

IMS4310 – EXPORT MARKET DEVELOPMENT - COURSE SYLLABUS

School of Management
The University of Texas at Dallas

Contact Information

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Course Information

Course Number/Section	IMS4310.001.12F
Class Number	85281
Class Timings	Tuesday, 4:00pm – 6:45pm
Class Room	JSOM 2.802
Course Title	Export Market Development
Term and Dates	Fall 2012, Aug 28 st , 2012 – Dec 4 th , 2012

General Course Information

Course Pre-requisites

The course, Export Market Development (3 semester hours) surveys factors affecting export markets. Examination of free trade versus strategic trade; trade protectionism; role and influence of the WTO; impact of regional trade agreements (e.g. NAFTA, EU); supply chain management, logistics and distribution challenges; and trade finance. Prerequisite IMS 3310 and BLAW 4301.

Course Description:

Export Market Development focuses on the process of internationalizing business activities through exports. This course is unlike international marketing in several ways: exporting is the only entry mode considered; there is greater emphasis on trade policies and trading blocs which influence export market selection and penetration; and minimum attention is given to broader dimensions of international marketing. In addition to governmental influences on trade, the emphasis for export marketing is on selecting target markets, product adjustments, channel management, export pricing and payment, trade finance, logistics and documentation.

Learning Outcomes:

Students will demonstrate understanding of export marketing by:

- Describing the evolving competitive landscape created by technological advances and

- international trade patterns
- preparing an export market entry plan
- showcasing an understanding of key international trade and export marketing concepts on exams and case study analysis.

Required Texts & Materials: *International Marketing and Export Management*, by Gerald Albaum and Edwin Duerr (publisher Prentice Hall, 2011), 7th edition.

Assignments & Academic Calendar: There will be two tests (multiple-choice and essays) and a research project. A considerable part of our class time will be spent on the discussion of applications of the concepts we cover, so you must be able to extract the significant concepts from the reading. No late assignments are accepted and no make-up examinations are offered. The above restrictions may be waived only for extraordinary circumstances, such as the death of a family member; nevertheless, the maximum grade for late assignments, tests and examinations will be only 80% of the respective possible grades.

GRADING POLICY

What and How:	When:	% of final grade:
Export Market Development Group Project	Team presentation and report per schedule	20%
Test 1	Test 1 (Part 1- Essay 30%, Part 2 – MultipleQ 70%)	30%
Test 2	Test 2 (Part 1- Essay 30%, Part 2 – MultipleQ 70%)	35%
Class Participation Discussion: current events, readings, cases, in-class activities, leadership on response to chapters (CR)	Throughout course	15%
TOTAL		100%

Grading Criteria

Scaled Score	Letter Equivalent
100+	A+
91-100	A
88-90	A-
85-87	B+
81-84	B
78-80	B-
75-77	C+
71-74	C
68-70	C-
61-67	D
Less than 60	F

Export Market Development Group Research Project: The goal of this assignment is to build your skills and write an export entry plan, taking the role of an export market entry consultant advising a product manufacturer. Project may not be done by one individual therefore collaboration and cooperation are essential. This is truly a research-oriented project. Groups of 4-5 students will be guided by the following specific phases:

First, choose a country from the following list: *China, Malaysia, India, Russia, Spain, Turkey, South Africa, Egypt, Ethiopia, Mexico, Argentina, Peru*

Second, choose a **manufactured** product (not a service or commodity) to be exported from the U.S. The product is not an actual brand name product, but it is likely that similar products are being offered in the target market. Consult the information you've gathered from the Country Commercial Guide (CCG) put out by the Department of Commerce NTDB: Leading Sectors/Best Prospects for U.S. Exports section.

The product may fit any of the following categories:

- consumer product
- industrial product
- component that goes into the assembly of a finished product.

(Not eligible are the following products: cell phones, petroleum/mining equipment, airplanes, passenger vehicles, trucks, and buses)

Organization – organize the report into the following specific sections:

A. Product description - Brief description of the product (one long paragraph, less than one page). **Note: product and any unique features should match the needs of the targeted segment in Section C.**

B. Product demand – it is essential to establish the demand for a product to support an export market entry plan. This section justifies the specific product's demand. Provide data about exports from U.S. (U.S. government sources are useful), exports from other countries and local manufacturing in the target market of the same/similar product. If product is not available in target market, provide data to support demand potential. This quantifiable evidence of demand eliminates any unsupported assumptions.

C. Target segment – what subset, or segment of end-users in the country will you target? If similar products are already being offered, it may be necessary for a new exporter to differentiate both the product and choose an under-served segment. Provide data: demographics, size of end- user group(s), purchasing power, number and location of targeted institutions if end-user is an industry or organization instead of an individual, or various combinations. **Note: target segment should be consistent with product demand explained in Section B.**

D. Product – specific regulations

- 1) Identify at least 3 regulations affecting the specific product (for example product standards, testing requirements, tariffs, government pricing regulations, product-specific disclosure regulations, etc.). **Note: export documents are not considered to be product-specific regulations in the context of this project.**
- 2) Describe the impact of the regulations on your export strategy.

E. Channel member – Typically, an export manufacturer will deal with a channel member within the target market. Examples are distributor, agent, company sales branch, procurement department of a government agency, or local manufacturer (if exported product is a component sold to a finished goods manufacturer). What type of channel member within the market will you use? Justify your choice by discussing the following channel member determinants: customer characteristics, product characteristics, and degree of control including any applicable after sales service requirements.

F. Sources – Minimum requirements are:

- NTDB's Country Commercial Guide (CCG) for your country
- One ISA (Industry Sector Analysis) or IMI (International Market Insight) available within NTDB, or similar marketing report
- U.S. Dept of Commerce information, for example using www.export.gov

For sources from the Internet, clearly identify name/title of report/survey/article, author/institution, date, as well as URL.

Preliminary Plan *submitted & presented in class September 18th*

- names of group members
- name of country (one group per country)
- Country summary covering first 8 chapters of CCG
- brief description of manufactured product
- brief justification of product's demand potential or targeted end-users reveal one source in the correct format

Written Report - typed, double-spaced, 1" margins, 12 point font; 5-7 pages of text (sections A-F). Report must be organized in the sequence of sections A-F and may be longer if supplemented by relevant tables, figures or graphs. MLA format citations.

Presentation of Research

Divide work among members and budget between 20-30 minutes for your presentation. Team performance will be graded on the base of methods of analysis, quality of presentation, and effectiveness as a team. Creative presentation style is encouraged.

Case presenters need to supply a one-page outline by highlighting/summarizing sections A-F from their report to all class members at the time of the presentation.

Each presentation will be followed up by a 15-20 min Q&A session where other groups are **expected to ask questions** about your research.

Evaluation Guidelines – It is NOT recommended that groups approach this project by assigning each member one section and then just pasting sections together. Instead, consider having a lead organizer/editor supported by several research specialists. Report must display internal consistency section by section, not likely if using a cut-and-paste approach instead of an editor. Grade will be based on how well report responds to the specific questions for each section, including quality and use of research data, analysis, and coverage of each section's specified objective

Exams/Essays: There will be two tests in this class. Each test will be divided in **Part 1**(Essay) and **Part 2**(Multiple Choice)Essay topics will be provided to students 1 week prior to multiple choice exams. Essays are to be submitted in class, a maximum of 2 pages of text (times new roman 12, double space, 1" margins) plus any graphs, tables, and other methods used to illustrate the problem/solutions at the time of the exams. Essays are based on case questions from the textbook.

Sources/bibliography should be provided in MLA format. Your sources should come from recent research papers and articles documented in prime business, economic and international journals. **Group performance will be graded on the basis of methods of analysis and case cohesiveness. Please note that mastery of writing skills is fundamental. Please edit carefully. Papers with >3 serious grammatical errors cannot earn a B or above.**

Rules for Groups: Your participation in a group for the case studies and final project is designed to help you put into practice what you will learn in this class and working with others to accomplish a common goal. There are various ways work groups are structured in organizations and various levels of control that group members have over their working situations. In this class, the following rules apply to your project groups:

1. You may fire any group member who is not contributing to your project. If you decide to fire a group member, there is a procedure for doing so:

First, meet as a group (with the potentially-fired person included) and discuss with the member your dissatisfaction with his/her level/quality of work. Give that person one chance to recover the team's confidence. After the one chance, meet with me to discuss the best way to approach the situation.

Have a full group meeting and give effective and constructive feedback to the member you are firing. Make sure that all members, including the one you fired, sign a statement of understanding that the person is no longer on your team. Submit the statement to me no later than one week after it is signed.

If a member refuses to communicate with your group by not returning phone calls, texts, or emails, or showing up to meetings, the rest of the group may fire that person without a full team meeting (all other members need to meet together). In that case, I will listen to their explanation and let you know if they have fired you. Please communicate with your group so this situation does not happen. If you are firing an unresponsive person, please submit a log documenting dates, times, and modes of attempted contact for at least 10 attempts to contact the person.

2. If you are fired, you may submit an individual project for a maximum of 1/2 credit. No individual papers for full credit will be accepted. That means it is to your advantage to make sure you stay on a team.

3. I am happy to serve as your consultant to help your group work effectively but please do not complain to me about group members who are not meeting your expectations. Instead, do something about it. As future managers and executives, motivating and inspiring low-performing group members are something you will do often.

Values related to Assessment: Among the values that factor into assessment in this class are higher order thinking, intellectual curiosity, and engagement in the learning community of the class, willingness to help your colleagues learn, constructive commitment to your own learning, self-responsibility, and intellectual maturity. These values are exhibited in class and impact the grading in all categories. I am available throughout the semester to discuss these values with you. Again, please note that mastery of writing skills is fundamental. Please edit carefully. **Papers with >3 serious grammatical errors cannot earn a B or above.**

Class Preparation and Participation: The reading assignments are to prepare you for class discussion, so coming to class without having done the reading is taking advantage of your classmates and the instructor. Our assumption in this course is that learning is a community activity. Your participation in discussion is important because it allows you to influence the learning of your colleagues and be influenced by them. This dynamic exchange is one of the main ways learning occurs in many organizations. Note that registration for the class does not constitute class membership; **participation does.** Constructive contribution includes participation in experiential exercises and questions or comments about the course material, current events, and issues raised by class members.

Assignments

Session	To be Read Before Class	Discussion Topic	In-Class/Work Due/Homework
8/28/12	SYLLABUS	Intro to course, review of syllabus, first day activities—groups, intros	
9/4/12	Ch 1: International Marketing and Exporting	Importance, opportunities and challenges of international marketing.	Ch 1: Questions
9/4/12	Ch 2: Bases of Int'l Marketing	Economic benefits of trade. The reasons companies export and import Exporting and internationalization within the firm. Social responsibility.	Ch 2: Questions
9/11/12	Ch 3: The Int'l Environment: culture/ economic, competition	Culture & the socio-cultural environment. Economic forces.	Ch 3: Questions
9/11/12	Ch 4: The Int'l Environment: Government, political and legal forces	The role of government, economic integration and its effects	Ch 4: Questions
9/18/12	Ch. 5: Export Market Selection: definition and strategies	What markets to enter? what product(s) are best for what potential market(s)	Ch 5: Questions
9/18/12	Ch 6: Information for international market decisions	Export marketing research: developing information for planning, evaluation, and control Alternative entry mode. Factors affecting choice of entry mode.	Ch 6: Questions Preliminary Plan for Research Project Submitted in class
9/25/12	Ch 7: Market Entry Strategies	Importance of entry modes.	Ch 7: Questions TEST 1 REVIEW Part 1 - Essay questions distributed
10/2/12	TEST 1	40 Multiple Choice Questions	Bring Scantron and pencil Bring Essays

10/9/12	Ch 7: Market Entry Strategies	Importance of entry modes.	Ch 7: Questions (In-Class)
10/9/12	Ch 8: Export Entry Modes	Types of organizations used for each. Advantages and disadvantages of each.	Ch 8: Questions (In-Class)
10/16/12	Ch 9: Nonexport entry modes	Reasons for using non-export market entry forms and methods available.	Group 1 Presentation
10/23/12	Ch 10: Product decisions	Packaging: languages, protection, promotion. Branding.	Group 2 Presentation
10/30/12	Ch 11: Pricing Decisions	Factors that must be considered in determining an export price. Effects of the Internet and World Wide Web on pricing.	Group 3 Presentation
11/6/12	Ch 12: Financing and methods of payment	Factors that must be considered in determining an export price. Effects of the Internet and World Wide Web on pricing.	Group 4 Presentation
11/13/12	Ch 13: Promotion and marketing communication	Arranging financing to meet the need of both the exporter and importer. Arranging terms of payment.	Group 5 Presentation
11/20/2012 – FALL BREAK – NO CLASS			
11/27/12	Ch 14: Handling export orders and supply chain management	Export marketing promotion and communications decisions. Alternative methods of promotion.	

11/27/12	TEST 2 REVIEW/Q&A Session		TEST 2 REVIEW Part 1 - Essay questions distributed
12/4/12	TEST 2	60 Multiple Choice Questions	Bring Scantron and pencil Bring Essays

Quality Standards for Writing Assignments

Typical Characteristics of A Level writing

- The paper never strays from its purpose or mistakes its audience. The subject and its treatment are focused, significant, (application, analysis, synthesis, evaluation) interesting
- The paper is organized by an obvious logic.
- Each paragraph has a controlling idea, solid detail, smooth transitions. The sentences are varied in length and structure.
- The word choice is uniformly good. Words are chosen for precise denotation, connotation, tone. Mechanically, the paper is correct. Note that > 3 errors puts work out of the above average categories.
- Format decisions are appropriate and effective.

Typical Characteristics of B Writing

- The paper has a firm purpose, but it may not always affect the audience as the writer intends. The paper is focused (application, analysis, synthesis, evaluation) and interesting.
- The organization is obvious, but transitions are sometimes strained. Each paragraph has a controlling idea and good supporting detail. The sentences are usually varied.
- The word choice is generally effective

- The paper is generally correct mechanically. Note that > 3 errors puts work out of the above average categories.
- Format decisions are usually appropriate and effective.

Typical Characteristics of C Writing

- Though the paper has some interesting parts, the interest is not uniformly maintained. The purpose is not always clear. The cognitive level tends toward the knowledge and comprehension levels with lots of summary.
- The organization may have a logic, although some parts might be inconsistent.
- Each paragraph has a controlling idea and some support, though the support may be weak or vague.
- There are very few errors in sentence structure, but the sentences are not varied.
- The word choice is generally correct, but the range of words is limited, so that diction at times is imprecise and monotonous. Source language is parroted. (This is a danger point!)
- Though the paper contains few major errors, there are mistakes in spelling, grammar and punctuation.

Typical Characteristics of D Writing

- Only in a few places does the paper find its purpose and audience. Too often it seems an unfocused exercise.
- Some principle of organization is evident, but it isn't well followed.
- The paragraphing is rational but underdeveloped, often a series of generalizations.
- Errors in sentence structure are frequent enough to be distracting to the reader. Words are occasionally misused.

Typical Characteristics of F Writing

- The paper seems to be a mechanical exercise without a purpose or an audience. There is no apparent principle of organization.
- There is no apparent rationale for paragraphing.
- There are frequent sentence structure errors of the gravest sort.
- Words that should be within the range of college-level writers are misused.

A Suggested Attitude Towards Writing for this Course

Let's approach these papers with the idea that effective writing moves your ideas from inside your head to inside your reader's head. That's the goal. The scoring or grading is based on merit rather than demerit. Your paper doesn't start off in as an A, and then fall, error by error, to a lower grade. Rather, just as in football, the score begins at zero, a blank page, and you have the opportunity to up the score by displaying your abilities, your writing and thinking strengths.

University Policies

Technical Support: If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Student Conduct & Discipline: 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 printed publication, *A to Z Guide*, which is provided to all registered students each academic year.

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 *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V,

Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. 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) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>

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.

Academic Integrity: 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.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

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.

Copyright Notice: The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and

software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

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 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.

Withdrawal from Class: 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.

Student Grievance Procedures: Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

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.

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.

Incomplete Grade Policy: 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**.

Disability Services: The goal of Disability Services is to provide students with disabilities equal educational opportunities. Disability Services provides students with a documented letter to present to the faculty members to verify that the student has a disability and needs accommodations. This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. It is the student’s responsibility to notify his or her professors of the need for accommodation. If accommodations are granted for testing accommodations, the student should remind the instructor five days before the exam of any testing accommodations that will be needed. Disability Services is located in Room 1.610 in the Student Union. Office hours are Monday – Thursday, 8:30 a.m. to 6:30 p.m., and Friday 8:30 a.m. to 5:00 p.m. You may reach Disability Services at (972) 883-2098.

Guidelines for documentation are located on the Disability Services website at <http://www.utdallas.edu/disability/documentation/index.html>

Religious Holy Days: 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.

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.

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.

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

