



Course IMS-INTERNATIONAL MARKETING 6310 501 12027
Professor Tevfik Dalgic
Term Fall and Spring
Meetings PLEASE CHECK WITH UTD WEB SITE FOR CLASS ROOM ALLOCATIONS

Professor's Contact Information

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Office Hours Please send me an e-mail to set up an appointment
Other Information Please check your WebCT e-mail regularly for updates and other info

General Course Information

Pre-requisites, Co-requisites, & other restrictions MKTG 6310

Course Description This is a graduate course explaining the roles and management of international marketing activities of companies from a global perspective.

Learning Outcomes This course aims at preparing students to appreciate the international marketing by understanding both theoretical and practical issues involved. The fundamentals and evolution of international marketing, the Political, Economic, Social and Technological environment of international marketing, foreign entry methods, evaluation of market potential, management of international marketing mix, organization and control methods and international strategic marketing. Students will also learn the reasons why international marketing is important for success in international business and for finding personal career opportunities.

Required Texts & Materials Global Marketing-2nd.edition-2006-Kate Gillespie, Jean-Pierre Jeannet, and H. David Hennessey -Houghton Mifflin
The following articles will be discussed by the members of Study Groups in the class. The dates of discussion will be decided during the First Class.

Suggested Texts, Readings, & Materials

1. Lei Li, Dan Li and Tevfik Dalgic (2004), "Internationalization Process of Small and Medium-sized Enterprises: Toward a Hybrid Model of Experiential Learning and Planning", Management International Review, Vol.44, No.1, pp.93-116.
2. S. Tamer Cavusgil, Emin Civi, Tevfik Dalgic and Hulya Tutek (2003), "Doing Business in Turkey", Thunderbird Review of International Business, Number: 45-4, July-August, pp.467-479.
3. Paul Breman and Tevfik Dalgic (2000), "Market Orientation and Learning Organization: The Case of Dutch Exporting Firms", Advances

in International Marketing, Vol.10, pp.339-387.

4. Tevfik Dalgic (1998) “Dissemination of Market Orientation in Europe: A Conceptual and Historical Evaluation”, International Marketing Review, Vol.15, No.1, pp.45-60.
5. Tevfik Dalgic (1998) “Niche Marketing Principles: Guerillas versus Gorillas”, Journal of Segmentation in Marketing, Vol.2, No.1, pp.5-18.
6. Tevfik Dalgic and Ruud Heijblom (1996), “Marketing Blunders Revisited” Journal of International Marketing, Vol.4, No.1, pp. 81-91.
7. Konstantine Katsikeas and Tevfik Dalgic (1995), “Importing Problems: The Importance of Level of Import Development”, Journal of International Marketing. Vol.3, No.2, pp.51-70.
8. Tevfik Dalgic and Maarten Leeuw (1994), “Niche’ Marketing Revisited: Concept, Applications and Some European Cases”, European Journal of Marketing, Vol.28, No.4, pp. 39-55.
9. Tevfik Dalgic (1992), “Euromarketing: Charting the Map for Globalization”, International Marketing Review, Vol. 9 No.5. pp. 31-42.

Assignments & Academic Calendar

[Topics, Reading Assignments, Due Dates, Exam Dates]

**PLEASE NOTE THAT THIS PROGRAM IS A GENERIC ONE
AND WILL BE ADAPTED ACCORDING TO THE UTD
CALENDAR DURING THE FIRST CLASS.**

Session-1 Chapter-1& 2-Introduction to Global Marketing.
Explanation of Assignments and Group Cases.Chapter-2 The Global Economy.
Video & Class case.

Sesion-2 Chapter-3 Cultural and Social Forces.
What is culture, Culture Across Countries, Culture and Business, Culture and Demand, Culture’s Impact on Three Global Marketing Tasks
Video & Class case.

Session-3 Chapter-4. Political and Regulatory Climate
General regulatory issues, their impact on international marketing.
National Sovereignty, Regulatory changes, Political Risk Management
Class Case.

Session-4 Chapter -5-Global Buyer Behavior. International Consumer versus Business Markets. Government Contracts, Bribery.
Video & Class Case.

Session-5 Chapters-6-7: Global Competitors-Globalization of Competition, Cultural attitudes toward competition, Home Country actions and Globalization. Emerging Markets, Country of Origin. Global Marketing Research-Scope of Global Marketing Research, Challenges in International Research, The Research Process, Global Information Systems.

Session-6 Chapter-8-Global Marketing Strategies
Different methods of marketing internationally, Customer following, Defensive motives, born globals, targeting the international markets, country selection processes and methods, selecting global marketing strategies.
Class Case.

Session-7- EXAMINATION-MULTIPLE CHOICE-DATE WILL BE DECIDED IN THE FIRST CLASS

Session-8 Chapter-9-Global Market Entry Strategies.
Exporting, Licensing, Joint ventures, strategic alliances, mergers and acquisitions, green field production exit strategies.
Video & Class Case.

Session-9 Chapter-10 and Chapter-11-Global Product and Service Strategies and Developing New Products for Global Markets.
Video & Class Case.

Session-10 Chapter-12-Pricing for International and Global Markets.
Profit and Cost Factors, Market Factors, Environmental Factors, Managerial Issues in Global Pricing.
Class Case

Session-11 Chapter-16-Organizing for Global Marketing. Elements that affect a Global Marketing Organization, Types of Organizational structures, New trends in Global Organizations, controlling the Global Organization.
Class Case.

Session-12 Project Presentations.

Session-13 Project Presentations

Session-14- FINAL EXAMINATION-DATE AND CHAPTERS WILL BE DECIDED IN THE CLASS

PROF.T.DALGIC
CASE ANALYSIS RULES (*) AND MARKING SCHEME

- | | |
|----------------------------------|---|
| Step 1: | a. In general--determine who, what, how, where and when (the critical facts in a case). |
| Gaining Familiarity | b. In detail--identify the places, persons, activities, and contexts of the situation.
c. Recognize the degree of certainty/uncertainty of acquired information. |
| Step 2: | a. List all indicators (including stated "problems") that something is not as expected or as desired |
| Recognizing Symptoms | b. Ensure that symptoms are not assumed to be the problem (symptoms should lead to identification of the problem). |
| Step 3 | a. Identify critical statements by major parties (e.g., people, groups, the work unit, etc.). |
| Identifying goals | b. List all goals of the major parties that exist or can be reasonably inferred. <u>(10 Percent)</u> |
| Step 4 | a. Decide which ideas, models, and theories seem useful. |
| Conducting the Analysis | b. Apply these conceptual tools to the situation.
c. As new information is revealed, cycle back to substeps a and b.
<u>(20 Percent)</u> |
| Step 5 | a. Identify predicaments (goal inconsistencies). |
| Making the Diagnosis | b. Identify problems (discrepancies between goals and performance).
c. Prioritize predicaments/problems regarding timing, importance, etc.
<u>(20 Percent)</u> |
| Step 6 | a. Specify and prioritize the criteria used to choose action alternatives. |
| Doing the Action Planning | b. Discover or invent feasible action alternatives
c. Examine the probable consequences of action alternatives.
d. Select a course of action.

e. Design an implementation plan/schedule.

f. Create a plan for assessing the action to be implemented.
<u>(25 Percent)</u> |

DETAILS:

1-Using a business/management research method: SWOT, Porter's 5-Forces, Return on Investment, Break-Even Analysis, Trend Analysis etc.

2-Structure of the presentation-groupings of ideas under categories and sub-categories depending upon the problems/issues for investigating.

3-In-text " quoting " and in-text referencing (Year, Author's last name, Page Number etc.) and a full List of References at the end of the report-Grouped as: Web-based references- URL's, books, reports, interviews etc. With the full names of authors, years of publications, dates, places etc. **(15 PERCENT)**.

4-Going beyond the information given in the case:-Collecting additional data from Primary and Secondary Sources to see what happened since then and updating the reader whether the company has been successful after the policies applied-. **(10 PERCENT)**.

(*) Source: C.C. Lundberg and C. Enz, (1993), "A framework for student case preparation " **Case Research Journal**, 13 (summer): 144

PROJECT REQUIREMENTS AND REFERENCING GUIDE

PROJECT SIZE-Project is expected to be minimum 15 single pages with double-space and template Times New Roman 12 size excluding charts, appendices etc. by using the following referencing guide.

Good luck

Prof. Dalgic

This guide is based on Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* 6th ed. 1996.

Examples are shown for books, articles, and online resources. **Bibliography** items are listed alphabetically at the end of the research paper. Items are referred to in the body of the paper using the **Footnote** or **In-Text** style.

Guide for Citing Resources—Turabian Style

1-Electronic Information sources:

A-Full-Text Article

[from online database]

Bibliography: Nussbaum, Bruce. "Maya Lin's World." *Business Week*, 18 December 2000. Available from

Academic Search Premier, Item 3848251. [Http://www.lib.ohio-state.edu/cgi-bin/redirect.cgi?dbn=268](http://www.lib.ohio-state.edu/cgi-bin/redirect.cgi?dbn=268). Accessed 13 July, 2002.

Footnote: Bruce Nussbaum, "Maya Lin's World." *Business Week*, 18 December 2000. Database on-line. Available from Academic Search Premier, Item 3848251. [Http://www.lib.ohio-state.edu/cgi-bin/redirect.cgi?dbn=268](http://www.lib.ohio-state.edu/cgi-bin/redirect.cgi?dbn=268). Accessed 13 July, 2002.

In-Text: (Nussbaum, 2002)

B-Web Site

[no examples or information given for citing Web pages in *Turabian* 6th edition .] For more information on citing online resources, please see:

net.TUTOR Quick Guide: Citing Net Sources

<gateway.lib.ohio-state.edu/tutor/les7/guide.html>

2-Hard Copy Publications

C-Book

(One author)

Bibliography: Wurman, Richard Saul. *Information Anxiety 2*. Indianapolis, IN: QUE, 2001.

Footnote: Richard Saul Wurman, *Information Anxiety 2* (Indianapolis, IN: QUE, 2001), 71.

In-Text: (Wurman 2001, 71)

(Two to three authors)

Bibliography: Strunk, William, and E. B. White. *The Elements of Style*. New York: Macmillan, 1972.

Footnote: William Strunk and E. B. White., *The Elements of Style*. (New York: Macmillan, 1972), 27.

In-Text: (Strunk and White 1972, 27)

(More than 3 authors)

Bibliography: Russon Kim, Anne Bard, Tony O'Brien and Sue Taylor Parker, eds. *Reaching Into Thought : The Minds of the Great Apes*. New York: Cambridge University Press, 1996.

Footnote: Kim Russon and others, eds., *Reaching Into Thought : The Minds of the Great Apes*. (New York: Cambridge University Press, 1996), 134.

In-Text: (Russon and others, 1996, 134)

D-Published Proceedings

(Author and editor named)

Bibliography: Summey, Terri Pedersen. "Translating Information Competencies from High School to College." In: *First Impressions, Lasting Impact: Proceedings of the Twenty-eighth National LOEX Library*,

Instruction Conference Held in Ypsilanti, Michigan 19-20 May 2000, edited by Julia K. Nims, 135-138. Ann Arbor, MI: Pierian Press, 2002.

Footnote: Terri Pedersen Summey, "Translating Information Competencies from High School to College," in *First Impressions, Lasting Impact: Proceedings of the Twenty-eighth National LOEX Library Instruction Conference Held in Ypsilanti, Michigan 19-20 May, 2000*, ed. Julia K. Nims, 135-138. (Ann Arbor, MI: Pierian Press, 2002), 136.

In-Text: (Summey, 2002, 136)

E-Journal Article

Bibliography: Davis, Philip. "The Effect of the Web on Undergraduate Citation Behavior: A 2000 Update." *College & Research Libraries* 63 (January 2002): 53-60.

Footnote: Philip Davis, "The Effect of the Web on Undergraduate Citation Behavior: A 2000 Update," *College & Research Libraries* 63 (January 2002): 57.

In-Text: (Davis 2002, 57)

F-Magazine Article

Bibliography: Chelminski, Rudy. "Unearthing Athens' Underworld." *Smithsonian*, 33 November 2002, 120-125.

Footnote: Rudy Chelminski, "Unearthing Athens' Underworld," *Smithsonian*, 33 November 2002, 122.

In-Text: (Chelminski 2002, 122)

G-Newspaper Article

Bibliography: [rarely listed separately in a bibliography if cited only once or twice.]

Footnote: William Broad, "For Parts, NASA Boldly Goes..on eBay," *New York Times*, 19 July 2002, 24.

In-Text: (*New York Times* 19 July 2002)

H-Thesis or Dissertation

Bibliography: Iyer, Naresh Sundaram. "A Family of Dominance Filters for Multiple Criteria Decision Making: Choosing the Right Filter for a Decision Situation." Ph.D. diss., Ohio State University, 2001.

Footnote: Naresh Sundaram Iyer, "A Family of Dominance Filters for Multiple Criteria Decision Making: Choosing the Right Filter for a Decision Situation" (Ph.D. diss., Ohio State University, 2001), 52.

In-Text: (Iyer 2001, 52)

Course Policies

Grading (credit) Criteria	(Assigned percentages will be adapted according to the UTD calendar during the First Class)
	30 Percent-Midterm examination- 20 Percent-Group Projects 30 Percent-Final Examination 10 Percent-Attendance

	10 Percent-Class cases and participation in class discussions.
Make-up Exams	Make up exams are permitted under certain circumstances with valid documents and reasons as regulated by the UT system.
Extra Credit	No extra credits
Late Work	Will be marked as Incomplete
Special Assignments	N/A
Class Attendance	Required, Class attendance will be recorded as partial evaluation.
Student Conduct and Discipline	<p><u>UNIVERSITY RULES</u></p> <p>The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, <i>A to Z Guide</i>, which is provided to all registered students each academic year.</p> <p>The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3</i>, and in Title V, Rules on Student Services and Activities of the university's <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).</p> <p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
Academic Integrity	<p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p>Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.</p>
Email Use	The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the

	<p>same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.</p>
Withdrawal from Class	<p>The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.</p>
Student Grievance Procedures	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's <i>Handbook of Operating Procedures</i>.</p> <p>In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.</p> <p>Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.</p>
Incomplete Grades	<p>As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.</p>
Disability Services	<p>The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.</p> <p>The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22 PO Box 830688</p>

	<p>Richardson, Texas 75083-0688 (972) 883-2098 (voice or TTY)</p> <p>Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.</p> <p>It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.</p>
<p>Religious Holy Days</p>	<p>The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.</p> <p>The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.</p> <p>If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.</p>
<p>Off-Campus Instruction and Course Activities</p>	<p>Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.</p>

These descriptions and timelines are subject to change at the discretion of the Professor.