



Course IMS 4320.501 Course Number: 21126
Course Name: International Marketing
Professor Professor Thomas Henderson
Term Spring 2018
Meetings Tues/Thurs 5:30-6:45pm JSOM 2.717

Professor's Contact Information

Office Phone 972-883-5835
Cell Phone 608-695-7919 for emergencies only
Office Location JSOM 11.105B
Email Address thenderson@utdallas.edu
Office Hours 3:00 p.m. to 5:00 p.m. Wednesdays or by appointment

General Course Information

Pre-requisites, Co-requisites, & other restrictions ECON 2310 and (MATH 1326 or MATH 2414 or MATH 2419)

Course Description

IMS 4320 – (3 semester hours) Analysis of environment of international marketing. Survey of techniques of international marketing management. Prerequisites: IMS 3310 and MKT 3300. (Same as MKT 4320) (3-0) Y

International Marketing is the application of marketing principles to satisfy the varied needs and wants of people residing across the national borders. International marketing involves carrying out marketing activities in more than one nation where firms deploy the marketing mix (product, price, place, promotion) worldwide, customizing it according to the needs and preferences of different people across different nations. Our core learning objectives are: 1) Students will develop a regard for human values and the ability to make judgements based on ethical and environmental considerations. 2) Students will recognize the multicultural aspects and international dimensions of the societies and the world in which we live, and are familiar with knowledge and methods necessary to deal with related problems.

Learning Outcomes

Why is a course on International Marketing important? The world of international marketing is more global, interconnected and competitive than ever before. In this course, students critically analyze a wide range of factors that shape international marketing. Students develop quantitative and qualitative skills to become better international marketers. By the end of the course, students will be able to analyze the international marketing environment, understand how to identify global customers, understand how to implement the global marketing mix and lead international marketing as a distinct function of the firm.

Student assignments in the form of individual, group, written and oral, comprise the students' grade. Assignments will strengthen communications skills while students deepen their knowledge of key material covered in the course. Students are encouraged to use the Business Communications Center (<http://bcc.utdallas.edu>) as an ongoing resource during the semester.

Required Texts & Materials

International Marketing - Czinkota/Ronkainen – 10th edition ISBN-13 978-1-133-62751-7 – Cengage Learning (Selected sections). Students are required to rent or

purchase the least expensive version possible (new or used).

**Suggested Texts,
Readings, &
Materials**

Wall Street Journal and the *Financial Times* (optional)

Assignments & Academic Calendar

Course Dates Jan 8 – April 29, 2018 Breakdown of dates and assignments are provided below.

First Day

Introduction to the course. Overview of the course curriculum, semester roadmap and strategies for effective learning. Dates below are on a “week of” basis.

Themes may vary from week to week depending on guest speaker schedules and other unforeseen factors.

Jan 8 The global environmental drivers (the international marketplace)

Jan 15 A primer on exchange rates, purchasing power parity and other macroeconomic considerations that are relevant to international marketing

Jan 22 & 29 Trade and Institutions, and Cultural Consideration

Feb 5 & 12 Consumer, Industrial and Governmental Markets

Feb 19 Strategic Planning and International Marketing

Feb 26 Analyzing People and Markets

Mar 5 International Market Entry Strategies

Mar 19 & 26 Marketing Organization, Implementation and Control

Apr 2 Product Management and Global Brands

Apr 9 Advertising, Promotion and Sales

Apr 16 Pricing Strategies and Distribution Strategies

Apr 23 **FINAL GROUP PROJECT and FINAL EXAM (April 26th)**

There will be three (3) to four (4) unannounced quizzes, two (2) exams (a mid-term and a final), two (2) short papers and one (1) group research project.

Quizzes consist of a combination of true/false and multiple choice questions.

Exams consist of true/false and multiple choice questions and essays. The Final

ASSIGNMENTS Exam is cumulative. Papers require research and analysis. (Instructor will discuss in class).

**GROUP
RESEARCH
PROJECT**

The purpose of the group research project is twofold. Students gain skills and confidence by working in teams to solve a business issue/challenge related to international marketing using the models, theories and frameworks we are studying in class. The assignment prepares students to zoom in on an issue and zoom out with a solution based on research, analysis and critical thinking. Professor Henderson will provide more detail during week one of the semester.

**CLASS
PARTICIPATION**

Class participation is evaluated on the basis of effort and willingness to speak up in class. Attendance is not the same as class participation. Commitment, effort, and desire to participate in discussions will form the basis of this grade.

Course Policies

Grading (credit) Criteria	Assignments Group Project 15% Quizzes 15% Papers 20% Mid-Term 20% Final Exam 25% Class Participation 5%
	A+: 97-100 A: 93.00-96.99 A-: 90.00-92.99 B+ 87.00-89.99 B: 84.00-86.99 B-: 80.00-83.99 C+: 77.00-79.99 C: 74.00-76.99 C-: 70.00-73.99 D+: 67.00-69.99 D: 64.00-66.99 D-: 60.00-63.99 F: Below 60
EXAM I	March 1, 2018
EXAM II	April 26, 2018
Group Project	TBD
Paper Due Dates	TBD
Extra Credit	No
Late Work	No
Special Assignments	No
Class Attendance	<p>100% required. This is your course. Your input will determine your outcomes. Unexcused absences result in a reduction of one-half a grade (from an A to an A-for example), from your total grade. Student must notify me in advance if an emergency prohibits the student from attending class. If a student does not contact the instructor in advance of class, and misses a quiz or an exam, the student receives a zero for that test. No exceptions to this rule. Leaving class early constitutes an absence. Student must be responsible for signing in to each class no later than ten (10) minutes into the class. Showing up ten (10) minutes late constitutes an absence.</p>
Classroom Citizenship	<p>Scholastic dishonesty penalties will result in a minimum of zero on the assignment or exam. Comet Creed. <i>This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same. "As a Comet, I pledge honesty, integrity, and service in all that I do."</i></p>
Citation and Research	<p>Proper citation of sources is expected in all papers and projects for this class. In this course, we will follow the APA style. The Business Communications Center is an excellent resource. They can answer any questions you have with respect to proper citation and styles.</p>
Course Policy	<p>Deadlines in the professional world are a serious matter. Missed deadlines can result in lost contracts, delayed product releases, over-budgeted projects, and supply chain disruptions and in some cases, the loss of millions of dollars in revenue. Missed deadlines also compromises professional reputations and careers. Most business cultures value promptness and punctuality, employees who are engaged and committed and who understand personal responsibility. As part of your personal responsibility in this course, you are expected to adhere to all deadlines under every circumstance. Plan your work accordingly. Avoid excuses for not being able to meet deadlines. For these reasons, late work or incomplete work is not acceptable in this</p>

	course. In addition, all work should demonstrate the same professional and ethical standards expected of you in the workplace, including careful proofreading and editing. Professionalism and personal responsibility means that you use appropriate source citations so that you avoid violations of copyright and academic honesty, even if those violations are inadvertent.
UT Dallas Syllabus Policies and Procedures	<i>The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to http://go.utdallas.edu/syllabus-policies for these policies. The minimum sanction for cheating or plagiarism is a zero on the assignment or exam</i>

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

General description of subject matter of each lecture (subject to change):

The Challenging World of International Marketing – Students gain an appreciation for the complexity of International marketing by understanding the pace of globalization, the nature of the global economy and the impact this has had on firms, organizations and people worldwide. By understanding globalization and the global economy, students quickly begin to understand, appreciate and evaluate the complexity of international marketing.

International Trade and Foreign Direct Investment – Students understand how countries and firms trade, and alternatives firms have for entering new, foreign markets. Students begin to evaluate, compare and analyze trade and investment options and what this means for international marketing.

International Institutions- Students understand the plethora of institutions that shape the international business environment. Students begin to appreciate the role institutions play and develop skills to analyze, assimilate, and evaluate the impact institutions have on international marketing initiatives.

Sociocultural Forces – Students examine cultural differences across countries and the importance of culture in the context of international marketing. Students learn “cultural dimensions and constructs” and how this can shape so many aspects of international marketing, including consumer preferences, market entry strategies, leadership, politics, trade and legal factors, human resource management considerations and supply chain management.

International Advertising – Students understand advertising trends that have shaped businesses in different regions of the world and why these strategies must be localized to each region.

International Strategic Planning and Marketing – Students understand international competitive strategy and strategic choices firms make while engaging in international marketing. Students understand the planning process and international marketing as an integrated strategy.

Global Leadership Issues and Practices – This section explores the exciting world of business leadership. Students gain an appreciation for how difficult it is to lead and manage in a global business environment. Students evaluate best leadership practices and analyze different models, frameworks and insights that drive these best business practices.

Assessing International Markets – Students learn how to assess international markets based a screening and scanning techniques to maximize the probability of success whether intended on a short or longer term basis. In this section, students evaluate a number of different methods and techniques used by global firms. Students appreciate the value of taking a broad-based approach to market assessment and entry as part business strategy decisions that are made.

International Marketing Research– The section on marketing research gives students the skills and tools to understand which publications and research tools are most commonly used today. Students assemble these research tools and make meaning of how they are used to make important marketing decisions based on the best resources.

Managing Human Resources in an International Context – The world of international human resource management takes into consideration global practices that are specific to each major region of the world. Students place themselves in the shoes of Global HR managers tasked with formulating global HR strategies across the firm. Students learn to appreciate the difficulty of the “human side” of business in a world marked by distinct cultural practices, laws and regulations governing human resource management practices.

In addition to the above, students develop a holistic approach to international marketing and appreciate and understand that international marketing combines a range of soft and hard skills. The discipline links issues across multiple considerations.

Papers - International marketing requires decision making based on solid analysis and interpretation of information and data, as opposed to guesswork and conjecture. In addition, international marketing is often forced to make quick decisions based on an ability to “zoom in” on a lot of rich information and data, and then “zoom out” with a decision or a solution. Firms hire employees who can “build a case” for a new project, an investment or initiative, based on logic and analytical thinking. You will be assigned a business problem which you will then address/solve using research and analysis. The paper isn’t a book report based on summary and conjecture. You must develop recommendations, insights or strategies. Show me that you developed a point of view based on analysis of data. Your grade will be based on depth of research and analysis. The papers should be 2-3 pages each, double spaced, using APA citation format. Graphs and tables are separate, should you wish to include them. Your paper must include a short, one paragraph executive summary describing the purpose of the paper, a cover page with your name, class section, date and title of paper.

Exams – Exams are given in short question and essay format, forcing students to analyze and evaluate knowledge and information. The course stretches thinking and forces students to make solid business decisions by considering multiple perspectives and alternative solutions.

Class Participation – Student is expected to contribute to classroom discussions each week. Classroom participation doesn’t just mean “showing up.” To earn a good grade in the participation category, students are expected to engage in discussions, ask questions and offer insights. Classroom participation is evaluated on willingness and effort, not on the basis of always having the right or wrong answer. Classroom participation is not the same thing as class attendance.

Group Research Project – Students are expected to form groups of 4 people maximum and select a country in which they will launch a new product or service. Based on the consideration we studied, students will build a case for entering this new market based on a range of interrelated considerations. Professor Henderson will provide more details on the first day of class.

Prerequisites

IMS 3310 International Business (3 semester credit hours) Examination of worldwide patterns of trade and investment. Overview of financial, managerial, and marketing problems confronted by multinational firms. Prerequisites: ECON 2301 and (MATH 1326 or MATH 2414 or MATH 2419). (3-0) S

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

ASSESSMENT – Student Learning Outcomes:

- 1) **Students will develop a regard for human values and the ability to make judgments based on ethical and environmental considerations** - Students will develop a regard for human values and the ability to make judgments based on ethical considerations in such areas as bribery, employment practices, human rights, and environmental degradation, to name a few. Ethics and value systems play an important part of international business. As managers of firms from different countries make strategic decisions, their perspectives on ethics and values come into play. At times, values clash as firms from different cultures interact. Students of international business learn about value systems and how they impact decisions and perspectives on “right” versus “wrong.” For example, perspectives on human rights considerations, corruption, bribery, and environmental practices, are all grounded in culture and values. Students begin to make business decisions based on an understanding of value systems. In this class, we assess the student’s knowledge and understanding of values and the impact values has on international business considerations.

- 2) **Students will recognize the multicultural aspects and international dimensions of the societies and the world in which we live, and be familiar with knowledge and methods necessary to deal with related problems** - Students will demonstrate an understanding of culture and the impact culture has on an organization, and on international business. For example, leading a multicultural organization of 30,000 employees is no simple task. It requires an understanding of culture and the use of different frameworks and models to interpret and understand cultural differences. Culture is an important cornerstone to understanding diverse international business practices across the globe. Culture can impact and inform business decisions. To succeed in international business, we must understand culture in the context of people and their perspectives on leadership, strategy, corporate social responsibility and human resource management. In this course, we assess how well students understand the multicultural aspects of international business and whether they have the knowledge, visa vie frameworks, theories, practices and methods to address and solve the challenges that multiculturalism presents to international business.

In this class, we will measure the above two student learning outcomes via an essay. Professor Henderson will grade the essay, and map to the below rubric for assessment purposes.

Assessment – In this course, we develop and assess student learning outcomes. We do this for assurance of learning purposes and to measure, 1) student learning and engagement, 2) instructor teaching effectiveness, and, 3) curricula alignment to learning goals and objectives. Our rubric measures whether students “exceed”, “meet”, or “does not meet” the learning outcomes.

SLO #1	1 Point – Does not Meet (Emerging) 5 total points, “does not meet”	2 Points – Meets (Developed) 10 total points, “meets”	3 Points – Exceeds (Highly Developed) 15 total points, “exceeds”
Students develop a regard for human values and the ability to make judgements based on ethical and environmental	Student is unable to conduct a stakeholder analysis and is unable to make specific, firm-wide recommendations for embracing all aspects of corporate social responsibility.	Student is able to conduct a stakeholder analysis and evaluate the social, ethical and environmental impact they have on the organization. Student is able to evaluate needs of stakeholders and the value they represent in terms of revenue, cost and reputation.	In addition to “meets”, student is able to create organizational strategies designed to form partnerships with stakeholders in order to foster collaborative decision making between the stakeholder and the organization.
	Student is unable to identify or	Student is able to identify and evaluate	In addition to “meet”, student is able

considerations	evaluate why cultural differences exist across an organization, based on theories and frameworks we studied in class.	why cultural differences exist across an organization based on differences in values, norms, customs and ethics as a result of enculturation, acculturation and other sociocultural forces and considerations.	to evaluate and analyze methods firms use to bridge cultural gaps by breaking down communications barriers, and by creating greater levels of self-awareness among individuals across the organization.
	Student is unable to evaluate strategies that enable the firm to operate in a manner that is more socially, ethically and environmentally responsible.	Student is able to evaluate strategies organizations use to operate in a manner that is more socially, ethically and environmentally responsible. Student is able to calculate the carbon footprint of the firm, and evaluate strategies organizations use to reduce, reuse and recycle.	In addition to “meet”, student is able to evaluate and analyze strategies organizations use to limit the size of their carbon footprint by taking proactive measures to operate more sustainably. Student is able to create strategies organizations use to become more engaged with the community in the spirit of collaboration.
	Student is unable to identify, analyze and apply models and theories that determine whether organizations are proper stewards of the environment.	Student is able to identify, analyze and apply models and theories that determine whether an organization is a proper steward of the environment. This includes an understanding of the concept of “cradle to cradle” and the concept of “triple bottom line”, and how they can be implemented across the organization.	In addition to “meet”, student is able to build a comprehensive model for business sustainability base on the stakeholder model for sustainable business.
	Student is unable to analyze strategies firms use to balance profit considerations with the fair treatment of people.	Student is able to analyze strategies firms use to balance profit considerations with the fair and ethical treatment of people, including an assessment of whether working conditions meet certain standards, and whether all stakeholders of an organization adhere to the mission, vision and values of the organization.	In addition to “meet”, student is able to make specific recommendations on how the organization can motivate and engage stakeholders, and treat all stakeholders in a more ethical and responsible manner through enhanced workforce practices, activities and relationships.
SLO #2	1 Point – Does not Meet (Emerging) 5 total points, “does not meet”	2 Points – Meets (Developed) 10 total points, “meets”	3 Points – Exceeds (Highly Developed) 15 total points, “exceeds”
Students recognize the multicultural aspects and international dimensions of the societies and the world in which we live, and are familiar with knowledge and methods necessary to deal with related problems	Student is unable to analyze cultural constructs, theories and frameworks international business managers and firms use to assess and manage cultural differences.	Student is able to analyze cultural constructs, theories and frameworks international business managers and firms use to assess and manage cultural differences. Student understands the concept of “ethnocentricity” and is able to see how this applies to business. Student develops more of a “global mind-set” as a result of the courses, and is able to cross between cultures more easily.	In addition to the criteria under “meets”, student is able to create strategies that foster and enhance cultural awareness across the organization.
	Student is unable to analyze theories developed by Hofstede and Trompenaars, and evaluate market attractiveness on the basis of their orientation to “power distance”, “uncertainty avoidance”, “high-low context”, “universalism and particularism”, and “long-term orientation.”	Student is able to analyze theories developed by Hofstede and Trompenaars, and evaluate market attractiveness on the basis of their orientation to “power distance”, “uncertainty avoidance”, “high-low context”, “universalism and particularism”, and “long-term orientation.”	In addition to “meet”, student is able to compare and contrast countries on the basis of these different cultural constructs.
	Based on the above works of Hofstede and Trompenaars,	Based on the work of Hofstede and Trompenaars, student is able to	Based on the work of Hofstede and Trompenaars, student is able to

	<p>student is unable to analyze cultural differences across the organization.</p>	<p>analyze and understand why cultural differences exist across an organization. Student is able to craft solutions that firms use to bridge these differences based on an increased understanding of these dimensions on the part of an employee or stakeholder.</p>	<p>analyze different cultural dimensions, compare these dimensions across firms, and build solutions for bridging differences based on long-term strategies to avoid cultural barriers.</p>
	<p>Student is unable to analyze challenges firms and managers face as they address and overcome cultural differences.</p>	<p>Student is able to analyze challenges firms and managers face as they address and overcome cultural differences. This includes building empathy and understanding as to why people, societies and cultures are different.</p>	<p>In addition to “meet”, student is able to make specific recommendations on how the organization can become more culturally sensitive by developing long-term strategies for being more effective in new and different markets.</p>