overall presentation skills and will be included in assessment. Students will be penalised for the inappropriate use of class

time. All teams must present their case study papers on the day they are due. There will be no excuses accepted. Failure to present on the allocated day will result in a zero presentation mark.

7) Exam

The final exam will consist primarily of *essay-type questions* and will take place during week 13 during regular class times. It will consist of *four compulsory questions* that may contain sub-questions (e.g. 1a and 1b) and you will have two hours to write the exam, plus 10 minutes reading time at the beginning of the exam. This exam is *closed book* and *no dictionaries* will be allowed. You will be tested on all topics covered during class and tutorials, *including videos, class handouts; possible talk(s) of guest speaker(s) and material not mentioned in the official class notes*. Please note that, due to time constraints, it is impossible to cover each and every slide of the lecture notes during lecture time. It is incumbent upon all students to read the relevant textbook chapters as part of the overall course requirements and to study material not specifically discussed during class on their own (since this could also be tested). The exam also covers the assigned case studies discussed in tutorials.

The final exam *must* be taken when scheduled. The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at: <http://www.reg.mq.edu.au/Forms/APSCons.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. Students should also note that supplementary exams are subject to a more rigorous marking procedure owing to the benefit of extra study time for the student.

8) Quizzes

Two *unannounced* surprise closed-book quizzes will be administered *during tutorials* in order to test the material discussed in the previous week(s). The purpose of these quizzes is to encourage students to carefully review the course material on a regular basis. The format of these quizzes will be five questions (primarily multiple choice, true/false and fill in the blanks) that will have to be answered within a very *short*

period of time. The quizzes could include some questions from the textbook. Each quiz will be worth five percent of the final mark (i.e. one point per question).

If a student misses a quiz through unavoidable circumstances (must be fully supported by documentary evidence; please use the “Professional Authority Form” available from <http://www.reg.mq.edu.au/Forms/>), then the weighting will be shifted to the remaining quiz. If you are unable to provide documentary evidence, however, you will be awarded zero points. Further, if a student misses both quizzes, he/she will be also awarded zero points, even when able to provide documentary evidence.

9) Textbook and related materials

Required textbook

Cateora, P. and J. Graham, 2005, *International Marketing*, Twelfth Edition, New York, N.Y.: Irwin McGraw-Hill.

The textbook will be available from the Co-Op Bookshop.

Additional marketing readings

You do *not* need to buy these books. Occasionally, handouts thereof might be distributed in class. Additionally, should you wish to conduct further reading, you can try to borrow the books from the library (some should be in the Reserve Area) or use inter-library loans.

Arnould, E. L. Price and G. Zinkhan, 2004, *Consumers*, Second Edition, New York, N.Y.: McGraw-Hill/Irwin.

Crandall, R., 2003, *Marketing your Services for People who hate to sell*, New York, N.Y.: Irwin McGraw-Hill.

Kotler, P., Swee Hoon Ang, Siwe Meng Leong and Chin Tiong Tan, 1999, *Marketing Management – An Asian perspective*, Second Edition, Singapore: Prentice Hall.

Solomon, M., 2002, *Consumer Behavior*, New Jersey: Prentice Hall.

Zaltman, G., 2003, *How Customers Think*, Boston, Massachusetts: Harvard Business School Press.

Zeithaml, V. and M. Bitner, 2003, *Services Marketing*, New York, N.Y.: McGraw-Hill/Irwin.

Related required materials

1. Case allocations will be posted on <http://online.mq.edu.au> based on the Lecture and Tutorial Outline (see section 9).
2. Class notes are posted on <http://online.mq.edu.au> on a weekly basis. These will be primarily based on (plus the above mentioned additional readings books):
 - Cateora, P. and J. Graham, 2005, *International Marketing*, Twelfth Edition, New York, N.Y.: Irwin McGraw-Hill.
 - Daniels, J.D. and Lee H. Radebaugh, 1996, *International Business*, Reading, Massachusetts: Addison-Wesley Publishing Company.
 - Fletcher, R. and L. Brown, 1999, *International Marketing - An Asia-Pacific Perspective*, Prentice Hall Australia Pty Ltd.

10) Teaching Staff

Lecturers	John Fong	▪ Email: jfong@efs.mq.edu.au
	Dhun Karai	▪ Email: karai@bigpond.net.au
	Nigel Barker	▪ Email: barker@arcom.com.au

11) Cheating and Plagiarism

The University defines plagiarism in its rules: “Plagiarism involves using the work of another person and presenting it as one’s own”. Plagiarism is a serious breach of the University’s rules and carries significant penalties. You must read the University’s practices and procedures on plagiarism. These can be found here: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in unit, and/or referral to the University Discipline Committee.

12) University Policy on Grading

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e. the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performance of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit. The process of scaling does not change the order of marks among students.

13) Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au/>.

14) Dress Code for students at the International Campus in Manly

[The following section only applies to students taking MKTG 801 at ICMS, Manly]

The International College of Management Sydney is a leading educator in hotel management, tourism and associated service industries. To encourage a spirit of excellence in personal appearance as part of our education program, preparing graduates for careers in service industries, the College expects all staff and students to conform to a professional level of dress while on College premises.

The College has a mandatory dress code for all its undergraduate students which Masters students are asked to respect. Below is the dress code that currently applies:

Female acceptable	Male acceptable
<ul style="list-style-type: none"> - Coordinated business suit - Skirts knee length and below - Make up simple and natural - Panty hose are not compulsory but recommended - Boots only with business pants - Business like shoes - Business skirt or pants with shirt or high neck long sleeve top - Jumpers and vests over shirt/top 	<ul style="list-style-type: none"> - Business suit - Business pants with shirt or high neck long sleeve top - Polo neck tops - Conventional haircut above the collar - Long hair in one ponytail - Trimmed and clean beards or moustaches - Business like shoes preferred however ankle boots permitted - Jumpers and vests over shirt/top
Female not acceptable	Male not acceptable
<ul style="list-style-type: none"> - Any denim - Open toe, platform or sports shoes - Wearing visible earrings or studs apart from on ear lobes - Visible tattoos - T-shirts - Revealing necklines - Extreme hair colours or styles - Stirrup pants - Midriff tops 	<ul style="list-style-type: none"> - Any denim - Open toe, platform or sports shoes - Wearing visible earrings, studs, necklaces or bracelets - Visible tattoos - T-shirts - Extreme hair colours or styles - Rings on thumb or index finger

All students taking MIB and MCom units at the International Campus are expected to abide by the dress code while attending classes or elsewhere on the Campus, including the computer laboratories or the Courtyard Café. Please note that the Pollard Resource Centre is free of dress rules.

Students who do not respect the dress code may be asked to leave the campus.

The College reserves the right to determine whether specific items of dress are within the code or not.

Thank you for being part of our great College community. Not just an education! An experience!