

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business
School of Marketing

MARK3071
INTERNATIONAL and GLOBAL MARKETING

COURSE OUTLINE
SESSION 1, 2009

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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: Denni Arli
Office: Quad Bldg Room 3043
Consultation times: Tuesdays 10:30am-12:30pm; (or by appointment)
Telephone: 9385-2637
Email: denni.arli@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 WebCT Vista 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: Tuesdays 12:30 pm – 2:00 pm (Central Lecture Block 3)

*Tutorials: Tuesday 10:00 am -11:30am (Quad G046)
Tuesday 1:30-3:00pm (Quad G025)
Tuesday 3:30-5:00pm (Quad G046)

*NOTE: Tutorials start in Week 1. Please get the tutorial schedule via the course outline located at the course WebCT Vista 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. 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:

- Identify and analyse opportunities within international marketing environments (developing the *capacity for analytical and critical thinking and for creative problem solving*);
- Utilise cases, readings and international business reports to evaluate corporate problems/opportunities in an international environment (developing the *ability to engage in independent and reflective learning and skills involved in scholarly enquiry*);
- Select, research and enter a new international market (*effectively applying theoretical and technical knowledge to relevant contexts using skills to locate, evaluate and use relevant information*);
- Prepare an international marketing plan (*developing global perspectives to disciplinary knowledge and its application within the local business community*);
- Develop a comprehensive course of action for a business firm using formal decision making processes (contributing to *the application of knowledge within the international business community*);
- Complete final written project using skills acquired throughout the course (*demonstrating high level skills in literacy and the ability to communicate accurately and confidently*); and,
- 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. 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 tutorials.

4.2 Assessment Details

Course Assessment:

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

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 questions and prepared written answers as a basis for discussion prior to attending the tutorial (as per tutorial schedule on WebCT Vista). 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 written responses to assignment questions, so students MUST prepare written responses for EACH assignment. 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 written 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 time. 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!*

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 strategies for a given country. **Countries will be allocated to each student in week 2 (March 17th) 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.

The brief should be a *maximum of 6 pages* (typed, single spaced), 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 websites). The country/product brief is **due April 7th** and will be submitted to the lecturer at the beginning of the lecture class on this date.

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

product/market specific 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 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 WebCT site for some relevant web links. By the fourth week of class (**March 31st**) 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 2nd, at the beginning of the lecture**.

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 will be asked to **complete a peer evaluation of each group member** (See WebCT 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 students may be adjusted accordingly. It is therefore in your interest to make your group work effectively to ensure that it delivers high quality output. Working in groups is always challenging, but this is how marketing happens in reality. Students also tend to 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 in your assignment to allow for comments, use one side only of quality A4 paper, number every page, and ensure that it is securely bound. Assignments must follow the specified word/page length. Writing within a specified limit is a skill. *Assignments over the limit may have marks deducted.*

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 21st**. 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 2nd**. Students must obtain a *minimum of 50% on each quiz to pass the course.*

4.3 Assignment Submission Procedure

Assignments are to be handed in to the lecturer in charge in class on the due date. A coversheet is required to be attached to all work submitted.

4.4 Late Submission

Information about late submission of assignments, including penalties, is available on the School of Marketing's website

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_Policies

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://elise.library.unsw.edu.au/home/welcome.html>

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.

* 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
Journal of International Management
Columbia Journal of World Business
Sloan Management Review

(C) WebCT site:

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

<http://vista.elearning.unsw.edu.au/webct/entryPageIns.dowebct>

If you have not used WebCT Vista before, you should go to:

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

and follow instructions on how to register etc.

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

- All lecture notes, in the form of PowerPoint 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 'Bulletin Board'. Please check this regularly.

- Any readings, cases, course materials relevant to assignments and preparation for lectures and tutorials
- The Bulletin Board 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.

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

For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing's website: http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_Policies

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.

Australian School of Business (ASB) Policy and Process for Special Consideration and Supplementary Exams in Undergraduate Courses

In the ASB, requests for special consideration are determined by a Faculty wide panel which will advise the Lecturer in Charge of appropriate action.

If the Faculty panel (see above) grants a special consideration request, this may entitle the student to sit a supplementary examination. In such cases the following procedures will apply:

- Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. Actual date will be advised by mid-semester.
- Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will not be marked and only the mark achieved in the supplementary examination will count towards the final grade.

Further information concerning supplementary examinations is available on the 'Policies and Guidelines for Current Students' page of the ASB website:

www.business.unsw.edu.au/currentstudents.

8.4 General Conduct and Behaviour

Students are expected to conduct themselves with consideration and respect for the needs of their fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

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:

Learning and Study Support:

• ASB Education Development Unit

The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business.

The role of the EDU is to provide

- A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
- Learning skills development, resources and activities for Business students
- Academic writing and skills workshops throughout the session;
- Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
- A drop-in EDU Office containing books and resources that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

The EDU website www.business.unsw.edu.au/edu contains information, online resources and useful links as well as providing information and dates for workshops.

More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

EDU Contact Details

Location Room GO7 Ground Floor,
West Wing, Australian School of Business Building
Telephone: 02 9385 5584
Email: Edu@unsw.edu.au
Website: www.business.unsw.edu.au/edu

- **UNSW Learning Centre** (<http://www.lc.unsw.edu.au>)

In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website.

Technical support:

For any technical support issues (difficulty logging in to websites, problems downloading documents, etc) you can contact the UNSW IT Service Desk at: (02) 9385 1333 ; Email: servicedesk@unsw.edu.au

Counselling support - <http://www.counselling.unsw.edu.au>

Students experiencing problems of a personal or academic nature are encouraged to contact the Counselling Service at UNSW. This consultation service is free and confidential and run by professional counsellors. The Counselling Service also conducts workshops on topics such as 'Coping With Stress' and 'Procrastination'. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

Library training and support services - <http://info.library.unsw.edu.au>

Disability Support Services – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (<http://www.studentequity.unsw.edu.au/disabil.html>). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure <https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html>
- **Occupational Health and Safety** policies and student responsibilities; <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

10. COURSE SCHEDULE

Week No	Lecture Date	Topic	Reading
1	10 Mar	Introduction to Course/Scope and Challenge of Int'l Mkting	Chapter 1
2	17 Mar	Dynamic Environment of International Trade (Countries allocated for Country/Product Brief)	Chapter 2
3	24 Mar	Cultural Dynamics in Assessing Global Markets	Chapter 4; Reading 1
4	31 Mar	Culture, Management Style, Business Systems and Negotiation Styles Group Project Proposals Due	Chapter 5 and 19; Reading 2
5	7 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 10 – 19)	
6	21 Apr	QUIZ 1 (ch 1, 2, 4, 5, 6 & 7, readings)	
7	28 Apr	Developing a Global Vision through Marketing Research	Chapter 8; Reading 4
8	05 May	Market Entry Modes	Chapter 15 (lecture notes); Reading 5
9	12 May	Product Adaptation/Product and Brand Management	Chapter 12; Reading 6
10	19 May	Integrated Marketing Communications and International Advertising	Chapter 16; Reading 7
11	26 May	Pricing for International Markets	Chapter 18; Reading 8
12	02 June	QUIZ 2 (ch 8, 12, 15, 16 & 18, readings) Group Projects Due	
STUDY RECESS (JUNE 7 – 10)			