

**THE UNIVERSITY OF TEXAS AT ARLINGTON**  
**MARK 4325, INTERNATIONAL MARKETING**  
**Online Version**

**Instructor:** Fernando Jaramillo, Ph.D.

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**Class Meetings:** Online through the Learning Management System of Blackboard

**Office Hours:** The instructor is available for face-to-face meetings Mondays and Tuesdays from 8:30 to 9:30 AM.

**DESCRIPTION OF THE COURSE CONTENT**

Examines the techniques of entering the international marketplace. Explains the impact of sociocultural, economic, technological, governmental, and demographic factors on the international marketing mix. Prerequisite: MARK 3321.

**COURSE OVERVIEW**

The course is organized around the problems/opportunities faced by businesses in the competitive market environment. It covers the following areas:

1. Role of marketing in conducting opportunity analyses and developing and implementing competitive strategy.
2. Understanding the customer and market driven segmentation.
3. Product differentiation.
4. Developing competitive marketing strategies for overseas markets.
5. Delineate strategies for understanding, attracting and keeping valuable customers.
6. Positioning the business to achieve an advantage over competitors.
7. Identifying and exploiting growth opportunities abroad.
8. Managing channels for gaining access to international markets.

**STUDENT LEARNING OUTCOMES**

This course will present and discuss key elements of marketing and their importance to organizations. The “what,” “why” and “how” of marketing activities are the focus, with an emphasis on both processes and outcomes. The course also integrates marketing with other functional areas. Objectives of the course include:

- Further develop your understanding of forces driving competition in the global marketplace

- Strengthen your knowledge of how national culture affects exchange
- Develop your skills for analyzing competitive trends, identifying threats and opportunities, and assessing a firm's competitive advantage
- Explain the value of marketing concepts as guides for addressing business problems and opportunities on international settings
- Explain the role of marketing function within cross-functional business processes for creating and delivering superior customer value
- Develop a disciplined approach to the analysis of international marketing problems

## REQUIRED BOOK

Meyer, Erin (2014), *The Culture Map*, New York: Publicaffairsbooks.

## REQUIRED CASES

1. Henderson, Rebecca M. and Ryan Johnson (2012), “**L’Oréal**: Global Brand, Local Knowledge,” Pages 1-14. *Harvard Business School*. Product 9-311-118.
2. Norton, Michael I. and Jeremy Dann (2013), “**Juan Valdez**: Innovation in Caffeination,” *Harvard Business School*, Case 9-513-090, pages 1-24.
3. Tybout, Alice M. (2013), “Marketing the **Nissan Micra** and **Tata Nano** Using Social Media.” *Harvard Business School*, Case KEL774, pages 1-12.

Electronic copies of the cases can be purchased at *Harvard Business Publishing*. Access: <http://cb.hbsp.harvard.edu/cbmp/access/57297472>

## REQUIRED MOVIE

Outsourced, see <http://www.outsourcedthemovie.com/>  
This movie is available for free through Netflix.

## REQUIRED READINGS

Weekly readings are posted in Blackboard. Students must carefully read and study all material before completing posting assignments, posting comments, and quizzes for the corresponding week.

## Manuscripts

1. Arnold, David (2000), “Seven Rules of International Distribution,” *Harvard Business Review*, 78(6), 131-137.
2. Almquist, Eric, John Senior, and Nicholas Bloch (2016), “The Elements of Value,” *Harvard Business Review*, 94(9), 46-53.
3. Anderson, James, Wouters Mac, and Wouuter Van Rossum (2010), “Why the Highest Price Isn’t the Best Price,” *MIT Sloan Management Review*, 51(2), 69-76.

4. Berthon, Pierre R., Layland F. Pitt, Kirk Plangger, and Daniel Shapiro (2012), "Marketing Meets Web 2.0, Social Media, and Creative Consumers: Implications for International Marketing Strategy," *Business Horizons*, 55(3), 261-271.
5. Bettencourt, Lance A. and Anthony W. Ulwick (2008), "The Customer-Centered Innovation Map," *Harvard Business Review*, 86(5), 109-114.
6. Bremmer, Ian (2005), "Managing Risk in an Unstable World," *Harvard Business Review*, 83(6), 51-60.
7. Bremmer, Ian (2014), "The New Rules of Globalization," *Harvard Business Review*, 92(1), 103-107.
8. De Mooij, Marieke, and Geert Hofstede (2002), "Convergence and Divergence in Consumer Behavior: Implications for International Retailing," *Journal of Retailing*, 78(1), 61-69.
9. Dholakia, Utpal M. (2016), "A Quick Guide to Value-Based Pricing," *Harvard Business Review Digital Article*, 8/9/2016, 2-5.
10. Drucker (1998), "The Discipline of Innovation," *Harvard Business Review*, 76(6), 149-157.
11. Forsyth, Donelson R., Ernest H. O'Boyle Jr., and Michael A. McDanie (2008), "East Meets West: A Meta-Analytic Investigation of Cultural Variations in Idealism and Relativism," *Journal of Business Ethics*, 83(4), 513-833.
12. Friedrich, Jonathan, Amit Noam, and Elie Ofek (2014), "Right Up the Middle: How Israeli Firms Go Global," *Harvard Business Review*, 92 (May), 113-117.
13. Gourville, John T. (2006), "Eager Sellers and Stony Buyers: Understanding the Psychology of New-Product Adoption," *Harvard Business Review*, 84 (June), 98-106.
14. Healy, Paul M. and Kathik Ramanna (2013), "When the Crowd Fights Corruption," *Harvard Business Review*, 91 (1/2), 122-128.
15. Henisz, Witold Jr. and Bennet A. Zelner (2010), "The Hidden Risks in Emerging Markets," *Harvard Business Review*, 88(4), 88-95.
16. Herbig, Paul A. and Hough E. Kramer (1992), "Do's and Don'ts of Cross-Cultural Negotiations," *Industrial Marketing Management*, 21(4), 287-298.
17. Hong, Hae-Jung and Yvez Doz (2013), "L'Oréal Masters Multiculturalism," *Harvard Business Review*, 91 (6), 114-119.
18. Horak, Sven and Katrin Nihalani (2016), "Social networks, vertical core competencies and sales management in Korea," *Management Decision*, 54(8), 1929-1946.
19. Hoskins, William R. (1970), "How to Counter Expropriation," *Harvard Business Review*, 48(5), 102-112.
20. Johnson, Bill (2011), "The CEO of Heinz on Powering Growth in Emerging Markets," *Harvard Business Review*, 89(1), 47-50.
21. Jullens, John (2013), "How Emerging Giants Can Take on the World," *Harvard Business Review*, 91 (12), 121-125.
22. Kapur, Mamta, Sanjay Dawar, and Vineet R. Ahuja (2014), "Unlocking the Wealth in Rural Markets," *Harvard Business Review*, 92 (6), 113-117.

23. Kotler, Philip and David Gertner (2002), "Country as Brand, Product, and Beyond: A Place Marketing and Brand Management Perspective," *Brand Management*, 9(4-5), 249-261.
24. Kumar, Diaspora and Jan-Benedict E.M. Steenkamp (2013), "Diaspora Marketing," *Harvard Business Review*, 91(10), 127-131.
25. Laroché, Michel, and Marie-Odile Richard (2014), "Congruency of Humour and Cultural Values in Print Ads," *International Journal of Advertising*, 33(4), 681-705.
26. Meyer, Erin (2015), "Getting to Sí, Ja, Oui, Hai, and Da: How to Negotiate Across Cultures," *Harvard Business Review*, 93(12), 74-80.
27. Mooij, Maïreke and Geert Hofstede (2010), "The Hofstede model: Applications to Global Branding and Advertising Strategy and Research," *International Journal of Advertising*, 29(1), 85-110.
28. Onyemah, Vincent, Martha Rivera Pesquera, Ali Abdul (2013), "What Entrepreneurs Get Wrong," *Harvard Business Review*, 91(5), 74-79.
29. Pires, Guilherme, John Stanton, and Shane Ostefeld (2006), "Improving Expatriate Adjustment and Effectiveness in Ethnically Diverse Countries: Marketing Insights," *Cross Cultural Management: An International Journal*, 13(2), 156-170.
30. Sebenius, James K. (2002), "The Hidden Challenge of Cross-Border Negotiations," *Harvard Business Review*, 80(3), 76-85.
31. Singhapakdi, Anusorn, Mohammed Y. A. Rawwas, Janet k. Marta, and Hohd Ismail Ahmed (1999), "A Cross-Cultural Study of Consumer Perceptions about Marketing Ethics," *Journal of Consumer Marketing*, 16(3), 257-272.
32. Winter, Amos and Vijay Govindarajan (2015), "Engineering Reverse Innovations," *Harvard Business Review*, 93(7/8), 80-89.

## **Reports**

1. GALLUP 2015 Report, "Global Emotions Report."
2. KPMG 2014 Report, "Future State 2030: The Global Megatrends Shaping Governments."
3. United Nations 2015 Report, "World Population Prospects."
4. Boston Consulting Group BCG 2015 Report, "The Most Innovative Companies 2014: Four Factors that Differentiate Leaders."
5. World Bank Group, 2017 "Ease of Doing Business Ranking."

## PROCEDURES AND ACTIVITIES

**I will give feedback in three days (max).**

- **Readings:** Students will read multiple documents including journal articles, company reports and business cases that exemplify international marketing practices. A comprehensive reading of this material is instrumental to learning and successful completion of the course.
- **Postings and Comment.** Students will write one-page posting related to the topic of a week. This posting is followed by a comment to a posting from another student.
- **Case Postings and Comments.** Students will provide answers to questions related to three business cases, L’Oreal (week 4), Juan Valdez (week 8), and Nissan–Tata (week 11). Question answers are followed by a comment to a posting from another student.
- **International Marketing Final Project.** Students will prepare a consultant-like report and a presentation that discusses positioning a product or service “made in the USA” abroad. Students will also post a 5 minute video describing the core elements of the project to the class. Do not wait until the last minute to complete this project. You are strongly encouraged to start working on this project during the first weeks of the semester.
- **Quizzes:** During the term, you will be given 14 quizzes covering reading material and videos. Deadlines for each quiz are specified in Blackboard with Fridays’ 5:00 PM deadlines. There will be **no make-up or late quizzes**.
- **Final Exam:** The final exam is comprehensive and will include cover text material, assigned readings, video presentations, business cases, and material learned in online postings and discussions.

To successfully accomplish learning objectives, students are expected to dedicate an average of no less than 6 hours each week in class related activities. Due to the online nature of the class, students can work at a faster pace and complete remaining week modules before the due date.

**All activities and assignments must be completed by the corresponding due date. You will not receive credit for late submissions.**

## EVALUATION OF STUDENT ACHIEVEMENT

A total of 100 points will be available for the student. Final grades will be determined by the following distribution: A = 90 to 100, B = 80 to 89.9, C = 70 to 79.9, D = 60 to 69.9, F = below 60. Grades will be earned as follows:

Activity	Grade
Postings and Comments (12 posting and comments at 10 points each – weighted at 20%).	24
Quizzes (15 at 2 points each – weighted at 50%)	15
Cases Postings and Comment (3 at 10 points each, weighted at 100%)	30
Final Exam (1 final weighted at 100%)	11
Final Project Presentation (1 presentation weighted at 100%)	5
Final Project Report Write-up (1 report weighted	15

at 1005)	
<b>Total</b>	<b>100</b>

## ACADEMIC DISHONESTY

Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion (see <http://www.uta.edu/conduct/academic-integrity/index.php>) on an examination or an assignment being offered for credit. Each student is accountable for work submitted for credit, including group projects. Students who engage in **any** act scholastic dishonesty will receive an **“F” as their final grade in this class**. The incident will also be reported to the Office of Student Conduct.

## SUBMISSION OF ASSIGNMENTS

All weekly activities must be completed by Friday, 5:00 PM of the corresponding week. “Letting me know” that you will not be able to complete an assignment by the corresponding due date does not provide justification for missing a submission due date. **Late assignments will not be accepted.** All assignments must be typed, professionally presented, and submitted through Blackboard.

## ASSIGNMENTS RUBRIC

All assignments will be graded with the following rubric:

**Total Points** \_\_\_\_\_

Quality of Ideas (60 percent) \_\_\_\_\_

- Clearly presents a main idea which is substantiated with specific and detailed arguments and facts.
- Writing reflects an effective use of marketing concepts.
- Writing includes relevant and interesting examples.

Organization (20 percent) \_\_\_\_\_

- Logical and clear arrangement of ideas.
- Effective use of transitions and coherence of paragraphs.

Style and Format (20 percent) \_\_\_\_\_

- Writing reflects appropriate voice and tone.
- Text is concise and easy to read.
- Word choice is appropriate for work.
- Spelling is correct throughout piece.
- Punctuation is used correctly.
- Adequate use of citations.
- Format and presentation is professional (Times New Roman, Size 12, and Double Spaced).

## AGENDA

Week	Topics	Readings and Activities <sup>1</sup>
1 1/17 to 1/20	Megatrends	KPMG Report United Nations Report
2 1/23 to 1/27	New Rules of Globalization	Bremmer (2014)
3 1/30 to 2/03	National Culture Dimensions	Read Meyer (2014), pages 1 to 60 Read DeMooij and Hofstede (2012)
4 2/6 to 2/10	Persuasion, Power, and Context	Read Meyer (2014), pages 61-142. Read Hong and Doz (2013) <b>Case 1: Submit L'Oreal Case Posting</b>
5 2/13 to 2/17	Decision Making, Trust, and Networking	Read Meyer (2014), pages 143-241 Read Horak and Nihalani (2016) GALLUP Emotions Report
6 2/20 to 2/24	Acculturation	Read Kumar and Steenkamp (2013) Read Pires, Stranton, and Ostenfeld (2006). Watch the Outsourced Movie
7 2/27 to 03/03	Emerging Markets Going Global	Read Friedrich et al. (2014) Read Jullens (2013) Read Kapur (2014)
8 03/06 to 03/10	Marketing Mix - Price Pricing and Value Perceptions	Read Almquist et al. (2016) Read Anderson et al. (2010) Read Dholakia (2016) Read Kotler and Gertner (2002) <b>Case 2: Submit Juan Valdez Case Posting</b>
9 03/13 to 03/17	Spring Break Vacation	
10 03/20 to 03/24	Marketing Mix - Place Market Entry Strategies	Read Arnold (2000) Read Johnson (2011)
11 03/27 to 03/31	Marketing Mix – Promotion Advertising and Promotion	Read Berthon et al. (2012) Read Laroche and Richard (2014) Read Mooij and Hofstede <b>Case 3: Submit Nissan and Tata Posting</b>
12 04/03 to 04/07	Marketing Mix – Product Product Innovation and Adaptation	Read Drucker (1998) Read Bettencourt and Ulwick (2008) Read Winter and Govindarajan (2015) Read Gourville (2006) BCG Report on Innovation

13 04/10 to 04/14	International Marketing Ethics	Read Healy and Ramanna (2013) Read Forsyth et al. (2008) Read Singhapakdi et al. (1999)
<b>Week</b>	<b>Topics</b>	<b>Readings and Activities<sup>1</sup></b>
14 04/17 to 04/21	Cross Cultural Negotiations	Read Herbig and Kramer (1992) Read Sebenius (2002) Read Meyer (2015)
15 04/24 to 04/28	Foreign Investment Risk	Read Bremmer (2005) Read Hoskins (1970) Read Henisz and Zelner (2010)
16 05/01 to 05/05	Final Project	Read Onyemah et al. (2013)
<b>Final Exam Due Date</b> <b>May 5, 5:00 PM</b>		

<sup>1</sup>In addition, watch the videos and submit the posting and quiz for the corresponding week.



## **International Marketing Final Project**

This assignment consists of preparing a consultant-like report that discusses selling a product or service “made in the USA” abroad.

The report must include the following elements:

1. Executive summary
2. A rationale for your country selection. Once a country is selected, be specific about choice location (e.g., province, city, and village) and targeted segment (e.g., healthy conscious millennials). This selection must include a thorough assessment of 1) relevant national culture variables, 2) political risk, and 3) ease of doing business rankings.
3. A section containing customer value analyses.
  - What problem does the product/service solve?
  - What specific customer needs does the product/service meet?
  - Benefit/cost descriptors
4. A section describing the competitive environment. This section must include a description of product/service alternatives that are currently available for the target market. This analysis is followed by a brief description of your competitive advantage.
5. Marketing mix decisions. This section must explain how the marketing mix variables are adapted to the country and market you selected and a comparison with how the product is marketed in the U.S. A discussion that links adaptations to factors involving national culture must be included.
  - Price. Specific price you would charge followed by a rationale for this pricing.
  - Product description and adaptation for the overseas market.
  - Place. Describe your market entry strategy, e.g., Internet, agents, company-owned salesforce.
  - Promotion. Describe your advertising strategy.
6. Conclusions

**Page Limitation:** Maximum 6-pages double spaced TNR (font 12) excluding appendices. All statements from your report must be substantiated with supporting data, a thorough evaluation, and/or theory. Your report must be carefully edited for submission. Use titles and subtitles to separate each section of the paper.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting

10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located south-west from the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>. The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

### **What Constitutes Scholastic Dishonesty?**

Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion on an examination or an assignment being offered for credit. Each student is accountable for work submitted for credit, including group projects.

### **Cheating**

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

**Plagiarism**

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

**Collusion**

- Without authorization, collaborating with another when preparing an assignment