

School of Marketing & International Business

MARK408 Advanced Global Marketing

Trimester One 2011

COURSE OUTLINE

Names and Contact Details

Course Co-ordinator: Professor Kim Fam

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Email is the preferred form of communication. The Course Co-ordinator will be free to discuss matters after the lecture or in the office. Please email or phone ahead to arrange for an appointment.

Trimester Dates

Teaching Period: Monday 28th February to Friday 3rd June 2011

Internal Test: June 02, 2011

Withdrawal from Course:

Your fees will be refunded if you withdraw from this course on or before **11th March 2011.**

The standard last date for withdrawal from this course is **14th May 2011.** After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation.

The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

Lecture: RH G02 Thursday: 13:40 – 16:30

Course Content:

The East Asian economy grew from 5.4% of the world trade in the mid-1970s to almost 20% by the beginning of this century. At present, the total GDP of the 13 East Asian countries (10 ASEAN + China, Japan and Korea) is almost USD8 trillion. Asia's population of more than 3

billion inhabitants collectively speak several hundred languages and dialects, and the region is characterised by a cultural, political, economic and social diversity that exceeds other regions. Learning more about East Asian's values and behaviours would better prepare international marketers interested in a slice of the largely untapped East Asian market. *This course takes Asian business and Asian issues seriously, but with a strong global perspective.*

Course Learning Objectives:

By the end of this course, students should be able to:

1. Critically examine recent developments in globalised world
2. Build frameworks that address the global competitiveness of NZ firms
3. Comprehend and critique current Global Marketing issues and be able to competently assess their relevance and impact in NZ markets
4. Critique Global Marketing in a managerial context.

Course Delivery

The course will incorporate weekly workshop and lectures.

Expected Workload:

Participants are expected to spend an average of 12 – 14 hours per week on the various activities associated with MARK 408.

Group Work:

There is no formal assessment for group work. However, students are encouraged to work in a group to get the best out of this course.

Timetable

Week	Date	Presentation	Venue	Time:
1	Mar 03	Introduction, Lecture 1	RH G02	13:40 – 16:30
2	Mar 10	Lecture 2	RH G02	13:40 – 16:30
3	Mar 17	Lecture 3	RH G02	13:40 – 16:30
4	Mar 24	Presentation 1, Case Study Discussion	RH G02	13:40 – 16:30
5	Mar 31	Presentation 2, Case Study Discussion Essay 1 Due	RH G02	13:40 – 16:30
6	Apr 07	Presentation 3, Case Study Discussion	RH G02	13:40 – 16:30
7	Apr 14	Presentation 4, Case Study Discussion	RH G02	13:40 – 16:30
		Semester Break		
8	May 05	Presentation 5, In Class Discussion (Farhana)	RH G02	13:40 – 16:30
9	May 12	Presentation 6 (<u>Tentative</u>), In Class Discussion Essay 2 Due (Lin Yang)	RH G02	13:40 – 16:30
10	May 19	Presentation 7, In Class Discussion) (Mohd)	RH G02	13:40 – 16:30
11	May 26	Presentation 8, In Class Discussion (Suzana)	RH G02	13:40 – 16:30
12	Jun 02	Internal Test – 2 hours	RH G02	13:40 – 16:30

Readings:

The reading material for this course consists of a set of journal papers. These will be made available to you in class.

The following journals are a recommended source of information:

Journal of International Marketing
International Marketing Review
International Business Review
Journal of Business Ethics
Journal of Business Research
European Journal of Marketing
International Journal of Advertising
Journal of Advertising
Journal of Advertising Research
Journal of International Business Studies
Journal of World Business, etc

Material and Equipment:

Students are required to have access to personal computers and the Internet in order to prepare material for assignments, presentations, and class participation.

Assessment Requirements:

Assessment Details	Learning Objectives		
Presentations:	2 x 10%	20%	1-4
Essays (approx 3,000 words each):	2 x 20%	40%	1-4
Internal Test (on June 02, 2 hours):	1 x 40%	40%	1-4

Class presentations:

The duration for the presentation is 20 minutes plus 10 minutes of discussions. Each presentation, with accompanying power points, is worth 10%.

The key evaluation criteria for the Oral Presentation include:

- the thoroughness with which the case is researched and the quality of presentation;
- clear and concise;
- designed to fit in time;
- logically structured;
- free of errors;
- evidence of independent thought; and
- evidence of leadership.

Generally, the oral presentation should address this overriding thought: “*What will be useful and interesting to my class colleagues?*”

Presentation questions – 10% per question

Question 1: What are the global trends behind developments in the car industry? What part, if any, has globalisation played in these developments? How important is geography in this industry? How would marketing automobiles to a predominantly Islamic population differ from marketing to a predominantly Christian population?

Question 2: For organisations considering entering the Myanmar market, the political risks are considerable. Which particular risk criteria is most important in considering this market (identify what you consider the top three to four criteria to be), and which are least important (identify what you consider the bottom three to four criteria to be). Explain your reasoning.

Question 3: Distinguish between P-time (polychronic time) and m-time (monochronic time). Discuss how a P-time person reacts differently from an m-time person in keeping an appointment. What are some particularly troublesome problems caused by language in foreign marketing? Discuss.

Question 4: Discuss how cultural dimensions such as high/low context, physical space, time orientation, and individualism/collectivism influence business negotiations in New Zealand versus the way they influence those conducted in China?

Question 5: Certain Muslim countries like Saudi Arabia do not allow advertisers to show a frontal picture of a woman with her hair. This creates a challenge for companies like Unilever that want to advertise hair-care products (e.g. shampoo). How would you tackle this challenge?

Question 6: Kentucky Fried Chicken is interested in surveying consumers in Sweden, Thailand, and India. A consultant suggests conducting a telephone survey using the same questionnaire (initially written in English but duly translated into local languages). Evaluate the consultant's recommendation. Do you have any alternative recommendation for conducting the survey? Why is it so difficult to conduct marketing research in multi-country settings?

Question 7: Illustrate how an international marketer can use Hall's map of culture. One of the cultural dimensions singled out by Hofstede is the individualism/collectivism distinction. What would this categorisation imply in terms of setting up a sales force for international marketers? For instance, what incentive schemes might work in an individualistic culture and in a collectivistic culture?

Question 8: Products can be adapted physically and culturally for foreign markets. Discuss. How can resistance to cultural change influence product introduction? If you were a product manager for Barbie dolls, what cultural characteristics would you bear in mind when entering the (a) Japanese and (b) Malaysian markets? What modifications would you make so that the doll becomes more saleable in these countries?

Question 9: In emerging markets such as India, consumers shop far more frequently than in most Western countries – often daily. As a result, consumers there have many more chances to switch brands. What does this buying behaviour imply in terms of communication approaches in the case of a NZ brand such as Mainland cheese trying to foster repeat purchases and brand loyalty? How would such approaches be different in emerging markets compared to more developed countries like Australia?

Question 10: Do you think the consumption of status goods varies around the world? Provide reasons to support your answer. What factors may influence McDonald to price its Big Mac differently in Singapore, Nepal, Brazil, and Italy?

Question 11: There are several ad execution styles – slice of life, humour, emotion, comparative and other styles. Do you think humour appeal is suitable for global advertising? Why or why not? What criteria will you set to ensure a sales promotion campaign is successful in an Indonesian market?

Question 12: Countries are also products. Using Samoa, France, Vietnam, Argentina and the United Kingdom, how would you describe these countries in terms of the international product life cycle? Choose one of these countries. How could a new lease of life be added to this country as a tourism product to maintain its attractiveness to tourists and investors?

Question 13: Counterfeiting is rampant in Asia as well as in selected European countries. Why do you think counterfeiting flourishes? Is it because of demand (consumers want these products) or is it because of supply (cheap manufacturing sources)? If you were a product manager and your brand was counterfeited, what would you do to minimise, if not eradicate, counterfeiting? Or would you rather work with the counterfeiters and receive a commission from them to boost your company's profit margin?

Question 14: Discuss the effects of cultural sensitivity on international services. Develop a chart that lists the key factors that encourage adaptation and standardisation. Is there a difference between goods and services in terms of the need for standardisation and adaptation? What influence might culture and the type of product play on the need for adaptation?

Question 15: What specific international marketing challenges in emerging countries should international firms consider while entering and competing in these nations? Would the same challenges be the same for developed countries?

Question 16: Explain why demographic segmentation alone may not be sufficient to identify and understand segments in foreign markets. In the East Asian markets, family life and group norms play a significant role in food consumption. How might a single serve pre-prepared convenience product like Lean Cuisine be positioned in these markets?

Individual Essay 1 (not more than 3000 words)

What specific international marketing challenges in East Asian countries should international firms like Fonterra and Fisher and Paykel consider while entering and competing in these nations? In particular, what standardised aspects of the marketing mix might appeal to the East Asian consumers?

Individual Essay 2 (not more than 3000 words)

Explain why and how religion (select ONE religion only - Buddhism; Islam; Taoism/Confucianism; Hinduism; or Christianity) can influence the marketing of these products (select THREE products only).

- Insurance (i.e. life insurance, travel insurance, household/content insurance, etc)
- Financial/Banking products (i.e. interest bearing deposits, mutual funds, bonds, etc)
- Food (i.e. halal, fresh, frozen, readymade, canned, etc)
- Custom jewellery (i.e. gold, diamond, etc)
- Fashion marketing (i.e. swim suit, outdoors clothing, office clothing-hijab)
- Controversial products (i.e. condom, funeral services, underwear, alcohol, cigarette, gambling products etc)

Notes for Written Assignments: there is no right or wrong answer. As fourth year students, you are expected to be able to write sufficient material to adequately answer any question. Thus, the key marking criteria is 'clear, concise, show evidence of independent thought and leadership, and understandable written communication'. Many academic frivolities are unnecessary, such as title pages, extra spacing between headings, bulleted lists, etc.

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Examinations

No final examination.

Penalties

A word limit is set so that staff can give equal attention to everybody's work. It is also important to remember that more does not equal better, and that concise communication is highly valued in business. You will be penalised by a loss of 10% of marks for every 100 words over the limit.

In fairness to other students, assignments received after the deadline (including electronic submissions) will have **10% deducted from the available grade, per day**. For example, an assignment that is one day late will lose 10% of the available grade (i.e. a 78% becomes a 68%), 2 days late 20% (i.e. a 78% becomes 58%), etc. Please submit your work directly to your Course Co-ordinator or to the school office on the 11th floor of Rutherford House.

You are expected to plan your work to make sufficient allowance for the requirements of other courses, work commitments, etc. In the event of serious illness or bereavement please talk to the Course Co-ordinator as appropriate.

Mandatory Course Requirements

In order to meet the mandatory course requirements in MARK 408, you must:

1. Attend **ALL** the lectures, presentations and case studies discussions.
2. Submit all of the assigned work as outlined in the assessment section.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of the students.

Communication of Additional Information

MARK 408 has its own course page where course information, lecture notes, links and extra readings will be posted.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study

Find out about academic progress and restricted enrolment at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at <http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/