

**UNIVERSITY OF TEXAS AT DALLAS  
SCHOOL OF MANAGEMENT**

**COURSE DESCRIPTION AND SYLLABUS**

**Course Information**

**INTERNATIONAL MARKETING  
IMS 6310, FALL 2018**

**Class:** Mondays 7:00 – 9:45 PM, JSOM11.202

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**Professor Contact Information**

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**Course Pre-requisites, Co-requisites, and/or Other Restrictions**

This course requires basic knowledge in international business and marketing.

No textbook is required, but if one wants to look at a textbook here are a couple.  
International Marketing written by Philip Cateora and John Graham or International Marketing written by Michael Czinkota and Ilkka Ronkainen

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**About the instructor:**

Seung-Hyun Lee is a Professor of Organizations, Strategy & International Management in the School of Management at the University of Texas at Dallas. He received his Ph.D. in international business and strategic management at the Ohio State University.

He is currently a senior editor for *Asia Pacific Journal of Management* and an editorial board member at *Academy of Management Review* and *Journal of International Business Studies*. He published over 30 scholarly articles and several book chapters. His research interests include entrepreneurship development, initial public offering, corruption and multinational firm operational flexibility. He has published in numerous journals including *Academy of Management Review*, *Journal of International Business Studies*, and *Strategic Management Journal*.

**Course Description**

This class is structured in a lecture-discussion format. There is an emphasis on using case analysis as a way of practicing your business thinking skills as well as your writing skills.

Most international marketing issues are non-routine and unstructured. This is your opportunity to use what you have learned in lecture and other classes to solve problems presented in the case.

The quality of the case analysis usually determines the quality of the solutions. The primary responsibility for the quality of the case analysis comes from the student participants.

**Course Objective:** The emphasis of this course is on developing a general understanding of international marketing. The course emphasizes application of academic knowledge to real world situations through the use of lecture and case studies.

By the end of the course, you should have an understanding of complex global international marketing issues – i.e. global branding, advertising and pricing.

**Class Format:** This class is structured in a lecture-discussion format. There is an emphasis on using case analysis as a way of practicing your business thinking skills as well as your writing skills.

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### Required Materials

Case Packet: <https://hbsp.harvard.edu/import/556656>

### Suggested Course Materials

Current news in international marketing: Periodicals such as the Economist or Business Week can be helpful.

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### Assignments & Academic Calendar

<u>DATE</u>	<u>TOPIC</u>	<u>REMARKS</u> (cases)
Aug 20	Syllabus, Course overview, and what is international marketing?	
Aug 27	Global marketing strategy  Read the case and be prepared to discuss in class	<b>Selection of teams and cases</b>  Nike football: World cup 2010 South Africa (HBS 9-511-060)  - <b>No case analysis due</b>
Sep 3	No class	Labor day

Sep 10	Market Positioning	Silvio Napoli at Schindler India (A) (9-303-086)
Sep 17	Globalizing	P&G Japan: The SK-II Globalization project (HBS 9-303-003)
Sep 24	Global entry	Trader Joe's (HBS 9-714-419)
Oct 1	WSJ topic presentation	Present the topic of choice and how to proceed with Q&A
Oct 8	<b>Mid-term exam (take home)</b>	IKEA's global sourcing challenge: Indian rugs and child labor (A) (9-906-414)
Oct 15	Mid-term exam review	
Oct 22	Global branding	Colgate Max Fresh: Global brand roll-out (HBS 9-508-009)
Oct 29	Decision to enter a foreign market	Montreaux Chocolate USA: Are Americans ready for healthy dark chocolate? (HBS 9-914-501)  (a lot of calculations needed – use excel)
Nov 5	Advertising	Heineken N.V.: Global branding and advertising (HBS 9-596-015)
Nov 12	Global positioning	Blueberry (HBS 9-504-048)
Nov 19	No class	Fall break
Nov 26	WSJ Presentation	
Dec 3	WSJ Presentation	

## Grading Policy

**Grades:** Your grade in the course will be based on objective and subjective criteria. Grades will be **curved**. Each class will be curved separately. Grades will be based on the following:

6 different cases: 60%  
    5 written group cases (10% each)  
    1 group oral presentation (10%)

1 WSJ presentation (group) 20%

Mid-term Exam: 20%

Peer Evaluation: multiplied with the group case evaluations

Total 100%

- One student will be asked to present the mid-term exam and the final exam respectively. Those who are picked to present will get one letter grade up.

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## Course & Instructor Policies

**Case Assignments:** The class will be divided into groups of equal size. You will be either assigned to your group or choose your group members on the next class day. Your group will be responsible for five group cases, four written and one oral presentation. The group selection will take place on the second day of the class and each team will have around 5 members (this may change depending on class size). **Late cases are not accepted.**

Each case should be a comprehensive analysis of the facts of the case and application of concepts learned in the lecture and textbook using the questions in the cases. Your group case analysis grade will be based on the quality of the **group's** work. Part of your learning experience is managing the coordination of tasks required to create a good product. Part of your grade will be based on each individual's assessment of the relative contribution of each group member (**peer evaluation**).

Members of a group may fire a member if the member is uncooperative. At the same time, a member may separate from the group and do all the assignments alone if one chooses so.

Each analysis will be graded according to the case evaluation criteria shown on the case evaluation sheet.

Note: **Oral presentations should be approximately 30 minutes in length with approximately a 10 minutes discussion period.** For case analyses, page limit is **10 pages**.

## **WSJ article analyses Assignment (presentation):**

The class will be divided into groups of equal size. You will be either assigned to your group or choose your group members. Your group will be responsible for **one oral presentation**. The group selection will take place on the second day of the class and preferably each team will have around 3 - 4 members. The number of members in a group can vary depending on the class size.

**WSJ article analysis** should be a comprehensive analysis of the facts of the case and application of concepts learned in the lecture and textbook. Your group case analysis grade will be based on the quality of the **group's** work. Part of your learning experience is managing the coordination of tasks required to create a good product. Part of your grade will be based on each individual's assessment of the relative contribution of each group member (**peer evaluation**).

Each **WSJ article analysis** will be graded according to the case evaluation criteria shown in the **case evaluation sheet**. It is important that you make use of library search engines. Only using company homepage and Google or its equivalent (e.g. Yahoo) is not enough (they are not considered as outside sources).

For **WSJ article analysis**, to address the above issues, students should use outside sources of information. In addition to using the library search engines, suggested references include Annual Reports, 10-K Forms, *Business Week*, *Wall Street Journal*, *Forbes*, *Fortune*, *Moody's Industrial Manual*, *Harvard Business Review*, *Sloan Management Review*, etc. When you use outside sources, make sure that you make the references bold, so the instructor can easily find out how many outside sources (other than company homepage and Google) are used. One of the librarians or the instructor will spend some time to explain how to meaningfully use library search engines for analyses. Do not rely too much on the same references—select a variety.

***You will bring copies of PP slides for the instructor and students. In the copies, source of references should be included in both PP slides and a separate reference appendix.***

**Peer Evaluation:** Each team member will evaluate the rest of the team members for their contribution to group work. Details on how to calculate peer evaluation and how to incorporate into the group projects are shown in the **peer evaluation sheet**. Peer evaluation sheet has to be turned in on the day WSJ project is presented.

**Exam:** One exam will be given at a designated point in the semester.

# Case Evaluation Sheet: IMS 6310

<p><b>1. Summary of the critical issues (10pts)</b></p> <p>Most of the information in the case is not repeated.            Identificaton of internal and external issues.            Identification of the most important issues</p>	<p><b>Exceeds Expectations</b>                    <b>10 pts</b>  <b>Meets Expectations</b>                        <b>8-9 pts</b>  <b>Marginally Meets Expectations</b>       <b>7 pts</b>  <b>Does not Meet Expectations</b>           <b>5 pts</b></p>
<p><b>2. Strategic Analysis (20 pts)</b></p> <p>Evidence of deeper analysis beyond what is written or presented.            Suggests realistic options for the company (or industry).            Identifies pros and cons of options.            Provides realistic, case-based support for the options.</p>	<p><b>Exceeds Expectations</b>                    <b>19- 20 pts</b>  <b>Meets Expectations</b>                        <b>16-18 pts</b>  <b>Marginally Meets Expectations</b>       <b>13-15 pts</b>  <b>Does not Meet Expectations</b>           <b>10-12 pts</b></p>
<p><b>3. Recommendation (10 pts)</b></p> <p>Quality and support of the recommended option.            Implementation impact of the recommendation.</p>	<p><b>Exceeds Expectations</b>                    <b>10 pts</b>  <b>Meets Expectations</b>                        <b>8-9 pts</b>  <b>Marginally Meets Expectations</b>       <b>7 pts</b>  <b>Does not Meet Expectations</b>           <b>5 pts</b></p>
<p><b>4. Other grading criteria (10 pts)</b></p> <p>Clarity and logic of ideas            Use of exhibits            Clarity of writing            Grammar, spelling, structure            Organization of presentation            Speaking style, use of visual aids and handouts, balance of speakers            Dress and overall professionalism</p>	<p><b>Exceeds Expectations</b>                    <b>10 pts</b>  <b>Meets Expectations</b>                        <b>8-9 pts</b>  <b>Marginally Meets Expectations</b>       <b>7 pts</b>  <b>Does not Meet Expectations</b>           <b>5 pts</b></p>

## Peer Evaluation Sheet

Team # \_\_\_\_\_

Name \_\_\_\_\_

Name	Self					
Score (1-5)*						
Reasons						

- 1 (extremely unsatisfactory) – 2 (very unsatisfactory) – 3 (unsatisfactory) – 3.5 (neither satisfactory nor unsatisfactory) - 4 (satisfactory) – 4.5 (very satisfactory) – 5 (extremely satisfactory)
- if 1, then the person gets 0.2
- if 2, then the person gets 0.4
- if 3, then the person gets 0.6
- if 3.5, then the person gets 0.7
- if 4, then the person gets 0.8
- if 4.5, then the person gets 0.9
- if 5, then the person gets 1
- Then the participation score will be multiplied with the score one gets from 3 group projects. For example, if a student gets 40/50 and 7/10 for the two group projects and 3 from the peer evaluation, then the actual grade is  $47/60 * 0.6 = \mathbf{28.2/60}$ , not 47/60.
- Be objective in evaluating other members in your group and specify reasons.
- The evaluation should be turned in on the day the team presents WSJ project.
- **If one fails to turn in the peer evaluation sheet, then everybody in the team gets 5 (1.0).**

## **INFORMATION FOR CASE ANALYSIS:**

1. Your position is that of a business consultant to the chief executive officer of the company. You have been hired to do a strategic analysis of the company and the industry using case materials, library research, electronic data sources, and tools suggested by the text. The goal is to determine what direction the company should take and make specific recommendations about what the company should do next and why.

## **INFORMATION FOR THE WRITTEN PRESENTATION**

1. The individually (or in a group) written analyses of the assigned cases are due at the start of class. A satisfactory job will take a **maximum of 10 double spaced pages**, plus any number of exhibits and a bibliography of outside references. Exhibits may use charts, tables, and professional strategic planning tools found in the text. DO NOT add charts just to the sake of length. All exhibits should ADD VALUE to the written analysis.
2. Including quantitative analyses (e.g. such as financial ratios, industry sales, and competition figures) is highly recommended. Clever use of exhibits can dramatically enhance the quality of the paper.
3. Hand in one copy of your written report. Keep an additional copy for yourself. **DO NOT USE REPORT BINDERS OR COVER SHEETS.** Library research AND online research (called "due diligence" in the business world) is **REQUIRED**.

The following library site provides abundant data search engines that are helpful in writing a paper.

<http://www.utdallas.edu/library/reference/business.html>

Just searching company website and/or citing free web information is not enough for WSJ analysis. Take advantage of the paid search engines in the library homepage. It contains the following search engines. Should you have further questions, contact liaison librarians in the library (Loreen Phillips, [Loreen.Phillips@utdallas.edu](mailto:Loreen.Phillips@utdallas.edu) or visit <http://www.utdallas.edu/library/reference/somliaison.html>).

- [Business and Company Resource Center](#)
- [Business Source Premier](#)
- [Business & Management Practices](#)
- [CCH Internet Tax Research Network](#) (tax service)
- [Wall Street Journal](#) (1984-current)
- [Academic Universe Lexis Nexis](#) (then under Business)
- Disclosure Data from [Academic Universe](#) Click on Business, then Company Financial (company financial info)
- [Mergent Online \(formerly Moody's FIS Online\)](#) (company financial information)
- [National Trade Data Bank \(NTDB\)](#)
- [EconLit](#) (economics)
- [ECONbase](#)
- [PAIS](#) (public affairs)

- [Business Dateline](#) (index to regional business publications)
  - [Business Organizations](#)
  - [Regional Business News](#) (from TexShare)
  - [EDGAR Financial Reports](#) (company financial information)
  - [Social Sciences Abstracts](#)
  - [Social Sciences Citation Index](#) (Web of Science/Web of Knowledge)
  - [Essay & General Literature Index](#)
  - [Web of Science](#) (Web of Knowledge) (citation indexes)
  - [WorldCat](#) (OCLC)
  - [General Databases](#) (multidisciplinary)
  - For psychology in the workplace: [Psychology and Human Development Databases](#)
4. Suggested format:
- A. **Sub-titles** are required
  - B. **Analysis (not just facts) and recommendation** required.
  - C. Exhibits and References. (Exhibits should be labeled sequentially and in the order they are discussed in the text. If you do NOT talk about an exhibit in the text, it probably isn't doing anything except taking up space.)

### **INFORMATION FOR THE ORAL PRESENTATION**

1. Each team is scheduled for one oral presentation. These should be approximately 20 minutes in length. Visual aids must be employed.
2. Oral Presentation Teams are required to dress professionally and exhibit the same level of decorum and consideration that you would in a real business setting.
3. All team members must be involved in the oral presentation with each team member presenting a segment. Segment definition is the responsibility of the team. Teams making the oral presentation of a case do NOT prepare a written report. However, a printout of your slides as well as a bibliography should be given to your instructor and other class members. The title page of your presentation should list the case name, the date, the names of each team member, and the segment each member will cover.
4. When presenting, indicate the outside sources used. If you present industry averages, for example, or demographic data, indicate where you got them.
5. After you have presented; be prepared to receive questions regarding your assumptions, your use of data, your conclusions, your logic, and your recommendations. Other class members may not agree with your analysis. Your instructor may challenge your analysis. **DO NOT BECOME DEFENSIVE.** This is a natural part of the process. You are being asked to think on your feet and demonstrate that you have a deep understanding of the case issues. **ALL** team members should participate in the question and answer session. Everyone learns from this experience, even class members who are not presenting.

## **Class Policies:**

**Absences/Make-ups:** There are no excused absences from the exams without a written excuse from a doctor or the academic dean. If there is a serious scheduling conflict, it is your responsibility to let the instructor know well in advance. No work will be accepted after the date that it is due. Exams and case analyses can be turned in earlier than the designated dates with written excuses, but not later.

**Honor Code Information:** No case write-ups, exams, or student's notes from current or previous business school students should be consulted in doing your case analysis. You can, however, consult your notes and reading materials as well as information in the library. Any material quoted directly or paraphrased should be referenced in your written and oral cases. **Plagiarism** is a serious infraction and will be dealt with accordingly.

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## **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 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, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, 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).

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 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.

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.

## **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 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.

The contact information for the Office of Disability Services is:  
The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)

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.

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.

## **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.