

PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

DR. ANDREA SCOTT

MKTG 671.11

GLOBAL MARKETING

SPRING 2015; Session B

MONDAYS

6 PM – 10 PM

MALIBU CAMPUS

SYLLABUS

FINAL

March 2, 2015

GLOBAL MARKETING

**MKTG 677.11
SPRING 2015**

U3; MAL

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Course Description

The globalization of markets has made an international orientation essential to most firms' marketing efforts. Economic, political, and other environmental changes challenge firms operating in this global arena on a daily basis. This course will examine the unique challenges that a marketer will face in such an environment, such as the dramatic impact on product prices of an uncontrollable element such as fluctuations in exchange rates. Prerequisite: Full-Time--MKTG 605 Marketing Management, MKTG 615 Marketing, or MKTG 615b Advanced Marketing Essentials. Fully Employed--MKTG 658 Marketing Management.

Course Objectives

1. Become more of a global citizen, and learn the economic and marketing aspects/outcomes of globalization
 - Analyze cultural differences in various global regions and their effect on conducting international business (i.e., assessing opportunities, calculating inherent risk, and segmenting global markets)
 - Understand how to compete in international markets and the need for “global team” organizational structures designed to manage global companies and opportunities
2. Apply appropriate theoretical concepts, models, frameworks, tools and techniques which facilitate the development of global brand strategy
3. Develop strategies and plans for a product launch, market entry and implementation for a company in a foreign country and be able to quantify that opportunity.
4. Evaluate and prioritize information that influences marketing decisions, and learn to deal with ambiguous information facing all firms (exporters, licensor/licensee, joint venture firms, firms with overseas subsidiaries) engaged in business outside the United States

Course Requirements

1. Our text is Ilan Alon & Eugene Jaffe (2013) **Global Marketing: Contemporary Theory, Practice, and Cases**, McGraw-Hall Irwin, ISBN-13: 9780078029279. Please be resourceful in securing a copy.
2. We'll be using the Sakai portal extensively to communicate with each other. Please familiarize yourself with the course website and check it often: <https://courses.pepperdine.edu>.

- The format of the course includes short lectures, cases, video clips, and guest speakers. Assigned chapters, exercises, articles, and cases should be read prior to their discussion in class. Most of the cases will be in the text. The course content will be available via Sakai or Pepperdine's e-Library.

*******This is a fast-paced intensive course with a significant amount of reading and hands-on experiential exercises that are required for you to fully understand the concepts. Recognize and understand that what is reviewed in 7-weeks in this course is typically covered in a 14-week semester elsewhere.*******

- During the first week of class, we'll form teams of three or four persons depending on the size of the class. Each team will then work as a unit throughout the course and it will be your responsibility to prepare group assignments—including roundtables.

Course Grade Components & Scoring

Grades will be administered according to the following weighting system:

Course Components	%	Type
1. Class participation	10	Individual
2. Intragroup Evaluation	10	Individual
3. Case & Content Quizzes (3 @ 5%)	15	Individual
4. Individual Assignment	25	Individual
5. In-class Research Activity	5	Team
6. Final Project: Proposal	5	Team
7. Final Project: Paper	20	Team
8. Final Project: Presentation	10	Individual
Total	100	

% Score	Letter Grade	Grade Point	Qualifiers
94 – 100%	A	4.0	Exceeds Expectations
90 - 93.9%	A-	3.7	
87 - 89.9%	B+	3.3	Meets Expectations
84 - 86.9%	B	3.0	
80 - 83.9%	B-	2.7	
77 - 79.9%	C+	2.3	Does Not Meet Expectations/ Needs Improvement
74 - 76.9%	C	2.0	
70 - 73.9%	C-	1.7	
67 - 69.9%	D+	1.3	
64 - 66.9%	D	1.0	
60 - 63.9%	D-	.7	
0 - 59.9%	F	0.0	

Late Assignments & Other Considerations

- Assignments will be penalized by 25% if turned in one week late, 50% if two weeks late. No assignments will be accepted after two weeks past the due date. I will make every effort to return assignments by the following week; you will receive scores no later than two weeks after submission (unless extreme circumstances persist).
- No make-up exams or extra credit assignments will be given. Anyone with special needs is required to see me or make contact with me during the first week of classes. Please see the policy on Students with Disabilities.
- Academic dishonesty and/or misconduct (including, but not limited to the use of illegally obtained notes and plagiarism of any turned in material) will not be tolerated. The Graziadio School's policy is further explicated in this syllabus.

Expectations of Written Work

I am fussy about written work. Please note the following grading policy: **If I encounter more than five grammatical or formatting errors in the document, you will automatically lose 5% off the paper.** Hopefully this is sufficient motivation to carefully PROOFREAD your work and to use the writing services of the University as appropriate.

Papers are due at the start of class (or earlier per specific instructions). Please do not put them in presentation binders; a staple is sufficient. All papers are graded for both form and content: content in meeting the defined objectives and form in the presentation and clarity of communication. Color printing is recommended for most final project marketing deliverables.

Proficient use of English grammar and punctuation is expected. All reference resources must be properly cited and **individually sourced** at mention in the paper. Footnotes are expected in lieu of endnotes or in-text citations. The following criteria apply:

- ✓ **Typed in 12 point font (minimum)**
- ✓ **Double-spaced (with the exception of sentence bullets and lists)**
- ✓ **Employed standard one inch margins**
- ✓ **Numbered pages if the document is more than a page long**
- ✓ **Stapled in the upper left corner**
- ✓ **Identified by your name, date of submission and assignment label (i.e., "Case #2")**

Most deliverables typically require an online submission to Sakai as well. Be sure to have a designated team member to take care of this responsibility for group submissions.

Laptop & Cell Phone Policy

- Because our class is primarily discussion-driven, it is not a laptop-friendly environment during lecture and discussion times. We will often have group work where a laptop will be helpful and you'll be welcomed to use it during the prescribed activity ONLY; therefore you should have it with you at each class session.
- Kindly print paper versions of the articles and/or cases for our class discussions and feel free to print out the Power Point slides that are posted as a courtesy on Sakai. Audio recording is permitted. If you are uncomfortable with this arrangement or need to take notes on your laptop, kindly consider a different section.
- Cell phones must be turned off during class with no exceptions. Failure to comply will negatively impact your class participation score. If you know you have an addiction **take another professor/ class**. This is a real consideration: <https://www.linkedin.com/pulse/article/20140922000612-50578967-why-successful-people-never-bring-smartphones-into-meetings>. If you have an urgent situation that requires your special attention during class time simply let me know.

What I Expect From You...

- Come to class fully prepared to discuss all assigned material since you share responsibility for the quality of the experience. Contribute to the class discussion in a way that enhances the learning process.
- Conduct yourself in class as you would in a business situation (i.e., be courteous, offer constructive criticism, compliment a job well done, etc.) Note: meals are to be consumed prior to class or during the break; beverages are permitted.
- Provide ongoing feedback with regard to the extent in which this class is meeting your expectations and objectives.

What You Can Expect From Me...

- I'll come to class fully prepared to discuss all assigned material since I share responsibility for the quality of the experience. I'll facilitate the instruction and class discussion in a way that stimulates and enables the learning process.
- When we discuss cases I will often ask you to take the position of consultant and role play; however I will also be mindful that you are "learning with one hand and writing with the other."
- I will provide periodic feedback with regard to the extent in which you seem to be grasping the goals and objectives of this course.
- I am genuinely committed to your personal and professional development and am available to you as a resource beyond the classroom.

Conduct

This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin (<http://www.turnitin.com>). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

Dismissal – **separation of the student from the University on a permanent basis.**

Suspension – **separation of the student from the University for a specified length of time.**

Probation – **status of the student indicating that the relationship with the University is tenuous and that the student's records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student's privileges may accompany probation."**

Policy on Disabilities

Assistance for Students with Disabilities

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: <http://www.pepperdine.edu/disabilityservices/>.

I look forward to a good session with you, and trust our time together will be valuable and enjoyable.

Description of Assignments

1. Involvement & Participation (individual; 20%)

CLASS PARTICIPATION (10%):

Your preparation and active engagement is critical for the success of this class. Students are expected to attend every session; attendance will be taken at each class. Tardiness and absenteeism will lower a student's final grade. If you need to be absent from class due to the observation of a major religious holiday simply let me know in writing by our second class session. If you have to miss class for other reasons then speak with me early in the trimester as to how this will impact your grade and be sure to also notify your teammates in advance. *Kindly note the laptop and phone policy outlined earlier in this syllabus.*

GROUP PARTICIPATION (10%):

An intra-group evaluation assessment will be taken twice during the session. Each team member will report on the level of performance for all group members including his/her own contribution. If a member of a group has not participated in the work of the group in an equitable manner, I reserve the right to adjust his/her grade as I see fit. If you are persistently having group problems and cannot work it out within your group, please see me. It's critical that you complete fair and accurate assessments of your teammates.

2. Case & Content Quizzes (individual; 15%; 3 assessments @ 5% each)

We will discuss a total of three cases. On the day of the case discussion students will complete a brief assessment (less than 10 questions) that deals with case & course content focusing on comprehension, and towards the end of the session, comparison of key learnings that each case helps us glean about global marketing. These will be an individual undertaking; additional details are pending. Be prepared to complete these simple exercises on your laptop.

3. In-class Research Activity (team; 5%)

We will have a collaborative in-class exercise that prompts students to access existing databases to identify patterns and possible problems in order to propose solutions and recommendations. Details pending.

4. Individual Assignment: Company Assignment (25%)

This assignment gives each student a chance to practically apply the assessment and analysis tools you're developing and to SHOWCASE your own ability to demonstrate insight into a company's current marketing efforts with respect to one of the following major trends in global marketing:

1. Increased interplay between politicians and multinationals (e.g., politicians may try to use multinationals to promote personal agendas or to deflect public anger)
2. Telecommunication now seen as a highly strategic industry in part because the rise of cybercrime; national legislations being imposed on all multinationals
3. Increased leveraging of Diaspora communities
4. Cross-national entrepreneurial undertakings (e.g., Chinese State-owned enterprises in Africa)

You are required to review and incorporate at least one academic (peer-reviewed) article in your discussion. I encourage you to stretch yourselves and select clever and interesting situations that allow you to reflect deeply on your company's decisions and resulting (or anticipated) consequences. All companies need to be approved by me and large or unwieldy organizations should be avoided. [8-12 pages; exhibits inclusive].

Since there can be no company duplication and each trend will have a limited number of participants slots will be filled on a first-come, first-served basis. Please send me the name of your selection promptly (or you may tell me in class).

5. Group Project: Strategic Marketing Recommendations (35%)

The overall purpose of the group project is to allow you to integrate and apply the various components of global marketing strategy discussed in class to an actual organization that is marketing globally. Local companies are recommended in order to facilitate face-to-face meetings; however this is not a requirement. The project involves the examination and appraisal of the company’s marketing structure, processes, performance, and potential. Based on this information, you will develop strategic recommendations to improve marketing performance. Additionally, the evolving group projects will be discussed in class to illustrate issues related to weekly topics. **As a result, students will need to start on the projects immediately.** These assignments allow you to learn while challenging your marketing skills, analytical abilities, and creativity. Additional direction will be available on Sakai.

Here are some books & other reading materials that may be of interest (in your “free time” ...)

- 1) *Globality: Competing with Everyone from Everywhere for Everything* by Jim Hemerling, Harold L. Sirkin, and Arindam Bhattacharya
- 2) *Africa Rising* by Vijay Mahajan
- 3) *The Elephant and the Dragon* by Robyn Meredith
- 4) *The World is Flat* by Thomas Friedman

Scholarly (peer-reviewed) articles that report on research in marketing:

Harvard Business Review *Journal of Consumer Research* *Journal of Advertising Research*

<http://www.sociology.emory.edu/globalization/glossary.html>

One More Thing...

My roles in the class are facilitator and resource. Getting a business education is not simply learning more information but learning how to *think* and this course will tax you to become actively involved in that process. Consider the typology below when thinking about your own approach to this academic pursuit:

Divergent Perspectives on MBA Education

Individual Orientation	View of Coursework	The Means [Process]	The Desired End [Outcome]	Emphasis	
				Process	Outcome
1. Learner	Education	Thinking	Understanding	75%	25%
2. Student	Teaching	Knowing	Knowledge	50%	50%
3. Consumer	Training	Doing	Degree	25%	75%

Prepared for discussion purposes by Dr. Andrea D. Scott, April 2005

While each perspective has its own merit, I encourage each of you to espouse the “Learner” viewpoint above the others. My hope is that when you complete this course you will feel equipped, energized, and confident in your ability to think strategically and communicate effectively about marketing problems.

Participation, Presentation, & Writing Rubrics

Group Participation

100%	Excellent	Consistently went above and beyond - tutored teammates, carried more than his/her fair share of the load
90-99%	Very Good	Consistently did what he/she was supposed to do, very well prepared and cooperative
81-89%	Satisfactory	Usually did what he/she was supposed to do, acceptably prepared and cooperative
77-80%	Ordinary	Often did what he/she was supposed to do, minimally prepared and cooperative
74-76%	Marginal	Sometimes failed to show up or complete assignments, rarely prepared
70-73%	Deficient	Often failed to show up or complete assignments, unprepared
67-69%	Unsatisfactory	Consistently failed to show up or complete assignments, unprepared
60-66%	Superficial	Practically no participation
< 59%	No show	No participation at all

Class Participation

Score	Characteristics
Exceptional 96-100%	<p>Discussion consistently demonstrates all of the following:</p> <ul style="list-style-type: none"> • Present the entire session, contribute 4 or more particularly relevant comments each class session & participate in constructive discussion with classmates. • Integrated the readings (past and current), the cases, current events, etc. in a way that contribute to others' understanding of the material. • Original ideas expressed clearly and concisely in a logical progression, consistent style, and organizational structure. • Effective supporting evidence and connections made to course material and real-life situations. • Comprehensive insight, understanding, and reflective thought from a fresh and balanced perspective. • Ideas offered are always substantive and offer direction for the class; Challenges are well substantiated and persuasively presented <p><i>If this person were not a member of the class, the quality of discussion would be diminished markedly.</i></p>
Excellent 90-95%	<p>Discussion consistently demonstrates most of the following:</p> <ul style="list-style-type: none"> • Present the entire session, contribute 3 – 4 particularly relevant comments each class session and participate in constructive discussion with classmates. • Original ideas expressed clearly and concisely in a logical progression, consistent style, & organizational structure. • Effective supporting evidence and connections made to course material and/or real-life situations. • Comprehensive insight, understanding, and reflective thought from a fresh and balanced perspective. <p><i>If this person were not a member of the class, the quality of discussion would be diminished.</i></p>
Good weekly participation 81-89%	<p>Discussion consistently demonstrates most or many of the following:</p> <ul style="list-style-type: none"> • Present the entire session, contributes 2 - 3 comments that are relevant while appearing interested and engaged in class and teamwork • Ideas are generally competent, but the actual information lacks depth, consistency, and/or structure. • Supporting evidence is limited and connections made to course material and/or real-life situations are minimal. • A moderate amount of insight, understanding, and reflective thought. <p><i>If this person were not a member of the class, the quality of discussion would be diminished somewhat.</i></p>
Less than weekly participation 73-80%	<p>Discussion consistently demonstrates many of the following</p> <ul style="list-style-type: none"> • Present the entire session, contribute 1 - 2 comments that are relevant while appearing interested and engaged in teamwork • Contains a logical order of ideas, but also contains some extraneous information. • Supporting evidence is limited and/or connections made to course material and/or real-life situations are missing. • Some understanding presented with reflective thought, yet with vague generalities and bias. <p><i>If this person were not a member of the class, the quality of discussion may be diminished somewhat.</i></p>
Occasional participation 64-72%	<p>Discussion consistently demonstrates many of the following</p> <ul style="list-style-type: none"> • Present the entire session appeared interested however engagement was rare (often only when called on). • Fragmented, unoriginal ideas that are difficult to follow and understand. • A lack of effective, supporting evidence, with limited connections to course or related material. • Only minimal understanding or reflective thought, including vague generalities and bias. • Hinder class learning (e.g., chat with friends during class, come back late from breaks, surfing net/emails/) <p><i>If this person were not a member of the class, valuable airtime would be saved.</i></p>
Poor/ Unacceptable < 64%	<p>Discussion consistently demonstrates all or almost all of the following:</p> <ul style="list-style-type: none"> • Minimal participation OR not at all. • Information is off-topic or irrelevant & in a style that is unstructured, inappropriate, and/or disrespectful. • Little to no understanding or reflective thought with no original ideas and an obvious personal bias. • Hinder class learning (e.g., speak just for the sake of being heard, surf the net constantly, chat with friends during class, come back late from breaks, eat crunchy food, or are otherwise disrespectful of your classmates) <p><i>If this person were not a member of the class, the quality of discussion would not be changed.</i></p>

Oral Presentation Rubric- Guidelines for Assessment

(Modified and adapted from California State University, Chico/ College of Business 3/25/05)

	Presentation Traits	SUPERIOR	ACCEPTABLE	UNACCEPTABLE
DELIVERY:	Body Language (e.g., posture, facial expressions, eye contact, gestures)	<ul style="list-style-type: none"> • Appears extremely poised and comfortable. Doesn't appear nervous. • Appears relaxed, in control, and confident. • Good use of appropriate hand gestures to emphasize points. • Body language enhances the presentation. 	<ul style="list-style-type: none"> • Appears slightly nervous, but it doesn't interfere with the presentation. • Occasional use of meaningful hand gestures. • Body language needs some improvement but it doesn't significantly distract from the presentation. 	<ul style="list-style-type: none"> • Appears nervous/ distracted. • Paces, fidgets, or sways. • Poor use of hands (e.g., jiggles, taps or plays with something). • Body language distracts from presentation.
	Vocal Presentation	<ul style="list-style-type: none"> • Fluid, natural delivery. • Excellent vocal tone. • Articulation, volume, pace, and pronunciation are clear. • Excellent volume and pace. • Enthusiastic and assertive. 	<ul style="list-style-type: none"> • Articulation, volume, pace, and pronunciation are acceptable. • Slightly monotone. • Somewhat lacking in enthusiasm and assertiveness. 	<ul style="list-style-type: none"> • Speaks too fast or too slow; halting, uneven pace. • Giggling or other inappropriate vocal behaviors interfere with the message. • Speaks in a monotone voice. • Complete lack of enthusiasm.
	Eye Contact	<ul style="list-style-type: none"> • Never or rarely glances at notes or visual aids. • Consistently looks at audience 	<ul style="list-style-type: none"> • Occasionally refers to notes or visual aids. • Sometimes fails to make eye contact with audience. 	<ul style="list-style-type: none"> • Reads speech directly from notes or visual aids (e.g., PowerPoint). • Little to no eye contact with the audience.
	Word Choice and Tone	<ul style="list-style-type: none"> • Word choice illustrates grasp of content and enhances presentation. • Tone is extremely professional. 	<ul style="list-style-type: none"> • No inappropriate language. • No apparent bias. • Tone is acceptable, but somewhat casual for a professional business presentation. 	<ul style="list-style-type: none"> • Uses clichés, slang, jargon, racist, or sexist language. • Word choice is inappropriate and exhibits bias. • Tone is unprofessional and disrespectful of the audience.
	Use of Visual Aids	<ul style="list-style-type: none"> • Visual aids are easy to read, attractive, informative and error-free. • Visual aids greatly enhance the presentation. • Excellent integration of visual aids. 	<ul style="list-style-type: none"> • Visual aids are adequate but could be improved. • Easy to read and informative, but not outstanding. • No significant errors. • Adequate integration of visual aids. 	<ul style="list-style-type: none"> • Visual aids missing, inappropriate, or poorly designed and executed. • Visual aids have errors, are difficult to read, and don't enhance the presentation. • Visual aids not properly integrated into presentation.
ORGANIZATION	Flow of the Presentation	<ul style="list-style-type: none"> • Information presented in an organized, logical fashion. • Obviously prepared and practiced. • <u>If appropriate</u>: Has an effective introduction and conclusion. 	<ul style="list-style-type: none"> • Information organized and presented adequately. • Minor problems with topic transitions or logical flow. • <u>If appropriate</u>: Introduction and conclusion are clear, but not used effectively. 	<ul style="list-style-type: none"> • Information presented in a disorganized manner. • Abrupt transitions from one topic to another with no clear transition or logic. • Does not appear prepared or practiced. • <u>If appropriate</u>: Lacks a clear introduction and conclusion.
CONTENT	Key Issues and Subject Themes	<ul style="list-style-type: none"> • Excellent details. • Uses multiple forms of evidence to support key points. • Sources cited appropriately. 	<ul style="list-style-type: none"> • Adequate use of specifics and evidence. • Sources cited appropriately. 	<ul style="list-style-type: none"> • Much too general/ anecdotal info. • Insufficient use of evidence to support key points. • Lacks appropriate source citations.
ATTIRE	Appearance and Grooming	<ul style="list-style-type: none"> • Attire is appropriate for type of presentation. • Creative attire significantly enhances presentation. 	<ul style="list-style-type: none"> • Attire is appropriate for type of presentation. • Attire neither distracts nor enhances presentation. 	<ul style="list-style-type: none"> • Attire is inappropriate for type of presentation. • Attire distracts from the quality of the presentation.

Business Writing Rubric

Adapted from The Graziadio School's WRITING LAB

	EXCEPTIONAL/ EXCELLENT	VERY GOOD/ GOOD	ACCEPTABLE	MARGINAL	POOR/ UNACCEPTABLE
1) INFORMATION (content, purpose for writing)	<ul style="list-style-type: none"> ➤ Information is clear. ➤ Purpose for writing is evident on the first reading. ➤ Any required action on the part of the reader is clear. ➤ Credible sources are clearly and consistently identified. ➤ IT 'ANSWERS THE QUESTION.' 	<ul style="list-style-type: none"> ➤ Information is clear, though it is not as concise and may be confusing in parts. ➤ Purpose for writing may not be obvious until the second reading. ➤ Any required action on the part of the reader is clear. ➤ Credible sources are identified. 	<ul style="list-style-type: none"> ➤ Information and purpose for writing are present, though a thorough understanding of them may not be in direct evidence. ➤ Must be reread at least twice to be thoroughly understood. ➤ Some questions may be raised. References are not all clear. ➤ Sources are inconsistently identified. ➤ Required action on the part of the reader is unclear. Follow-up (additional memo phone call) may be necessary. 	<ul style="list-style-type: none"> ➤ Information is conveyed, but may deal with only parts of it, or deal with it by implication only. ➤ Purpose for writing or required action on the part of the reader is unclear. ➤ Must be reread several times for understanding. ➤ Follow-up (memo/ phone call) is needed. ➤ Some sources are identified, but may lack credibility. 	<ul style="list-style-type: none"> ➤ Information and purpose for writing is unclear. ➤ Follow-up (Memo or phone call) is necessary. ➤ No sources are identified.
2) ORGANIZATION (information in logical order)	<ul style="list-style-type: none"> ➤ Organization is logical. ➤ Paragraphs are clear, well developed structural units, arranged in a logical order. 	<ul style="list-style-type: none"> ➤ Organization is basically firm. ➤ Paragraphs are structural units. ➤ May have minor flaws in development/organization. 	<ul style="list-style-type: none"> ➤ Organization is evident. ➤ Some clear paragraphing is present. ➤ May fail to develop points. 	<ul style="list-style-type: none"> ➤ Organization shows little development ➤ Lacks logic or coherence. ➤ Confusing order. 	<ul style="list-style-type: none"> ➤ Organization is not evident ➤ Lacks coherence.
3) LANGUAGE (choice of words, writing style)	<ul style="list-style-type: none"> ➤ Language is effective, moving from general to specific with clear documentation. ➤ Acronyms are identified. ➤ No jargon. 	<ul style="list-style-type: none"> ➤ Language is effective, moving from general to specific with clear documentation. ➤ Acronyms are identified. ➤ Some jargon 	<ul style="list-style-type: none"> ➤ Language is generally adequate; an occasional awkward sentence; some specific detail. ➤ Some rambling and wordiness. Repetitive. ➤ May depend on acronyms or jargon to convey meaning. 	<ul style="list-style-type: none"> ➤ Language is vague, general, rather than specific. ➤ Rambling and wordy. May depend on Acronyms, jargon to convey meaning. ➤ Faulty sentence construction. 	<ul style="list-style-type: none"> ➤ Language is vague. ➤ Confusing acronyms, jargon.
4) CONVENTIONS (spelling, punctuation, usage)	<ul style="list-style-type: none"> ➤ No errors in grammar, spelling, punctuation, usage. 	<ul style="list-style-type: none"> ➤ No errors in grammar, spelling, punctuation, usage. 	<ul style="list-style-type: none"> ➤ Generally observes the conventions of written English. ➤ Occasional lapses in grammar, spelling, punctuation, usage 	<ul style="list-style-type: none"> ➤ Serious errors in grammar, spelling, punctuation, usage, interfere with meaning. 	<ul style="list-style-type: none"> ➤ Serious errors in grammar, spelling, punctuation, usage, interfere with meaning.

Tentative COURSE SCHEDULE * MKTG 671 Global Marketing* Spring 2015

Any changes will be announced in class and/or posted on the course website. [Updated: 3/8/2015]

Week / Date	Topics	Readings: Alon & Jaffe <i>Global Marketing: Contemporary Theory, Practice, and Cases</i>	Deliverables
#1 2- Mar	PART 1: Global Marketing Environments	Ch. 1: Understanding Global Markets and Marketing Ch. 2: Assessing the Global Marketing Environment—the Global Economy and Technology ➤ Bremmer (2014) “The New Rules of Globalization,” <i>Harvard Business Review</i>	Form teams Library Presentation: Lizette Gabriel
#2 9- Mar	PART 1: Global Marketing Environments	Ch. 3: Evaluating Cultural and Social Environments Ch. 4: Analyzing Political and Legal Environments ➤ Holt, Quelch, Taylor, (2004) “How Global Brands Compete.” <i>Harvard Business Review</i> . Sep, 9, p68-75 <i>Case: MacEwan Goes Global: Internationalization at a Canadian School of Business</i>	Guest Speaker: Halvern Logan Group project proposal due
#3 16- Mar	PART 2: Global Marketing Functions & Strategies	Ch. 6: Conducting Marketing Research Ch. 7: Selecting International Markets • Big Mac Index www.economist.com/markets/bigmac • News of EU www.europa.eu.int/index_en.htm • Ads in other languages Http://babelfish.altavista.com/translate.dyn • U.S. Department of State http://www.state.gov/ • Emerging Markets http://www.emergingmarkets.org/ ➤ da Rocha, A., Dib, L.A. (2002) The Entry Of Wal-Mart in Brazil and the competitive responses of multinational and domestic firms, <i>International Journal of Retail & Distribution Management</i> . 30(1) 61-74. ➤ Jones, J.G., Mishra,S., Namrata Arora,N., & Alexis Lefort, A. (2009) Can Bollywood Go Global?, <i>Harvard Business Review</i> , ➤ Kulkarni, S., & Walfried Lassar, W.(2009) McDonald's ongoing marketing challenge: social perception in India , <i>Online Journal of International Case Analysis</i> . 1(2) 1-19	In-class Research Activity
#4 23- Mar	PART 2: Global Marketing Functions & Strategies	Ch. 8: Entering Global Markets Ch. 9: Segmenting, Targeting, & Positioning for Global Markets Ch. 10: Developing Global Products and Brands ➤ Alexander and Korine (2008) “When You Shouldn’t Go Global,” <i>HBR</i> <i>Case: Riviera Radio (RR): Developing a Market in a Highly Diverse Community</i>	Guest Speaker: Melissa Mikolajczak Group project check-in
#5 30- Mar	PART 3: The Four Ps of Global Marketing	Ch. 11: Setting Global Prices Ch. 12: Global Placement and Distribution Channels Ch. 13: Launching Global Communication and Advertising	Individual Assignment Due
#6 6- Apr	Part 4: New Trends in Global Marketing	Ch. 14: Using Social Media for Global Marketing Ch. 16: Defining Ethics and Corporate Social Responsibility in the International Marketplace <i>Case: Birzeit Pharmaceutical Company: Marketing from Palestine</i>	Guest Speaker: Gerard Artavia
#7 13- Apr	FINAL GROUP PRESENTATIONS & DISCUSSION		