Syllabus for
MBA 683.45

International Marketing

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The George L. Graziadio School of Business and Management
Pepperdine University
**Conduct**

The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University
- Forgery, alteration, or misuse of University documents, records, or identification
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties
- Interference with the academic or administrative process of the University or any of the approved activities
- Otherwise unprotected behavior that disrupts the classroom environment
- Theft or damage to property
- Violation of civil or criminal codes of local, state, or federal governments
- Unauthorized use of or entry into University facilities
- Violation of any stated policies or regulations governing student relationships to the University

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

- **Dismissal**—separation of the student from the University on a permanent basis.
- **Suspension**—separation of the student from the University for a specified length of time.
- **Probation**—status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation. GSBM Catalog, pp. 221-222.

**Policy on Disabilities**

**Assistance for Students with Disabilities**

“Students with disabilities, whether mental or physical, are encouraged to contact the Equal Opportunity Office before the academic year begins or soon after classes are in session. This office will assist each student by providing general information about campus facilities and available resources. The office will assist in providing reasonable accommodation to students with disabilities pursuant to applicable laws. Inquiries should be directed to equal opportunity officer, Ms. Lauren Breeding (310) 506-6500. (Students who wish to file a formal grievance should refer to the “Nondiscrimination Policy,” which is listed in the “Legal Notices” section of this catalog.)” GSBM Catalog, pg. 33.
Introduction

This course is designed as a capstone international marketing course to help you integrate all of your previous courses and experiences in marketing. I will assume that you already have a thorough understanding of a wide range of marketing tools and concepts. Some of the topics you might choose to familiarize yourself with include brand equity, segmentation and positioning, marketing research and information systems, the management of marketing mix variables for both consumer and industrial markets, pricing, distribution, and promotion concepts. Students who do not have a grasp of the basic tools and concepts of marketing management will be at a significant disadvantage, and should be prepared to do extensive additional outside work in order to supplement their level of knowledge. Being an elective course, this course emphasizes individual responsibility and initiative, and it will be conducted in a manner similar to a doctoral seminar — meaning that you are responsible for thoughtful and in-depth preparation for in-class discussions of some of the most important and controversial issues in international marketing management.

Course Objectives

The objectives for this course can be divided into three broad categories:

Objective 1: To familiarize you with some of the important contemporary issues in international marketing and international marketing strategy. This will be achieved through a review of some of the most important literature in the field of marketing. Our aim is to acquire an in-depth grasp of the current literature on international marketing.

Objective 2: We will make an attempt to provide a forum where you can refine your decision-making skills. I will give you a broad range of in-class assignments geared toward achieving proficiency in thinking and strategy in a time-sensitive environment.

Objective 3: We will cover some of the areas in international marketing that I think are important and need to be dealt with in more detail than has been achieved so far. They include specifically the areas of pricing, consumer behavior and distribution.

Details on Assignments

Contemporary Issues in International Marketing

Articles and Readings: Carefully read all of the articles and readings assigned and be prepared to discuss them in class. What does “carefully read” mean? It means that you must be totally familiar with all the nuances and concepts presented in the article. You must be able to critique the article, share with the class your understanding of the issues presented in the article, and discuss the implications that the article has on the field of marketing and marketing strategy. You will be picked at random to lead the discussion on the articles in class. Your class participation grade will be reflected in this endeavor.

Group Trimester Project: Your group of at most four students will be assigned two topics during the trimester for which they will be considered the class “experts.” During the class session in which this topic is discussed, you will be expected to provide the following:

1. Leadership of the class discussion on the topic in which you should identify/summarize the major issues relating to the topic.
2. Provide each member of the class and me a summary document of not more than ten pages (not including the bibliography) that outlines the topic and suggests guidelines for the effective management of issues relating to that topic. The document must contain a bibliography of the articles/books that you have consulted. This paper is due the week before your topic is discussed.
3. Provide me with a copy of the articles that you have referred to. This is due a week before your topic is discussed. Articles that you choose should be restricted to the following sources: Harvard Business Review, Journal of Marketing, Journal of Marketing Research, Journal of Advertising, Journal of Advertising Research, Journal of Consumer Research, Fortune,
Forbes and Business Week. If you find an article you want to cover from any other source, please check with me.

Topics

The Group Trimester Project will be assigned from your choice of any of the following topics as applied to the field of international marketing. Choose a topic and discuss it with me. You will be given the option of choosing from the following list:

- Relationship Marketing
- Marketing in the Global Economy
- Culture and International Marketing
- Customer Value and Satisfaction
- Marketing Research and Information Systems
- Issues in Consumer Behavior
- Segmentation and Positioning
- Industrial Marketing
- New Product Development
- Analyzing Industries and Competitors
- Managing Life-Cycle Strategies
- Managing Competitive Strategies
- Brand Equity
- Services Marketing
- Distribution Channels
- Pricing Strategy
- Integrated Marketing Communications
- Advertising Strategy
- Promotion Issues
- Sales Force Management Issues
- Direct Marketing Issues
- Non-profit Organization Marketing Issues

Grading

The relative weight of various assignments will be distributed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Term Projects</td>
<td>30%</td>
</tr>
<tr>
<td>Cases</td>
<td>50%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
</tbody>
</table>

Class Participation

You are expected to be familiar with the contents of the readings assigned to the particular class. You are expected to participate in discussions, ask questions, explain concepts and generally provide an interactive learning experience. You will find that this is not very hard to do since you will be continuously asked to participate. The lectures in class will be interactive to the extent that I will go over most of the critical areas, and attempt to provide insights and examples of how each strategy or concept is applied in the real world. The focus will be on understanding the issues and discussing the implications in relevant industries. You will be heartily encouraged to participate in this process.

Cases

Every group will be assigned a case to present. Every other group will have to provide a case brief on the assigned case.
The Presentation

The presentation will have the goal of examining, analyzing and resolving issues and challenges presented by each case. You can choose any format that you prefer, as long as you remember that your analysis should be from the perspective of the date of the case and not the current date. The other thing that you have to be aware of is that in most cases you might have to justify your positions, in the sense that you will have to provide appropriate rationale for the choice of strategy that you are advocating.

There are two components of the presentation:

1. **A written report:** This does not include just a copy of the slides used during the presentation. I need a written report. When you are presenting your arguments to the class, you might not be able to make a sustained case in support of your contentions. The written report is where you have a better opportunity to make your case. The written report can be any length, as long as the focus is not on the background of the case, but on the recommendations that you make to solve the problems presented in the case.

2. **The actual presentation:** This can be any form that you choose. Everyone does have to be involved in the process of making the presentation. I might decide to ask individual group members to answer particular questions. The presentations can be a maximum of 30 minutes in length.

Grading Guidelines

The Case Presentations will be graded using the following guidelines:

- **Content** (25 Points)
- **Quality of Arguments** (50 Points)
- **Presentation Style** (25 Points)

Content points will be determined by how thoroughly you have addressed the problems and issues presented in the case. The Quality of Arguments points will be determined by how rational and reasonable are the arguments you have presented, and how well you have made your case. How well you answer questions will also affect this section. Presentation Style points will be determined by how polished and efficient was the presentation itself, both in terms of the actual presentation and the report which you submit.

Case presentation grades are not individual, but they are a group grade. Every member of the group will be assigned the same grade.

Case Reports

The case reports should include a very brief summary of the key issues and your recommendation or plan of action to address the contingency presented by the case. I am not prescribing a maximum length for these briefs, but I should emphasize that the focus of the grading will be on the recommendation section and not on the summary. These will have to be submitted before the start of the class in which the case is being discussed.

Grading Guidelines for Case Reports

The Case Briefs will be graded using the following guidelines:

- **Content** (7 Points)
- **Quality of Arguments** (8 Points)

Content points will be determined by how thoroughly you have addressed the problems and issues presented in the case. The Quality of Arguments points will be determined by how well you have made your case in support of the recommendations that you have made.
Hint: How do I fail this class?

As you might have noticed, 80% of your grade for this class is based on group work. I will be administering a Peer Evaluation. If a majority of your peers contend that you did not perform your duties as a group member to their satisfaction, you will rightfully earn a grade of “F” in this class. I don’t care how well you do in the rest of the course; if I receive a poor Peer Evaluation from your group members, that is the grade you will get (“poor” in this case is defined as someone who did not pull their weight in the group). There are two ways to avoid the poor Peer Evaluation: choose your own groups carefully, and, do the work!

Instructor Contact

If you need me for any reason, just send me email. I check email obsessively and it is the easiest way to get in touch with me.

Email address: indro@indro.com

Responsibilities for the first class

1. Fill up the last sheet of this syllabus and please attach a recent mug shot. I need a mug shot, for a couple of reasons. Firstly, they help me know your name. In any given semester I have between 60–100 students, and there is no other way for me to remember your names. I just need a close resemblance, so you don’t have to go to a professional photographer! Just give me a picture, any picture with you in it. I don’t care if the other people in the picture include Bill Clinton, Jerry Garcia or your dear old cat. Any picture will do. The second reason I need the picture is that ex-students have this habit of popping up way in the future, sometimes just to talk, sometimes it is a recommendation, sometimes because they dialed a wrong number. I need to put a face to the person I am talking with. It really helps to have an old mug shot.
2. Start reading the books.
3. Send me an email as soon as you get this syllabus, telling me your name, your email address, and which class you are registered for. That way I can start flooding your email with stuff I need to send you.

Texts and Resources

Required Text:

International Marketing
by Michael Czinkota & Ilkka Ronkainen
Published by: Thomson
ISBN: 0-324-20142-7

Document Transfer

I want all your project-related documents to be sent to me in text format. Plain text: No fancy formatting, no pictures, no PowerPoint slides, nothing. Just text. I am going to provide all your feedback through email. It is a great deal easier for me to just copy your text into an email message and give you feedback. If you need to make your document look just right: provide me with a hard copy or a pdf file of the document, in addition to the text of the document in a text file. To learn how to save a document as a plain text file, look at your word-processor’s documentation.
May 7, 2004
Introduction
Assignments: Completed Student Information Sheet due

May 8, 2004
Czinkota & Ronkainen

May 21, 2004
Czinkota & Ronkainen

May 22, 2004
Czinkota & Ronkainen
Cases

June 18, 2004
Czinkota & Ronkainen
Cases

June 19, 2004
Czinkota & Ronkainen
Cases

July 2, 2004
Czinkota & Ronkainen
Cases

July 3, 2004
Czinkota & Ronkainen
Cases

July 23, 2004
Czinkota & Ronkainen
Cases

July 24, 2004
Cases
Name:
Address:

Phone Number:
  Home:
  Work:

Employer's Name:
Job Title:
Email Address:
Anything else you want to tell me?

Please attach a recent photograph to this page and bring it to the first day of class.