

MKT 4010 International Marketing**Teacher: Professor ANA BONILLA****Email: anabonilla1@hotmail.com****Cel.: 0445518189706****Units: 3****Grading: Letter****I. Rationale**

An analysis of key international marketing activities and functions. Topics include environmental constraints, exporting, international product planning and international selling and advertising. The various concepts are integrated through the development of a complete international plan for the marketing of a product in another country. Prerequisite: MKT 3010

This course is part of a program that recognizes that the growing economic interdependence between nations has created an acute awareness of the need for international course offerings. The program addresses this growing worldwide demand for graduates with greater managerial capability in transnational business and economics.

Alliant's Mission Statement

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Alliant is committed to excellence in four areas:

1. Education for Professional Practice

Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.

2. Scholarship

Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.

3. Multicultural and International Competence

Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries; by increasing the number of professionals working in underserved areas; and by understanding and responding to the needs of diverse communities.

4. Community Engagement

Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.



CALENDAR FALL 2011

FALL SEMESTER 2011

Aug. 1 Monday: Last day to register for Fall Semester without paying a late fee

Aug. 22-27 Monday – Saturday: New student orientation -- Attendance is mandatory for new students

Aug. 29 Monday: Instruction begins for Fall Semester [full-term (16-week) and Session 1 (8-week) courses]

Sept. 13 Tuesday: Add/Drop Deadline for Fall Semester full-term courses. Last day to drop a full-term course for 100% refund

Friday, September 16-- Mexican Independence Holiday—NO CLASSES

Sept. 23 Friday: Last day to withdraw from Fall Semester Session 1 courses in good standing

Oct. 21 Friday: Last day to withdraw from Fall Semester full-term courses in good standing

Oct. 22 Saturday: Alliant Makes A Difference Day

Oct. 23 Sunday: Last day of Fall Session 1 courses

Oct. 24 Monday: Instruction begins for Fall Semester Session 2 (8-week) courses

Wednesday, NOVEMBER 2 –Día de los Muertos Holiday—NO CLASSES

Nov. 4 Friday: Fall Semester Session 1 grades due to Registrar's Office

Nov. 18 Friday: Last day to withdraw from Fall Semester Session 2 courses in good standing. Fall Semester Session 1 grades available on-line

Monday, November 21 --Mexican Revolution Holiday—NO CLASSES

Nov. 28 Monday: Registration for Spring Semester begins

Dec. 11 Sunday: Last day of Fall Semester full-term courses

Dec. 12-18 Monday – Sunday: Final Examinations; make up classes (in case of holidays, etc.); semester-end activities

Dec. 18 Sunday: Last day of Fall Semester Session 2 courses

Dec. 26 Monday: Last day to register for Spring Semester without paying a late fee

Jan. 6 Friday: Fall Semester full-term and Session 2 grades due to Registrar's Office

Jan. 13 Friday: Fall Semester grades available on-line

ALLIANT INTERNATIONAL UNIVERSITY—MEXICO CITY 2012 SPRING SEMESTER 2012

Jan. 17 -20 Tuesday – Friday: New student orientation/Attendance is mandatory for new students

Jan. 23 Monday: Instruction begins for Spring Semester [full-term (16-week) and Session 1 (8-week) courses]

Feb. 6 Monday: Add/Drop Deadline for Spring Semester full-term courses. Last day to add or drop a full-term course without late fee. Last day to drop a full-term course for 100% refund

II. Course Description, Purpose, Student Learning Outcomes and Assessment

A. Course Description

An analysis of key international marketing activities and functions. Topics include environmental constraints, exporting, international product planning and international selling and advertising. The various concepts are integrated through the development of a complete international plan for the marketing of a product in another country.

B. Purpose of the Course

The objective here is to complete an analysis of key international marketing activities and functions.

C. Learning Outcomes

The generic learning outcomes for a degree in business are:

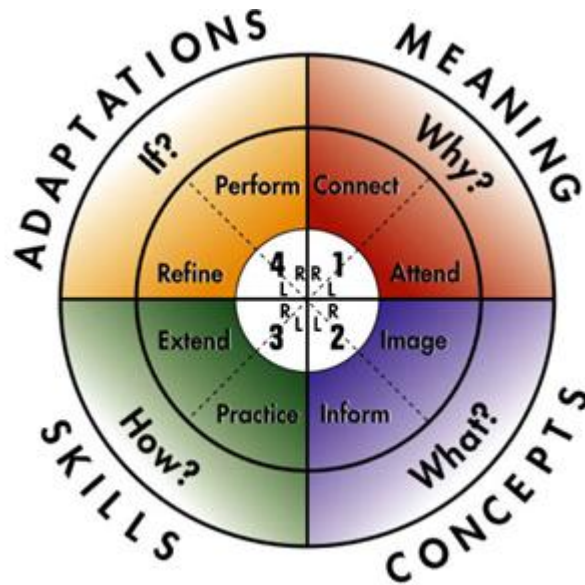
1. **Mastery of Theories and Scholarship** — Demonstrate mastery of the key literature, scholars, paradigms, and theories in the field of business as well as related fields in social sciences.
2. **Ethics, Diversity, and Multiculturalism** — Demonstrate an understanding of global ethical issues, diversity issues, and multicultural issues in business.
3. **Reasoning and Communication Abilities** — Demonstrate the ability to reason critically and creatively about global themes and issues and to communicate these in written and oral form.
4. **Data Collection, Analysis and Collaborative Problem Solving** — Collect, analyze, and evaluate data using valid methodologies to formulate conclusions and offer explanations, and demonstrate ability to understand others and problem solve on global issues in a collaborative manner.

In addition, on successfully completing this course, the student will be capable of the following as a minimum:

- Perform a competent analysis key international marketing activities and functions
- Be conversant with topics such as environmental constraints, exporting, international product planning and international selling and advertising
- Development of a complete international plan for the marketing of a product in another country

D. Instructional Strategy

4MAT methodology developed by Bernice McCarthy. It is built around four key types of learning that all learners need to succeed in:



Type Four

Dynamic Learning _Doing and feeling. Seeking hidden possibilities, exploring, learning by trial and error, self-discovery.

Creating original adaptations. Key question: If?

Type Three

Common Sense Learning _Thinking and doing. Experimenting, building, creating usability. Tinkering.

Applying ideas. Key question: How?

Type Two

Analytic Learning _Listening to and thinking about information; seeking facts, thinking through ideas; learning what the experts think.

Formulating ideas. Key question: What?

Type One

Imaginative Learning _Feeling and watching, seeking personal associations, meaning, involvement.

Making connections. Key question: Why?

We share, discuss, present, read/learn, map, apply and modify through the course with activities at class, homework, cases and the project. The details of the homework, cases and project are described in this document.

Instruction will be carried out through lectures, discussion, individual and group learning projects/presentations, individual research, videos and websites, occasional special talks.

E. Description of Course Requirements and Assessment Methods

The course requirements are:

1. Individual research, readings, cases, essays and presentations
2. Class activities and cases
3. A project

These different course requirements will satisfy all learning styles.

Assesment Rubric:

A - Outstanding

An A assignment presents a well-articulated analysis.

- clearly identifies and insightfully analyzes important aspects of the topic
- develops convincing and relevant ideas, organizes them logically, and connects them with clear transitions
- effectively supports the main points of the critique
- Applies all concepts revised at class

B - Strong

A B assignment presents a well-developed critique of the topic

- clearly identifies important features of the topic and analyzes them in a generally thoughtful way
- develops ideas clearly, organizes them logically, and connects them with appropriate transitions
- sensibly supports the main points of the critique
- Applies most concepts revised at class

C – Adequate

A C assignment presents a competent critique of the topic

- identifies and analyzes important features of the topic
- develops and organizes ideas satisfactorily but may not connect them with transitions
- supports the main points of the critique
- Applies some of the concepts revised at class

C- – Limited

A **C-** assignment demonstrates some competence in analytical skills but is plainly flawed.

- does not identify or analyze most of the important features of the topic, although some analysis is present
- devotes most of its time to analyzing tangential or irrelevant issues
- is limited in the logical development and organization of ideas
- offers support of little relevance and value for points of the critique
- does not convey meaning clearly
- Applies few concepts revised at class

D - Seriously Flawed

A **D** assignment demonstrates serious weaknesses in analytical skills.

- does not present a critique based on logical analysis, but may instead present partial writer's own views on the subject
- does not develop ideas or is disorganized
- provides little, if any, relevant or reasonable support
- has serious and frequent problems in the use of language and in sentence structure

E - Fundamentally Deficient

An **E** assignment demonstrates fundamental deficiencies in analytical skills.

A typical paper in this category exhibits more than one of the following characteristics:

- provides little evidence of the ability to understand and analyze the argument
- provides little evidence of the ability to develop an organized response
- has severe and persistent errors in language and sentence structure

F – illegible, unconnected

Elements to evaluate in presentations:

1. Quality of oral presentation,
2. Focused, relevant research, variety and quality of information sources
3. Defense of one's analysis and structure
4. Response to questions,
5. Prompting dialogue
6. Application of the concepts and analysis

Principal Rubrics:

APA style is the University's adopted style manual for all courses. Students should consult the 5th edition of the Publication Manual of the American Psychological Association (2001) for more information, available at www.apastyle.org. Further references are available by website for OWL Publishing at Purdue University. The website address for accessing the research report link at Owl Publishing is: <http://owl.english.purdue.edu/workshops/hypertext/reportW/introduction.html> under: "Writing Lab" – "Workshops and Presentations" – "Reports" - "Understanding the Sections of Your Report."

General Format Structure of the Papers and the Research Report

These must be written in Ariel font, double spaced, 11 points. For other specific information regarding, for example, pagination protocol, students are advised to consult the aforementioned source.

Front Material

Front material includes a Title page, Abstract, Table of Contents, List of Tables, (if applicable), and a List of Figures, (if applicable).

Introduction

The introduction provides essential information for the understanding of the case (who, what, where, when, why, and how). It sets the scene as well as the specific context for the detailed analysis which follows in the body of the report. It also identifies the key issues to be discussed, and points the reader in the general direction the report is to follow.

Methodology

In accordance with Appendix 1 (p.295), the case report must include the following: internal analysis (including financial analysis), strategic issues, strategic alternatives, recommendations, and implementation.

Back Material

Back material includes Footnotes or Endnotes, (unless it has been decided by the choice of format style to incorporate the reference sources in the text or body of the report), Bibliography or Works Cited (alphabetical order), and Appendices (optional), e.g., glossary, indices, maps, photographs, correspondence, etc.

Bibliography or Works Cited

Appendices

Appendices are optional, but this category includes everything that is not included in the primary sections of the report, and the heading must be used if information is included in the back of the report.

Research Paper scoring rubric:

| | | | |
|--|---|--|---|
| Grammar and Punctuation | The paper has no major grammatical and punctuation errors and very few minor errors. Minor errors do not interfere with the understanding of the paper. (5 pts) | The paper has a few major errors and multiple minor errors, but almost all sentences are clear and understandable. (4 pts) | The paper has so many basic grammar errors that the paper cannot be readily understood. (0 pts) |
| Style of paper | Presentation style assured real learning by reader and engaged the reader. (5 pts) | Presentation style was adequate to advance reader learning. (4 ps) | Style of paper was confusing to reader. (0 pts) |
| Presentation of research and design to class | Presentation was engaging for classmates. (5 pts) | Presentation was interesting but lacked clarity and explanation. (4 pts) | Presentation lacked clarity and was not engaging of fellow students in the class. (0 pts) |
| Adherence to APA style | Paper demonstrated full adherence to APA style. (5 pts) | Paper demonstrated partial adherence to APA style. (3 pts) | Paper failed to utilize APA style. (0 pts) |
| Organization | Writing is clear, logical, and very organized around a developed thesis. (25 pts) | Writing has minimal organization and a basic thesis statement. (15 pts) | The paper is unclear with no organization. (0 pts) |
| Support | Every important point is clearly supported by strong evidence. (25 pts) | The use of evidence is minimal, but it does support the thesis. (15 pts) | The paper does not attempt to support a thesis. (0 pts) |
| Analysis | Analysis shows a strong relationship between evidence and thesis. (30 pts) | Analysis of the evidence stretches its meaning in an attempt to support the thesis. (20 pts) | The paper does not attempt to explain how the content relates to the thesis. (0 pts) |

GRADING

| | |
|----------------------|-----|
| Cases | 20% |
| HW/Essays | 30% |
| Project | 40% |
| Project presentation | 10% |

The grade for this course will be based on participation and projects totaling 100 points composed of the following items. The total number of points will be translated into a letter grade (including plus/minus) based on the normal conversions of point to grades (i.e., 94-100=A; 90-93=A-; 87-89= B, and so on).

The following grading scale will be used for this course:

| Grade | Percent |
|--------------|----------------|
| A | 90% |
| A- | 85% – 89% |
| B+ | 83% – 88% |
| B | 77% – 82% |
| B- | 71% – 76% |
| C | 65% – 70% |
| F | Less than 65% |

Project: The students will develop an International Marketing Plan for which they will analyze three possible markets/countries to enter with a product/service of their choice. They will analyze and compare those markets considering their political-legal, economic, socio-cultural, and technological environment. You will choose 10 to 15 variables that can help you to compare its market size, stability, future market growth, suppliers or key partners availability, financing, marketing environment, competitors, consumer preferences, etc. After doing the market`s comparison, you will choose the best market country to develop a marketing plan to introduce the product/service selected. You will develop the branding, the marketing mix strategy and promotional/communication mix considering the culture and the PEST analysis of the country.

III. Course Readings and Materials:

Main textbook

Philip Kotler, *Marketing Management* (ISBN 978 0131 457 577)

Peter and Donnelly, *Marketing Management* (ISBN 978 007 255 2171)

Dana-Nicoleta Lascu, *International marketing*, second edition (ISBN-13: 978-1592601677).

OTHER SOURCES TO BE CONSULTED

International Business bibliography, Newspapers (*El Economista, El Financiero, The Wall Street Journal, The Miami Herald, El País, Financial Times, Le Figaro*, etc.)

Magazines (*Businessweek, Fortune, Time, Le Point, Expansión*, etc.), News Channels (BBC, CNN, Bloomberg, DW, RAI).

IV. Policies and Procedures:

Behavioral Expectations/Attendance

1. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University Catalog for the complete policy on attendance.

Attendance criteria for this class are:

Punctuality: Please be on time!

Attendance: More than four unexcused absences will lower course grade one level.

2. Information on Participation/types of participation required by the course

Readings and participation are the central elements in the course. The assignments provide details for class discussions, small and large work groups; and will vary on each assigned topic. This is an interactive course and students are expected to read the assigned material prior to class. The amount and quality of participation in activities and discussions will be reflected in the students' final grades.

3. Instructor Assumptions

It is the student's responsibility to identify and complete any work missed in the course. All written work is due at the beginning of class on the assigned dates. Late papers will be accepted only at the professor's discretion and will be penalized.

You are always welcome to discuss this course or other academic issues with me during my office hours. I will also be happy to make an appointment for another time if you cannot see me during office hours. Don't hesitate to ask if you have any questions or problems.

4. Responsibility to Keep Copies

Remember – it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

5. Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

6. Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog. The University reserves the right to use plagiarism detection software.

7. Disability Accommodations Request

If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

8. Policy on Course Requirements During Religious Holidays

Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.

9. Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.

10. Problem Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at: [http://www.alliant.edu/academic/studentproblemsolving/Student Grievance Policy.pdf](http://www.alliant.edu/academic/studentproblemsolving/Student_Grievance_Policy.pdf).

V. Course Schedule:

Class 1: International Cultural Environment

Class 2: PEST environment variables, information sources. Country analysis.

Class 3: International Marketing blunders. Strategies companies had taken to enter other markets.

Class 4: International markets and segmentation.

Class 5: Market research in international markets.

Class 6: International Branding.

Class 7: Product and Service Standardization, certifications and warranties. Product development and innovation with inputs from different markets.

Class 8: Price determination strategies.

Class 9: Distribution channels, differences among countries and markets.

Class 10: International Communication Campaigns. Advertisign.

Class 11: The international promotion mix. Examples and cases.

Class 12: The international marketing plan and programs, challenges and experiences.

Class 13: Successful company internationalization cases.

Class 14: Global vs local strategies.

Class 15: Final presentations and wrapping up.

Project Deliveries:

Class 1: Introduction, the selection of three markets to be analysed and a product or service to be commercialised.

Class 2: International Cultural Environment Analysis.

Class 3: PEST environment variables, information sources. Country comparison, analysis and “best market” identification.

Class 4: Target market analysis, segmentation.

Class 5: Determining a market research method, analysis of secondary data.

Class 6: Market research results.

Class 7: Branding

Class 8: Product/service specification and pricing strategy.

Class 9: Distribution channels definition and strategy.

Class 10: Communication and Advertising campaign.

Class 11: Promotional strategy.

Class 12: Identification of local strategies to be taken in the international plan.

Class 13: Final International marketing strategy analysis and determination.

Class 14: Final delivery and final presentations.

Class 15: Final presentations and wrapping up.

Reminder that Syllabus is Subject to Change

The preceding is the general structure and content of the course. Students should remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.

Appendix: Alliant Mission, Values, Professional Practices and Competencies

A. Alliant Mission

Description: Alliant's mission is:

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Purpose: The purpose of this anchor is to ensure that the Program fits within the University and School mission and vision.

B. Alliant Core Values

Description: The Alliant Core Values are Integrity, Intellectual Advancement, Diversity, Social Responsibility, Innovation, Stewardship, Partnership and Collaboration.

Purpose: The purpose of this anchor is to ensure that Alliant's Programs are planning and operating in accordance with Alliant's Core Values.

C. Alliant Professional Practice University Components of Excellence from the Mission

Description: The four components of a professional practice university explained in Alliant's mission are:

Education for Professional Practice
Scholarship
Multicultural and International Competence
Community Engagement

Purpose: The purpose of this anchor is to ensure that the 4 components of Alliant as a professional practice university are incorporated into the Programs.

D. Professional Practice Competencies

Description: The Alliant Professional Practice Competencies (A-IMPACT) are:

A discipline-specific body of knowledge and research/scholarship
Insight into the context of practice
Multicultural/International competence
Professional literacies
Application of knowledge and research in new ways
Conduct, judgment, dispositions and ethics
Team-based and multidisciplinary approaches

Purpose: The purpose of this anchor is to ensure that the competencies are part of all Alliant's Programs (at an appropriate level) and thus become a hallmark of an Alliant Program.