



Department of Marketing and Consumer Studies

MCS\*4600  
International Marketing  
Fall 2011



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**Class Times and Location:** Tuesday and Thursday  
8:30-9:50am  
MCLN 107

### **Course Description and Objectives**

This course examines the study of marketing in a global context with specific emphasis on the strategic implications of marketing in diverse national cultures. Included for study are the global marketing environment, competitive challenges and opportunities in international marketing, the cultural environment of global marketing, assessment of global marketing opportunities and the development of global marketing strategies.

The course aims to enable students to understand international marketing as a managerial challenge. Other topics include analysis of world markets, their respective consumers and environments, and the marketing management required to meet the demands of true world markets in dynamic settings. Throughout the course, students will develop skills required to navigate challenges and opportunities confronting today's international marketers and to formulate international marketing strategies.

This course features:

1. An emphasis on understanding, application and generalization;
2. A balanced learning experience of practical application and fundamental concepts;
3. Discussion of the issues underlying product, price, promotion and distribution decisions in the international context;
4. An overview of key issues in globalization;
5. Appreciation for cultural adaptation in marketing programs.

### **Course Materials:**

**Main Text:**

Cateora et al, International Marketing (*IM*). Third Canadian Edition, McGraw-Hill Ryerson, 2011.

**Reference Textbook:**

Johny K. Johansson, *Global Marketing (GM), Foreign Entry, Local Marketing, & Global Management,*

5th edition, 2009, McGraw-Hill Company.

## **Recommended Outside Readings**

*Globe and Mail, Business Week, Fortune, Forbes, the Wall Street Journal*, and other periodicals with international content.

A copy of the textbook will be on reserve in the University's Library.

## **Courselink**

The MCS\*4600 Courselink webpage (<http://courselink.uoguelph.ca>) is a key component of this course. Courselink is where course materials and grades are posted. It is also an information center where you can find course reminders and updates.

You should download the MCS\*4600 lecture notes from Courselink prior to class to assist in your note-taking. You should also check the website before contacting the instructor with questions of a general nature related to this course, and you should check the website regularly for course reminders and updates.

## **Components of Course Grade**

### **Individual: (40%)**

Class participation	12%
Assignment (1 @ 10%)	10%
Mid-term test	18%

### **Group: (60%)**

Term project	
Proposal	10%
Oral presentation	20%
Written report	30%

There is no final examination for this course.

## **Class Participation**

To facilitate active participation by everyone, it is important that class members have a shared vision of what constitutes contribution. Contribution can be and is:

1. Making observations that integrate concepts and discussions.
2. Citing relevant personal examples.
3. Asking key questions that lead to revealing discussions.
4. Engaging in devil's advocacy, i.e. disagreeing with the instructor when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice.
5. Working with others to come to a common understanding of the topics in and out of the classroom.
6. Pulling your own weight on group projects and participating enthusiastically in classroom group activities and discussions.

However, contribution is not continuously dominating class and group discussions. It means listening to what others say and everyone has a right to contribute.

Marks for classroom contribution will be allocated according to the following schema:

*Exceeds Expectations*

10-12 The student provides leadership in and out of the classroom and works toward enhancing the interpersonal dynamics of the class. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

*Meets Expectations*

6-9 The student shows an active interest in class activities and participates in classroom discussions; regularly makes contributive comments which help others to understand the course material; is a positive group member, etc.

*Does not Meet Expectations*

0-5 The student attends class on a regular basis and only occasionally contributes to classroom experience.

0 The student does not engage in any of the previously identified ways of contributing.

## **Assignment**

Individual students will develop a brief country analysis for any given export-focused firms located in Guelph. As part of this analysis, you will write a market intelligence report. The export country chosen must be an OECD member (excluding Australia, Canada, the U.S. and the United Kingdom).

Market intelligence is the process of acquiring and analyzing information in order to understand a market (both existing and potential customers); to determine the current and future needs, preferences, attitudes and behavior of the market; and to assess changes in the business environment that may affect the size and nature of the market in the future.

The structure of your assignment could be as follows (this structure will and should vary from one student to another):

COUNTRY BACKGROUND (General Information, Economic and Social Data, Political and Cultural Data, Industry Data)

INDUSTRY REGULATION (Regulatory Bodies and their Responsibilities, Legislation, Significant Market Powers)

INDUSTRY STRUCTURE AND COMPETITION (Continental or Trade Directives)

MAJOR OPERATORS

MAJOR MANUFACTURERS

INDUSTRY ASSOCIATIONS

PROJECTIONS AND RECOMMENDATIONS

The assignment should be typed with one-inch margins, double-spaced, and in a font size no smaller than 10-point. It should be 6-8 pages. Appendices may be appropriate, and not limited by the page constraint. This assignment is due in **Week 5**, in the class of **October 6**. **Late submissions will be given a grade of zero.**

## **Mid-term**

There will be one midterm test (short-essay questions) in class. The test will be in **Week 8 (October 27)**. The Mid-Term will be an open-book examination and will be based on material provided in class.

**Note:** *Appropriate medical or equivalent documentation is required to receive consideration for being unable to take a test at the designated time. You must notify the instructor in advance that you will be unable to attend.*

## **Term Project**

Significant emphasis in this course is placed on team work. In the first week of class, you will be assigned to a group of 3-4 members. You will work in this group for the term project. Group members must prepare jointly for class presentations and discussions. No changes to group composition will be permitted once the groups have been formed. Individual student grades on group work will reflect the instructor's assessment of the assignment plus assessment of each member's individual contributions using the attached Peer Evaluation Form. Students who do not participate adequately in their group are liable to forfeit part or all of the marks allocated to group work.

The term project will involve the development of an International Marketing Plan to introduce a product or service into a country of your choice, except Canada, the U.S., the U.K. and Australia. Lectures and handouts will be provided as the course progresses, to assist you in the development of the plan. Details about the term project will be provided by the instructor throughout the semester. This term project should be a minimum of 20 pages in length. Appendices may be appropriate, and are not limited by the page constraint. **Late submissions will not be accepted.**

Every group is required to submit:

1. A two-page proposal (double-spaced), due in **Week 3, on September 22** in class.
2. The final report must be submitted in **Week 9 at 8:30am, on November 3** in class. Late reports will NOT be accepted.
3. After submitting the final report, each member is required to complete the peer evaluation form (Appendix A) which will determine his/her and each group member's relative contributions to the completion of the term project.

Tips for the term project:

- Begin early
- Set group goals
- Get all group members involved
- Assign a workload for each member
- Develop an integrated report
- Critically analyze and interpret factual information

Presentations are scheduled during the classes of Weeks 9 to 12. All participants are required to attend the presentation sessions.

### Overall Weekly Plan for Covering Specific Topics<sup>1</sup>:

Week (date)	Tuesday		Thursday	
	Topic	Reading	Topic	Reading
<b>1</b> (Sep. 8)			Introduction and overview of International Marketing	<b>IM:</b> Ch. 1&2
<b>2</b> (Sep. 13/15)	Economic & Cultural Environment	<b>IM:</b> Ch. 4&5	Political and Legal Environment	<b>IM:</b> Ch. 6
<b>3</b> (Sep. 20/22)	Marketing Research	<b>IM:</b> Ch. 7	Assessing Global Market Opportunities, market groups	<b>IM:</b> Ch. 8 <i>Term project proposal submissions</i>
<b>4</b> (Sep. 27/29)	Emerging markets	<b>IM:</b> Ch. 9	Strategies for international expansion	<b>IM:</b> Ch. 10
<b>5</b> (Oct. 4/6)	International distribution	<b>IM:</b> Ch. 12	International pricing	<b>IM:</b> Ch. 13 <i>Individual assignment due</i>
<b>6</b> (Oct. 11/13)	Developing a global communication strategy	<b>IM:</b> Ch. 14	Canada in the world, a global perspective	<b>IM:</b> Ch. 3
<b>7</b> (Oct. 18/20)	Managing international markets	<b>IM:</b> Ch. 16	Guest Speaker	
<b>8</b> (Oct. 25 /27)	Guest Speaker		Mid-term Exam (in class)	
<b>9</b> (Nov. 1/3)	Work on group project		Project Presentations	<i>Final reports are due</i>
<b>10</b> (Nov. 8/10)	Project Presentations		Project Presentations	
<b>11</b> (Nov. 15/17)	Project Presentations		Project Presentations	
<b>12</b> (Nov. 22/24)	Project Presentations		Project Presentations	
<b>13</b> (Nov. 29/Dec. 1)	Project Presentations		Project Presentations	

Note: The schedule of learning activities may require modification from time to time. Any changes will be announced in class and/or on the Courselink site.

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<sup>1</sup> Subject to change.



# Appendix A

## Peer Evaluation Form

*(Fall 2011)*

### RATING

Suppose your efforts in your group work are worth 100 points, which will be considered a baseline for this evaluation. A colleague of yours who put in twice as much effort than you therefore should be assigned 200 points. On the other hand, a colleague who put in half as much effort as you did would receive 50 points. On that basis, assign numbers to indicate the level of effort that each group member contributed to the final term project, relative to your own. Please take into account both quality and quantity of contributions when evaluating your own effort and assigning marks to your group members.

GROUP MEMBERS		POINTS
1.	Yourself	100
2.	---	
3.	----	
4.	----	
5.	----	
6.	----	
7.	----	

**NOTE:** This evaluation will be held in strictest confidence - only the course instructor will review it.

**COMMENTS:** Please explain reasons for any significant differences in marks given to yourself or other group members in the space below and, if necessary, on the back of this sheet.

## **Policies and Regulations**

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the undergraduate calendar.

(see: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml>). Some regulations are highlighted below:

### **Academic Misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community ó faculty, staff and students ó to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml> You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

### **Academic Consideration:**

Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar ([http://www.uoguelph.ca/undergrad\\_calendar/c08/c08-ac.shtml](http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml)) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

### **Religious Holidays:**

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>



## **Code of Conduct – The Top Ten**

As a student in the Department of Marketing and Consumer Studies in the College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through groundbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed ó all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of our students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don't talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, wear business dress.
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).

## University Grading Scheme

This course follows the University grading scheme outlined in the University Calendar:

A+ A A-	90-100% 85-89 80-84	<b>Excellent:</b> An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
B+ B B-	77-79 73-76 70-72	<b>Good:</b> A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
C+ C C-	67-69 63-66 60-62	<b>Acceptable:</b> An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
D+ D D-	57-59 53-56 50-52	<b>Minimally acceptable:</b> A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
F	0-49	<b>Fail:</b> An inadequate performance.