2017

MKTG 626-01 Global Marketing

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Williams College of Business Mission Statement

We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.

MBA Learning Goals

• Strategic Thinking and Leadership

*Learning Goal:* WCB MBAs will be able to position organizations in chosen market areas, compete successfully, and satisfy stakeholders with the objective of achieving superior organizational performance.

*Corresponding Objectives:*

• (1) MBA students will demonstrate the appropriate knowledge of accounting, finance, management, marketing, and strategic integration.
• (2) MBA students will demonstrate the ability to articulate a vision and set and prioritize strategic objectives.
• (3) MBA students will formulate business strategies utilizing their understanding of the key functional areas of business.
• (4) MBA students will practice and assess their capacity to influence others, collaborate, and encourage cooperation toward organizational goals.

• Global Perspective and Cultural Diversity

*Learning Goal:* WCB MBAs will be able to work across cultural boundaries, whether these are geographical or societal, in that they possess a recognition and appreciation of the global environment of business and an understanding and appreciation of diversity.

*Corresponding Objectives:*

• (1) MBA students will evaluate and integrate economic, political, technological, environmental and societal issues into their decision making and show competencies required to compete in the global environment in their analyses.
• (2) MBA students will incorporate the concepts of global diversity and inclusiveness in their analyses and decision making.

• Ethics and Social Responsibility
Learning Goal: WCB MBAs are able to foster an ethical climate in their roles and responsibilities in business and society.

Corresponding Objective:

- MBA students will recognize ethical issues and demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

- Critical Thinking

Learning Goal: WCB MBAs are able to clarify problems, generate and evaluate alternatives using appropriate analytical and quantitative techniques, and draw conclusions.

Corresponding Objective:

- MBA students will evaluate organizations and recommend optimal strategies and actions demonstrating their ability to understand context, frame problems and use appropriate analytical and quantitative techniques.

- Effective Written and Oral Communication

Learning Goal: WCB MBAs are proficient in written and oral communication.

Corresponding Objectives:

- (1) MBA students will demonstrate their ability to clearly summarize issues and support decisions in writing.
- (2) MBA student deliver professional presentations accompanied by the appropriate technology.
- (3) MBA students demonstrate effective interpersonal communications skills in a team setting.

Course Description

The course covers the scope, challenges and strategies of global marketing management. It addresses global issues and provides concepts relevant to all international marketers. It is designed to provide a foundation for the understanding of global marketing management by investigating the economic, political, social factors that impact managerial marketing mix decisions.

An integrative approach is used to help students learn to effectively deal with the competitive consequences of constant change in the global marketing environment. The course is structured around lectures, readings, case analyses, discussions, media presentations, and the development of a product-country-specific global market opportunity analysis.

Students are expected to be able to function independently, and at the same time be active participants in group activities.

Course Objectives
The primary objective of the course is to help students:

- gain fundamental knowledge in the area of global marketing management environment and processes
- develop an appreciation of the framework for identifying and analyzing the important cultural and environmental uniqueness of any nation or global region
- analyze data and develop strategies to effectively capture global market opportunities

**Required Text and Reading**

Provided by the instructor and will be made available through Canvas

**Course Format**

This course will consist of lectures on campus, reading from selected text, and supplemented by online discussions, case analyses, media presentations and experiential learning via a group project.

**Technical Requirements**

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Canvas through a supported Web browser (recent version of Firefox, Chrome or IE)
- Check your computer against Xavier’s suggested minimum computer requirements: [http://www.xavier.edu/ts/students/Computer-Recommendations.cfm](http://www.xavier.edu/ts/students/Computer-Recommendations.cfm)

**Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with Canvas, contact the HELP Desk at (513) 745-HELP/4357 or visit the HELP Desk Website.

**Group Project**

Throughout the course each student shall be part of a group and be responsible for conducting a global market opportunity analysis. The objectives of the project are:

1. to familiarize students with the cultural/economic/political/competitive environment of a country as the subject of the project and to facilitate cross-cultural understanding
2. to provide students with an opportunity to prepare a global market opportunity analysis for a product. The project emphasizes the need to understand the environment as an essential step preceding the preparation of a marketing plan
3. to effectively reinforce key concepts covered in this and other courses

Guidelines and details of the project are posted on Canvas.
Groups will be evaluated as a whole (i.e. all members of the group will receive the same grade for this assignment). However, members in each group will be asked to turn in a peer evaluation form to determine whether every group member contributed their fair share of effort/time/ideas in the completion of the project. The instructor will use the average of percentage scores as reported by the team members to determine the final score of each student for the group project. This procedure is deemed necessary in order to encourage every student's full participation in the assignment. Free-riding is strictly not allowed. At the request of other team members, a student may be asked to leave the group and work on the project alone.

Other Assignments

See guidelines on Canvas.

Grading and Performance Evaluation

Students will be evaluated on how well the course objectives are met as evidenced by the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Research</td>
<td>10%</td>
</tr>
<tr>
<td>Online discussions</td>
<td>15%</td>
</tr>
<tr>
<td>Case Analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Group Project Part 1—Country Profile</td>
<td>20%</td>
</tr>
<tr>
<td>Group Project Part 2 – Global Market Opportunity Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Written Exam</td>
<td>20%</td>
</tr>
<tr>
<td>In-class Participation &amp; Contribution</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Policy

Grade Computation & Policy

Your grade in this class is based on a combination of individual and team related work. You must perform at the highest level in both areas to receive an ‘A’.

Final grades are reported as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.9%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Please do NOT ask to “round up” for your grade as the grading bands are generous. For example, an 89.9 is a B+. Please help us protect the integrity of our grading guidelines and the value and reputation of your Xavier University Education and your own personal brand as a Graduate. Grading is at the SOLE discretion of the instructor.

No Late Work Policy – Late work will not be accepted and will receive a grade of zero.
**Incomplete Policy**

Please discuss with the instructor if you feel you are unable to complete the course requirements according to the deadlines.

**In-class Participation & Contribution**

A significant portion of the learning experience in this course is communication of ideas and experiences between participants. The ability to clearly and concisely express your thoughts verbally to a group of peers is a highly-valued, real-world skill. Attendance and participation are strongly encouraged and will positively impact achievement of the course objectives. **The instructor reserves the right to adjust final grades for excessive absence, tardiness, lack of meaningful participation and/or disruptive class behavior.**

To foster a productive learning environment, it is important that everyone comes to class prepared and willing to contribute to discussions. I will expect you to raise/answer questions and/or make organized and concise comments in every class. In particular, your comments can be based on real life/work experience, journal articles, new reports, own insights, and business applications related to the course materials.

Assessment methods: Your participation grade will be based on factors such as the quantity and quality of comments, online engagement, after-class communications or comments via emails to the instructor etc. The grading rubric is as follows:

- **A (9-10%)** - made at least one quality comment in most classes or equivalent. Comments demonstrate one or more of the following: provide insightful answers, raise a great question that is relevant to course materials, and offer an excellent practical examples.
- **B (7-8%)** - made comments in some classes. Comments demonstrate some level of analysis or understanding of course materials.
- **C (5-6%)** - provided minimal responses but is actively involved in all class activities.
- **D (0%)** - Sat in the class but without paying attention in most class meetings; engaged in activities (such as utilizing electronic devices) inappropriately that caused disruptions to the instructor and fellow students.

**Email Communications** – all announcements by the instructor will be sent to students’ email account with Xavier. Students are advised to check their Xavier email account at least once a day
Netiquette

The discussion boards are created to provide an opportunity for students to actively engage in meaningful conversation on a particular topic or issue. You are encouraged to provide your honest viewpoint, but be respectful of the views of your classmates.

Do’s

1. Do use correct grammar and spelling.
2. Do read the prompt, reflect on what you would like to say, and review what you’ve written before posting.
3. Do respect the privacy, beliefs, and opinions of your classmates.
4. Do challenge each other’s ideas not bot each other personally.
5. Do remember to treat others as you would want to be treated.
6. Do stick to the discussion prompt at hand when posting to a forum.
7. Do use humor and sarcasm carefully. Students cannot see your facial expressions or hear any voice inflections.

Don’ts

1. Don’t type in ALL CAPS. This is regarded as shouting.
2. Don’t rant or flame. This is not the place to vent your anger or start a fight.
3. Don't make inappropriate comments. Objectionable, sexist, or racist language will not be tolerated.

In the discussion forums, you will post assignments and discuss your work with others in the class or in your groups. These are public forums, so whatever is posted can be seen by everyone in the course, including the instructors. If you want to send a private message, use individual email. The Class Lounge discussion forum is a public space for conversion with your classmates on any topic or question.

University Policies

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. They will be subject to originality check via Turnitin by your instructor. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the library copyright Web page and download the following for reference purposes:
Canvas course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

**Students with Disabilities**

Any participant who feels he/she may need an accommodation based on the impact of a documented disability should notify the course facilitator and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.