

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business
School of Marketing

MARK2071
INTERNATIONAL and GLOBAL MARKETING

COURSE OUTLINE
SESSION 1, 2010

1. STAFF CONTACT DETAILS	3
2. COURSE DETAILS	3
2.1 Teaching Times and Locations	3
2.2 Units of Credit	3
2.3 Summary of Course	3
2.4 Course Aims and Relationship to Other Courses	4
2.5 Student Learning Outcomes	4
3. LEARNING AND TEACHING ACTIVITIES	5
3.1 Approach to Learning and Teaching in the Course	5
3.2 Learning Activities and Teaching Strategies	6
4. ASSESSMENT	6
4.1 Formal Requirements	6
4.2 Assessment Details	6
4.3 Assignment Submission Procedure	11
4.4 Late Submission	11
5. ACADEMIC HONESTY AND PLAGIARISM	11
6. COURSE RESOURCES	12
7. COURSE EVALUATION AND DEVELOPMENT	14
8. STUDENT RESPONSIBILITIES AND CONDUCT	15
8.1 Workload	15
8.2 Attendance	15
8.3 Special Consideration and Supplementary Examinations	15
8.4 General Conduct and Behaviour	16
8.5 Occupational Health and Safety	16
8.6 Keeping Informed	16
9. ADDITIONAL STUDENT RESOURCES AND SUPPORT	16
10. COURSE SCHEDULE	18

1. STAFF CONTACT DETAILS

Course coordinator: Dr. Gary Gregory
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Consultation times: Mondays 10:00am-12noon (or by appointment)
Telephone: 9385-3389
Email: g.gregory@unsw.edu.au

Course Tutor: Heather Crawford, Associate Lecturer
Office: Quad Bldg Room 3050
Consultation times: Fridays 11:30am-12:30pm; (or by appointment)
Telephone: 9385-3191
Email: h.crawford@unsw.edu.au

If you need to meet with the lecturer in charge outside consultation hours, please call and make an appointment. Alternatively feel free to email me and I will attempt to get back to you within 24-48 hours. Additionally, you can post general course enquires relating to any aspect of coursework on the discussion board of the Blackboard site for this course. Again, I will attempt to address all enquiries within 24-48 hours.

2. COURSE DETAILS

2.1 Teaching Times and Locations

Lecture: Thursdays 9:00 am – 10:30 am (Central Lecture Block 2 (K-E19-G03))

*Tutorials: Thursday 10:30am -12:00 noon (Australian School Business 119)
Friday 10:00- 11:30am (Australian School Business 119)

*NOTE: Tutorials start in Week 2. Please get the tutorial schedule via the course outline located at the course Blackboard site

2.2 Units of Credit

This course is worth 6 credits.

2.3 Summary of Course

This course will present various concepts and tools for analysing international marketing strategies, and evaluating the marketplace (competitors, external environment: cultural, economic, technological, political/legal, marketing opportunities, etc.). Specifically, the focus will be on developing, evaluating and implementing international marketing strategy at the corporate, regional and local levels. By learning about both theory and practice, the student will obtain a good conceptual understanding of the field of international marketing as well as become firmly grounded in the realities of the global marketplace.

2.4 Course Aims and Relationship to Other Courses

The more general aims of this course are to:

- Provide an understanding of the scope and function of international marketing theory and practice.
- Increase knowledge and skills to help in developing international market entry strategies.
- Develop skills related to the analysis of international marketing data, in particular the use of secondary data in assessing the international marketing opportunities.

Students should emerge from this course as knowledgeable business managers, capable of formulating marketing objectives, collecting and analysing data, and completing international marketing research projects. Hopefully, students will learn a great deal about international and global marketing and will be able to apply their knowledge in their personal, disciplinary, and professional endeavors. Ideally, they should gain valuable experience and knowledge and enjoy themselves in the process.

For most businesses, understanding the process involved in assessing the international marketplace for opportunities to expand operations abroad is a major key to success. The concept of international marketing is broad in meaning and can be related to all areas of business management where firms must consider expansion strategies, as well as possible threats from overseas competitors. International and global marketing involves assessing the economic, cultural, political and legal environments of the various markets around the world. In this course we examine various marketing management concepts and models covered in other marketing courses and consider the complexities of manufacturing and marketing in various regions around the world. Specifically, we will incorporate techniques from other courses to analyse foreign marketplaces relative to: the competitive situation, structure and laws governing trade; market potential, demand analysis and potential target markets; planning and development of products and services; distribution structure, channel dynamics, and service levels; appropriate and effective pricing strategies and factors influencing/restricting price controls; and, necessary product/service support, costs of providing support and mechanisms to ensure customer satisfaction. Examining the international and global marketplace for a broad array of marketing opportunities and decisions further complements the wider array of subjects taught in the BCom, marketing specialisation, and the BCom in general.

2.5 Student Learning Outcomes

There are a number of specific learning outcomes students can expect upon completion of this course. At a broader level, upon completion of a university degree, we can expect that students will develop certain graduate attributes which include various qualities, skills and understandings desirable for Australian School of Business students. See Table 2.5 for a list of the ASB Graduate Attributes

Table 2.5

ASB Graduate Attributes
1. Critical thinking and problem solving
2. Communication
3. Teamwork and leadership
4. Social, ethical and global perspectives
5. In-depth engagement with relevant disciplinary knowledge
6. Professional skills

For a full description of the ASB Graduate Attributes see:
http://www.docs.fce.unsw.edu.au/fce/EDU/asb_graduate_attributes.pdf

These desirable graduate attributes are listed below in *(italics)* as they correspond to each learning outcome. Hence, upon completion of the course students should be able to:

1. Identify and analyse opportunities within international marketing environments (developing *critical thinking and for creative problem solving (1)*);
2. Utilise cases, readings and international business reports to evaluate corporate problems/opportunities in an international environment (developing the ability for *in-depth engagement with relevant disciplinary knowledge (5)* and skills involved in scholarly enquiry);
3. Select, research and enter a new international market (effectively applying theoretical and technical knowledge to relevant contexts, developing *Professional skills (6)* to locate, evaluate and use relevant information);
4. Prepare an international marketing plan (developing *global perspectives (4)* to disciplinary knowledge and its application within the local business community);
5. Develop a comprehensive course of action for a business firm using formal decision making processes (through *critical thinking and problem solving (1)*);
6. Complete final written project using skills acquired throughout the course (demonstrating high level skills in literacy and the ability to *communicate accurately and confidently (2)*); and,
7. Apply personal and interpersonal skills appropriate to being an effective member of an international marketing team (*developing collaborative skills in teamwork and a capacity for leadership (3)*).

3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

Effective marketers are required to not only master the key tools and techniques of the discipline, but also be able to demonstrate strong analytical, creative, team-work and communication skills. The learning experience offered by this course therefore includes group projects, case studies, class discussions, presentations and business writing. This will be achieved by engaging students in classroom discussion, as well guiding students through the international marketing research process by collecting, analysing and interpreting information for their final project – an international market

entry plan. Students will begin by formulating a plan of action for a firm entering into a foreign marketplace. Next, they will work with a firm and will proceed to collect and analyse data to address specific entry objectives. Teaching staff will provide training in how to gather secondary data and students will conduct research throughout the session to develop a comprehensive course of action. Finally, students will be advised on writing up their research results in a managerially-relevant context, culminating in the completion of a formal international market entry plan.

3.2 Learning Activities and Teaching Strategies

This course will be conducted on a discussion and lecture basis, with the occasional guest speaker from industry. Importantly it will draw upon the experience of both students and lecturer, via classroom discussion, to provide relevance via real world examples of concepts and models. Another important element is the discussion within the framework of assigned readings and up-to-date case studies both in Australia and around the world. Students will have an opportunity to develop analytical skills and improve their research skills in their major project, an international market entry plan. This research report will allow students to draw on their acquired research and analytical skills, to see how the various marketing concepts and theories can be applied when developing a comprehensive course of action for a firm entering a foreign market. It is your responsibility to study the reading assignments prior to class in order that you may contribute, participate intelligently and thus gain maximum value from the course. The lectures will primarily summarise and synthesise the key points in the chapters and readings and to explain and/or elaborate upon the more difficult principles. Furthermore the lectures will be used to provide real world examples and managerial implications of theories, concepts and models. Tutorials will be used mainly to work through assigned discussion questions and case studies. These tutorials are an opportunity to explore the course material in greater depth than lectures allow, and apply this material to real business situations.

4. ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- perform satisfactorily in all assessment tasks
- achieve a composite mark of at least 50%;
- gain at least 50% of the allocated marks in each of the course quizzes; and,
- Attend at least 80% of the scheduled lectures and tutorials.

4.2 Assessment Details

Overview of Course Assessment:

Tutorial Participation/Assignments	10%
Country/Product Brief	20%
Group project – final report (market entry plan)	40%
Course Quizzes (2@15% each)	30%
TOTAL:	100%

TABLE 4.2. Details for Course Assessments

Assessment Task	Weighting	Learning Outcomes assessed	ASB Graduate Attributes assessed	Length	Due Date
1. Tutorial Participation/Assignments	10%	1, 2, 4, 5, 7	1, 3, 4, 5	1-3 pages each case	Each week (wks 2-11)
2. Country/Product Brief	20%	1, 3, 5, 6	1, 2, 6	6 pages	April 1
3. Group project – final report (market entry plan)	40%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	20 pages excluding append.	June 3
4. Course Quizzes (2@15% each)	30%	1, 2	1, 5	N/A	April 15, May 27

1. Tutorial Participation/Assignments

Tutorials are designed to allow students to work on specific cases/assignments in designated groups, and to interact with other classmates and the lecturer in a small forum. This will enhance group dynamics, and allow students to engage in critical thinking and problem solving relating to international marketing. Each week students will be expected to have read the assigned case/materials and the corresponding questions and prepare typed answers as a basis for discussion prior to attending the tutorial (as per tutorial schedule on Blackboard). During the tutorial, students may be called upon to answer questions, lead discussion and debate case related issues. **The tutor reserves the right to collect typed responses to any assignment questions, so students MUST prepare responses for EACH assignment, EACH week. Tutors will not, under any circumstances, accept late assignments, nor will they accept electronic submissions of assignments. A minimum of three (3) assignments will be collected during the course.**

The assignments and cases are a critical part of the course learning and mandates full attendance and participation, as both are used in determining assessment of tutorial marks. **It is a course requirement that all students attend a minimum of 80% of the tutorials (i.e. 8 out of 9 tutorials) to pass this component of the course.**

Assessment of the tutorial component of this course will be made up of attendance, participation, and performance on typed answers and oral presentation of the assignments.

Group Time

The formal tutorial will run for approximately 1 hour, leaving the remaining 30 minutes for project groups to meet and work on the major group assignment. This time has been allocated in response to past student concerns about the availability of meeting times with all group members together. The tutorial room is booked for the full 1.5 hours, so you are being provided with time and space – *make sure you take advantage of this group time!*

2. Country/Product Brief

The country/product brief is designed to encourage students to engage in independent and reflective learning, as well as develop the skills to locate, evaluate and use relevant information for a specific international marketing problem. Students are expected to research market entry opportunities, develop a 'Country/Product Brief' highlighting the opportunities that exist for market entry, and specify product entry issues and strategies for a given country. **Countries will be allocated to each student in week 2 (March 11th) in class.** The objective of developing a country/product brief is to briefly discuss the opportunities that exist for entry into this market for specific products and services that your firm offers (either actual products/services (real companies) or hypothetical ones). Nevertheless, students will need to conduct research on product/services they plan on entering the market, as well as research the most current issues that their company may face in entering a specific country. Issues include, but are not limited to legal/regulatory concerns, political risk, cultural nuances that require adaptation, entry/importation procedures/policies, competitive nature of industry, suppliers/channels of entry, tariffs/taxes, etc.

The brief should be a *maximum of 6 pages* (typed, single spaced within each section – use headings/sub-headings throughout, 1 inch margins, and 12pt font), and for example, may include brief introduction/information on their firm, information on aspects of the macro and micro environment, channels of distribution, customer segments/profiles, market entry opportunities/barriers (exporting, FDI, etc.), government/economic regulations encouraging or prohibiting business activity, competitive threats, etc. **All information within the brief should be managerially oriented and directly applicable to the *specific product/service entry decision you are recommending.*** Students are highly discouraged from simply downloading country profile data from Encarta or other online or CD Rom sources. This brief will be assessed based on the breadth and depth of information presented, how well it is specifically applied to the product entry strategy, the soundness and logic of the product/entry choice/strategy, and the overall presentation of material (including proper referencing of materials and websites). The country/product brief is **due April 1st** and will be submitted to the lecturer at the beginning of the lecture class on this date.

3. Group Project

The group project will expect in-depth engagement with relevant international marketing knowledge and will help students build skills required for collaborative and multidisciplinary work. The group project involves the development of an international marketing plan for an actual company. In general, the international marketing plan will involve the development of a strategic plan for a 'real' company that is considering (a) entering a new country, or (b) considering the entry of a new product/service to an existing international market, or (c) both. Many firms, when going global, need to gather information pertaining to the environment, competition, infrastructure, and specific product/market marketing strategies when entering a country. More specifically, the international marketing plan will need to be comprised of sections on *Cultural Analysis, Economic Analysis, Market Audit and Competitive Market Analysis, and Preliminary Marketing Plan* (See pages 583-591 in textbook for details on each section). Student groups are expected to develop a detailed market entry plan that will involve making decisions on issues such as:

- local partners;
- mode of entry;
- positioning;
- the 4 P's (product, place, promotion and price), including the extent of standardisation vs. adaptation with respect to domestic or other international marketing plans already in place; and
- managing, measuring and controlling the international marketing effort.

Students are expected to form project groups (3-4 students per group only) and to *identify a company within the first three (3) weeks of class*. The company may be large or small, local or international, have existing products/services or considering new products/services. Students will be expected to **meet with companies outside of class and/or have regular contact with the company** in developing their marketing plan. Students are expected to utilise numerous data sources in compiling their project, such as government (country) and non-government sources (UN, Worldbank, IMF, etc.), internal company records, consulting, legal and advertising firms, country-specific internet sites, trade statistics, embassy resources, etc. See the Blackboard site for some relevant web links. By the fourth week of class (**March 25th**) **groups are expected to submit a project proposal** that includes: overview of the company partner, product/services involved, country in which company is considering entering, sources of information expecting to be used, and allocation of tasks among group members. This proposal should be no more than three (3) pages in length. While this proposal is not assigned project assessment marks, the lecturer uses this proposal to determine the feasibility in the student group project, and reserves the right to ask student groups to revise their proposal and/or clarify certain aspects of the proposal prior to commencing data collection.

The final report should not exceed 20 A4 pages (single space, 12 font), *excluding appendices, tables, figures, references*. The emphasis is not on bulk writing but clearly expressed and supported arguments, as well as creative ideas. Bullet points, diagrams and graphs are encouraged. Make sure the report is a coherent argument from start to finish. You should not leave the reader to make inferences from what you have written. This means that the argument and data you use to support your points should be made explicit. As well, you must include detailed supplementary material in appendices to support the analysis presented in your entry plan. Students are expected to acknowledge the source of ideas and expressions used in all academic work. Failure to do so may constitute plagiarism and academic misconduct. The **group project is due June 3rd, 3:00pm sharp, to be submitted to the School of Marketing Assignment box (outside the School office) or to be submitted to the lecturer in person anytime beforehand. Please make sure your project has an attached assignment sheet, and that it has been signed and dated by a School official (e.g., another lecturer, admin staff)**

Group Work

Past experience has shown that effective groups are those that are able to:

- meet regularly;
- develop and follow a work plan;
- divide the work according to each member's strengths, and as evenly as possible;

- encourage open communication, participation and the sharing of ideas; and
- have fun!

Students are expected to work in groups throughout the semester, and to divide work amongst group members equally. When groups meet for project work during the semester, it is suggested that a diary be kept by one of the group members, highlighting meeting times, attendance, issues discussed, and delegation of work to group members. If student groups are having problems with one or more group members not meeting group obligations, they should first try and work out differences amongst the group, and if unsuccessful, set up a meeting with the lecturer as soon as possible. It is not a good idea to wait until problems escalate, so please come and see the lecturer immediately if problems exist. At the end of the project, **group members are required to complete a peer evaluation of each group member** (See Blackboard site to download peer evaluation form). Ideally, each member of the group will be allocated the grades earned by the group as a whole. However, if there are consistently poor evaluations of group member(s), marks for poorly performing student(s) may be adjusted accordingly. It is therefore in your interest to make an equal contribution to your group work to ensure that it delivers high quality output. Working in groups is always challenging, but this is how marketing happens in reality. Students can also learn a great deal from fellow group members as the course progresses.

Assessment of Project

The group project will make up 40% of the final course grade. Marks will be awarded for the following:

- thorough, focused and insightful analysis;
- strategic thinking and creative solutions;
- the effective use of tools, techniques and concepts from the course;
- thoroughly researched topic with solid supporting data
- realism; and
- communication and persuasion.

Your assignment should be free of colloquial language and spelling, grammatical and typographical errors. Repeated errors of this kind will be penalised. Please provide generous margins (2cm) and 12pt font in your assignment, print using laser quality, use one side only of quality A4 paper, number every page, make sure and include a cover sheet, title page with group details, a table of contents (none of which is included in the 20page limit) and ensure that it is securely bound (don't use folders where each sheet is enclosed in plastic). Assignments must follow the specified page length. Writing within a specified limit is a skill. *Assignments over the limit may have marks deducted and/or all extra material beyond 20 pages will be ignored.*

4. Course Quizzes

There will be two (2) in-class quizzes that will be administered during the course to develop skills involved in scholarly enquiry and effective communication of the acquired knowledge throughout the course. Each quiz will be a 1.5 hour, closed book assessment, and will draw on work covered in lectures, discussions, textbook material and course readings. The structure of each quiz will be a combination of multiple choice, essay and short answer questions. Course quiz 1 will cover the first five weeks

of material (chapters 1, 2, 4-7, plus lecture notes, readings, etc.), and will be conducted on **April 15th**. Course quiz 2 will cover the remaining six weeks of material (chapters 8, 12, 15, 16 & 18 plus lecture notes, readings, etc.), and will be conducted on **June 3rd**. Students must obtain a minimum of 50% of the marks on each quiz to pass the course.

4.3 Assignment Submission Procedure

Assignments (tutorial assignments and country product brief) are to be handed in to the lecturer in charge in class on the due date. The final group project is to be submitted to the lecturer on or before the due date, or may be submitted through the School of Marketing assignment collection boxes located outside the school office. Either method of submission of the group project requires an authorized signature on the attached assignment coversheet. **A coversheet is required to be attached to both the country product brief and the group project.** This coversheet can be located at: http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=CurrentStudents_Assignments

4.4 Late Submission

Late submission will incur a penalty of 10% of the percentage weight of the assessment component per day after the due date and will not be accepted after 5 working days.

Extensions will only be granted on medical or compassionate grounds under extreme circumstances, and will not be granted because of work and other commitments. Requests for extensions must be made to the lecturer in writing prior to the due date. Medical certificates or other evidence of extreme misfortune must be submitted through a special consideration form and must contain information that justifies the extension sought.

5. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism/index.html

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

The library also provides a very useful online ELISE tutorial for all UNSW students, and is available at:

<http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

For information on how to acknowledge your sources and reference correctly, see:

<http://www.lc.unsw.edu.au/onlib/ref.html>

For the ASB Harvard Referencing Guide, see:

http://wwwdocs.fce.unsw.edu.au/fce/EDU/harvard_ref_guide.pdf

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

6. COURSE RESOURCES

(A) Text (Required):

The text that is *required* for this course is available from the University Bookshop:

Cateora, Philip Gilly, Mary and Graham, John (2009), *International Marketing*, 14th edition, Sydney, Australia: McGraw Hill.

Textbook website: <http://www.mhhe.com/cateora14e>

(B) Sources for additional reading:

Numerous international marketing books are available in the library. Each provides an overview of the issues in international and global marketing.

Kotabe, M., Peloso, T., Gregory, G, Noble, G., MacArthur, W., Neal, C., Riege, A., and Helsen, K., (2005) *International Marketing: An Asia Pacific Focus*, John Wiley and Sons, Brisbane.

Kotabe, M. and Helsen, K. (2004) *Global Market Management (3rd ed)*, John Wiley and Sons.

Fletcher & Brown (2005) *International Marketing: An Asia-Pacific Perspective (3rd ed)*, Prentice Hall, Sydney, Australia.

Douglas and Craig. (2002). *International Marketing Research (2nd ed.)*, John Wiley and Sons: Australia.

Czinkota, M. & Ronkainen, I. (2007). *International Marketing (8th ed)*, Thompson South-western Publishing

Czinkota, M., Ronkainen, I., Moffett, M., & Moynihan, E. (2002). *Global Business (2nd Ed.)*. Sydney, Australia: The Dryden Press.

Keegan, Warren, J. & Green, Mark C. (2003). *Global Marketing (3rd ed.)* Prentice Hall Pub.: Sydney, Australia.

Meloan, T. & Graham, J. (2001). *International and Global Marketing: Concepts and Cases*, Irwin McGraw-Hill: Boston, MA.

Cateora, Philip R and Graham, John. (2007) *International Marketing (13th ed.)*, Irwin McGraw-Hill: Boston, MA

Douglas, S. & Craig, C. S. (2001). *Global Marketing Strategy*, Irwin McGraw-Hill: Boston, MA.

Newspapers/Magazines

Sydney Morning Herald (Bus. Sec.)
Australian Financial Review
The Australian (Mark. Sec.)
B&T Magazine
Marketing Management
Advertising News
Business Review Weekly (BRW)
Advertising Age

Academic Journals

Journal of International Marketing
Harvard Business Review
Journal of International Business Studies
Journal of Global Marketing
Journal of Advertising
International Journal of Advertising
International Marketing Review
Business Horizons
Management International Review
Journal of Int'l Consumer Marketing

(C) Blackboard site:

This course will have a Blackboard site. You can access this at:

<http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>

If you have not used Blackboard before, you should go to:

<http://support.telt.unsw.edu.au/blackboard/content/default.cfm?ss=0>

and follow instructions on how to register etc.

Blackboard is a critical resource for the course and will be used as follows:

- All lecture notes, in the form of .pdf files, will be posted under the 'Lectures' icon 24 hours before the actual lecture (no hard copies of the notes will be distributed at lectures).
- Any course materials (e.g., web links, project guides, peer evaluations forms, etc.) will be posted under appropriate icons.
- Any course announcements will be made on the discussions/announcements section. Please check this regularly.
- Any readings, cases, course materials relevant to assignments and preparation for lectures and tutorials
- The discussion/communication tools of Blackboard can also be used by students to communicate with other class members (note that the authors of all messages will be identified), as well as with the lecturer outside of office hours.
- Links to useful web sites will also be posted on the course Home Page.

Note that the Bulletin Board is not to be relied upon as a means of communicating with the lecturer/tutor regarding personal matters or issues relating to a student in particular (email should be used), but rather for general enquiries dealing with course materials, assessments, etc.

NOTE : Students should also utilize the UNSW Library information/subject guides, e-journals, databases etc. at :

<http://info.library.unsw.edu.au/web/services/services.html>

7. COURSE EVALUATION AND DEVELOPMENT

Each year, we seek feedback from students and other stakeholders about the courses we offer in the School of Marketing and continual improvements are made based on this feedback. Our teaching team reflects on a range of feedback sources over time. This continuous improvement process can affect one or more particular areas of the course, whether this has to do with structure, content, resources, delivery or assessment. The Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which we gather student evaluative feedback. Using the CATEI results, we communicate significant changes within the course to subsequent cohorts of students.

For example, based on student feedback regarding allocation for course assessments, we have adjusted the weights of assessments, placing greater emphasis on the course project (where more time is spent) and less emphasis on individual assignments. Additionally, we have integrated specific cases and materials focusing on projects and cases with 'real' companies, with the end-product being an entry plan that the company could implement in its long-term strategy. We use constructive feedback throughout the course, with the end goal to engage in continuous improvement of this course during the semester as well as for the proceeding year in which the course is taught.

8. STUDENT RESPONSIBILITIES AND CONDUCT

8.1 Workload

It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

8.2 Attendance

Your regular and punctual attendance at lectures and tutorials is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes (both lectures and tutorials) they may be refused final assessment. Please see attendance requirements for tutorials in 'Formal Requirements' Section 4.2.

8.3 Special Consideration and Supplementary examinations

Details relating to UNSW procedures for special consideration and supplementary exams can be found at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will **not** be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note that a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

For advice on UNSW policies and procedures for granting special consideration and supplementary exams, see:

- 'UNSW Policy and Process for Special Consideration':
<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>
- The 'ASB Policy and Process for Special Consideration and Supplementary Exams in Undergraduate Courses' is available at:
<http://wwwdocs.fce.unsw.edu.au/fce/current/StudentSuppExamProcedure.pdf> .
- Further information for undergraduate students is on the ASB website (see '[Policies and Guidelines for Current Students](#)').

8.4 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as

- ringing or talking on mobile phones,
- arriving late or leaving early
- chatting

is not acceptable and students may be asked to leave the class. More information on student conduct is available at:

<https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html>

8.5 Occupational Health and Safety

UNSW policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

8.6 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

9. ADDITIONAL STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)** (www.business.unsw.edu.au/edu)
Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au
- **Capturing the Student Voice:** An ASB website enabling students to comment on any aspect of their learning experience in the ASB. To find out more, go to <http://tinyurl.com/ASBStudentVoice>.
- **UNSW Learning Centre** (www.lc.unsw.edu.au)

Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services:**
<http://info.library.unsw.edu.au/web/services/services.html>
- **UNSW IT Service Desk:** Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: 9385 1333.
Website: www.its.unsw.edu.au/support/support_home.html
- **UNSW Counselling Service** (<http://www.counselling.unsw.edu.au>)
Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping With Stress' and 'Procrastination'.
Office: Level 2, Quadrangle East Wing ; Ph: 9385 5418
- **Student Equity & Disabilities Unit** (<http://www.studentequity.unsw.edu.au>)
Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

10. COURSE SCHEDULE

Week No	Lecture Date	Topic	Readings
1	4 Mar	Introduction to Course/Scope and Challenge of Int'l Mktng	Chapter 1
2	11 Mar	Dynamic Environment of International Trade (Countries allocated for Country/Product Brief)	Chapter 2
3	18 Mar	Cultural Dynamics in Assessing Global Markets	Chapter 4; Reading 1
4	25 Mar	Culture, Management Style, Business Systems and Negotiation Styles Group Project Proposals DUE IN CLASS	Chapter 5 and 19; Reading 2
5	1 Apr	The Political Environment: A Critical Concern International Legal Environment: Playing by the Rules Country Product Brief DUE IN CLASS	Chapter 6; Reading 3 Chapter 7
		Easter Holiday Break (April 2 – 11)	
6	15 Apr	QUIZ 1 (ch 1, 2, 4, 5, 6 & 7, readings)	
7	22 Apr	Developing a Global Vision through Marketing Research	Chapter 8; Reading 4
8	29 Apr	Market Entry Modes	Chapter 15 (lecture notes); Reading 5
9	6 May	Product Adaptation/Product and Brand Management	Chapter 12; Reading 6
10	13 May	Integrated Marketing Communications and International Advertising	Chapter 16; Reading 7
11	20 May	Pricing for International Markets	Chapter 18; Reading 8
12	27 May	QUIZ 2 (ch 8, 12, 15, 16 & 18, readings)	
13	3 June	Group Projects Due	
STUDY RECESS (JUNE 5 – 10)			