

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

MKT801
International Marketing

Semester 2, 2010

Department of Marketing

**MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE**

Study Period: Semester 2, 2010

Unit Convenor: Steven D'Alessandro

Credit Points: 4

Prerequisites / Co requisites: N/A

Not to Count for Credit With: N/A

ABOUT THIS UNIT

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 and other recent occurrences have resulted in cooling down the US as well as a select 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.

TEACHING STAFF

- Convenor - Steven D'Alessandro - steven.dalessandro@mq.edu.au
- Other Staff
Nigel Barker - nigel.barker@adelaide.edu.au

Dhun Karai – karia@bigpond.net.au

CONSULTATION TIMES

The lecturer will be available for consultation from 12.00pm to 2.00pm on Friday's during teaching weeks in the adjunct lecturer area on Level 2 of E4A.

You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Staff will not conduct any consultations by email. You may, however, phone staff during their consultation hours.

In order to gain access to staff located at levels 1, 2 and 3 of building E4A during their consultation hours please ring the staff member from the phones available in the lobby (phone numbers of relevant staff members will be provided on Blackboard and are available next to the phones).

Students experiencing significant difficulties with any topic in the unit must seek assistance immediately.

CLASSES

Friday 9.00am – 12.00am or 2.00 – 5.00

- 3 hours face-to-face teaching per week consisting of a 3hour workshop
- It is an assessment requirement of this unit that students attend classes. A minimum level of 80% attendance is compulsory for all workshops. If any scheduled class falls on a public holiday they will be rescheduled. Attendance at the quizzes is compulsory. Unavoidable non-attendance due to illness or

circumstances beyond your control must be supported by appropriate documentation to be considered for a supplementary test. Other non-attendance will obtain zero for the test.

- A statement that: The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Required textbook

Cateora, P. R., Mort, G. S., D'Souza, C., Taghian, M., Weerawardena, J., & Graham, J. L. (2009). *International Marketing* (1st ed.). Sydney Australia: McGraw Hill. [ISBN13: 9780070144477]

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://learn.mq.edu.au/> based on the Lecture and Tutorial Outline (see section 9).
2. Class notes are posted on <http://learn.mq.edu.au/> on a weekly basis. These will be primarily based on (plus the above mentioned additional readings books):
 - Cateora, P. R., Mort, G. S., D'Souza, C., Taghian, M., Weerawardena, J., & Graham, J. L. (2009). *International Marketing* (1st ed.). Sydney Australia: 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.

UNIT WEB PAGE

Unit materials, suggested solutions, announcements and other relevant information are found on Blackboard for the unit at: <http://learn.mq.edu.au> It is necessary to visit the unit site regularly.

LEARNING OUTCOMES

The learning outcomes of this unit are:

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 Ps”) in an international context.

GRADUATE CAPABILITIES

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University's graduates will need to develop to address the challenges, and to be effective, engaged participants in their world.

This unit contributes to this by developing the following graduate capabilities:

- 1 Discipline Specific Knowledge and Skills*
- 2 Critical, Analytical and Integrative Thinking
- 3 Problem Solving and Research Capability
- 4 Creative and Innovative
- 5 Effective Communication
- 6 Engaged and Ethical Local and Global citizens
- 7 Socially and Environmentally Active and Responsible
- 8 Capable of Professional and Personal Judgement and Initiative
- 9 Commitment to Continuous Learning

TEACHING AND LEARNING STRATEGY

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

| <i>Hour</i> | <i>Type</i> | <i>Activity</i> |
|-----------------|-----------------|--|
| 1 st | Lecture | <ul style="list-style-type: none"> ▪ Brief discussion of questions you might have ▪ Discussion of the current lecture's topics |
| 2 nd | Lecture | <ul style="list-style-type: none"> ▪ Continuation of discussion of the current lecture's topics ▪ Answering questions you might have ▪ Short break |
| 3 rd | 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://learn.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://learn.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.

RESEARCH AND PRACTICE

- This unit uses research from external sources (references)
- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

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:

| | Assessment Task 1 | Assessment Task 2 | Assessment Task 3 | Assessment Task 3 |
|--|---------------------------|---------------------------------|--------------------------|--------------------------|
| Title/Name | Case Study: Report | Case Study: Presentation | Final Exam | 2x Quizzes |
| Description | Group Task | Group Task | Individual Task | Individual Task |
| Due date | | Week 4 - 12 | Week 13 | Weeks 7 & 11 |
| % Weighting | 30% | 20% | 40% | 2x 5% |
| Grading method - marking criteria/ standards - expectations in relation to presentation - referencing requirements or refer to attached marking rubric | | | | |
| Submission method | In Class | In Class | In Class | In Class |
| Feedback (<i>type, method, date</i>) | | | | |
| Estimated student workload (hours) | | | | |
| Learning outcomes assessed | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| Graduate capabilities assessed | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| | Assessment Task 1 | Assessment Task 2 | Assessment Task 3 | Assessment Task 3 |
|---|-------------------|-------------------|-------------------|-------------------|
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |

It is expected that you will spend at least **3 hours per week per credit point over an above the face to face teaching** studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

Marketing is a very broad field. Often, we will be covering in one or two class sessions a topic that many people spend their lives trying to understand and master. Clearly, we will not have time to cover the nitty-gritty details of every topic. As such, *it is critical that students do the readings for each day before you come to class*. In class, we will go beyond the readings to highlight critical aspects of each topic. If you have not done the readings or case preparation for the day, you will not get much out of the lecture and discussion and your participation will suffer.

- 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 spreadsheet, it is highly unlikely that this situation will ever arise.

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://learn.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/tutor 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/tutor 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 2010 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, nor should any form of primary research (e.g. distributing a questionnaire) be conducted! 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 *35 A4 pages* (exclusive of attachments like appendices and exhibits that *should not exceed 15 pages*), *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 Blackboard (<http://learn.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 2010.
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!

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.

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://apastyle.apa.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, 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 35 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/tutor 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 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 cultivating 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://learn.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 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.

Exam

The final exam will consist primarily of *essay-type questions* and will take place during the examination period. 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.

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/APSCons.pdf>, 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

ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

GRADES

Please refer to relevant Bachelor Degree rule in the Handbook of Undergraduate Studies.

GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

[http://www.businessandconomics.mq.edu.au/for/new and current students/undergraduate/admin_central/grade_appeals](http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals).

SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

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>.

IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

POSTGRADUATE SEMESTER 2 WEEKLY CURRICULUM 2010

| Week beginning Monday | Topic | Chapter(s) | Tutorial |
|------------------------|---|------------|--|
| Week 1 2 August | Introduction to International Marketing | 1 | None |
| Week 2 9 August | International Economic and Financial Environment | 2 & 9 | Team Formation <i>1st Case Study Allocation</i> |
| Week 3 16 August | International Social and Cultural Environment | 3 & 4 | <i>2nd Case Study Allocation</i> |
| Week 4 23 August | International Political and Legal Environment | 6 | 1st Case Study Presentation <i>3rd Case Study Allocation</i> |
| Week 5 30 August | Assessing Global Market Opportunities | 7 & 8 | 2nd Case Study Presentation |
| Week 6 6 September | International Market Entry Strategies <i>(Early Evaluation → students' chance to provide early feedback on the unit)</i> | 10 | 3rd Case Study Presentation |
| Week 7 13 September | e-Business & Internet Marketing | 11 & 14 | <i>4th Case Study Allocation</i> |
| 20 September | Break | | |
| 27 September | Break | | |
| Week 8 4 October | International Product/Service Strategies | 12 & 13 | <i>5th Case Study Allocation</i> |
| Week 9 11 October | International Channels of Distribution | 14 & 15 | 4th Case Study Presentation <i>6th Case Study Allocation</i> |
| Week 10 18 October | International Promotion Strategies | 16 & 17 | 5th Case Study Presentation <i>7th Case Study Allocation</i> |
| Week 11 25 October | International Personal Selling, Sales Management and Negotiating with international Customers and Partners | 17 | 6th Case Study Presentation |
| Week 12 1 November | International Pricing Strategies | 18 | 7th Case Study Presentation |

| | | | |
|-------------------------------------|--|--|--|
| Week 13 8 November | <i>Review session and exam preparation</i> | | |
|-------------------------------------|--|--|--|