

University of San Diego
School of Business Administration

GSBA 516
Fall 2008
Marketing for International Marketers
Coronado 230, Monday 9:00am-11:50am

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Office Hours: Tu 2-5:30pm, W 1-2:30pm

Course Description:

This course introduces students to the opportunities and problems facing marketing managers in the global marketplace. It provides an up-to-date overview of marketing and institutions involved in the process. Topics include marketplace environment, product development, promotion strategies, pricing and distribution for worldwide markets. Overall, the course focuses on practical decision-making within a socially responsible and ethical framework. Special attention will be given to the impact of marketing decisions on environmental sustainability. Teaching methods incorporate case studies, class discussion, lecture, simulations, and a project.

Course Objectives:

Upon completion of the course students should be able to:

- prepare a well-thought-out and researched Marketing Plan
- develop an appreciation for putting social and environmental sustainability at the core of marketing decisions
- analytically identify key trends in the changing global marketplace
- locate and utilize key sources of information for conducting marketing research

Course Materials:

- Required text: *Marketing Management*, 13th ed., Warren Philip Kotler and Kevin Keller (Pearson), 2009.
- Required Harvard Business School cases: *BMW Films*; *Gallardo's Goes to Mexico*; *Mary Kay Cosmetics: Asian Market Entry*; *McDonald's Russia* (available at the campus bookstore).
- Other pertinent articles may be assigned during the semester. They will be taken from the USD Copley Library online collection, and students will be permitted to read them online or to print them free of charge.

Course Requirements and Student Evaluation:

To succeed in the course, the students are expected to attend all the sessions, actively participate in class discussions, read the assigned cases, articles, chapters and other relevant materials, and thoughtfully prepare all the assignments. Because several of them will be done in groups, students should develop an appreciation and respect for their team, and equally contribute to the group projects. The groups of 3-4 members will be formed by the instructor. All **written** assignments have maximum page lengths, and are expected to be 12-font, double-spaced with 1" margins on all sides. All assignments (with the exception of in-class assignments) **must be typed. Late submissions will not be accepted.**

Grading:

McDonald's Against Starbucks (group assignment)	10%
Project: Marketing Plan (group assignment)	40%
Gallardo's Research Assignment (individual assignment)	10%
Final exam (individual assignment)	30%
Class participation	10%

Final grades will be awarded based on the following scale:

Grade	Percentage	Grade	Percentage
A	92.5-	C	72.5 – 77.4
A-	89.5 – 92.4	C-	69.5 – 72.4
B+	87.5 – 89.4	D+	67.5 – 69.4
B	82.5 – 87.4	D	62.5 – 67.4
B-	79.5 – 82.4	D-	59.5 – 62.4
C+	77.5 – 79.4	F	0 – 59.4

Academic Integrity:

The University of San Diego policy on the Integrity of Scholarship contained in the *Graduate Bulletin* is a part of this course. Please read this policy. Violations of academic integrity include the following: (1) unauthorized assistance on a quiz; (2) falsification or invention of data; (3) unauthorized collaboration on an academic exercise; (4) plagiarism; (5) misappropriation of research materials; and (6) any unauthorized access of an instructor's files or computer account.

School of Business Administration Mission Statement:

The SBA is committed to developing socially responsible business leaders with a global outlook through academically rigorous, relevant, and values-based education and research.

Course Assignments

CLASS PARTICIPATION
(worth 10 percent of the grade)

It is imperative that students both attend class and prepare the assigned material before each class session. Active class participation is not optional, it is essential. Students should be prepared to present and defend their strategy, as well as challenge their classmates on theirs. In addition, there will be several assignments done specifically in class. *If students miss a class, they may **not** make up these exercises.*

MCDONALD'S AGAINST STARBUCKS: COFFEE WAR
Group assignment (worth 10 percent of the grade)

McDonald's plans to install coffee bars at its nearly 14,000 US locations starting this year, in a bid to poach Starbucks customers and add \$1 billion to the fast-food chain's annual sales. As a group, students will prepare a **2-page professional business memo** to Starbucks' CEO Howard Schultz with **actionable recommendations** in response to McDonald's strategy and a **5-minute PowerPoint presentation** to accompany the memo. It is important to take Starbucks' competitive positioning relative to McDonald's into consideration. As a starting point, the students can find helpful the Wall Street Journal article "McDonald's Takes on a Weakened Starbucks" published on January 7, 2008. Questions the students may want to consider before developing their recommendations:

- 1) Provide three reasons why McDonald's is planning to launch coffee bars in its restaurants.
- 2) What trends, changes, or developments in consumer behavior are impacting the strategies employed by McDonald's and Starbucks?
- 3) Compare and provide reasons for the differential financial performance of Starbucks versus McDonald's in recent times.

To succeed, the students need to:

- provide evidence of conducting research
- demonstrate analytical skills in assessing marketing opportunities
- show creative approaches in suggested recommendations
- professionally deliver their ideas during the presentation in the classroom
- prepare a business memo in clear and concise manner

The deliveries include a **copy of the memo (2 pages)**, and of the Power Point presentation slides.

PROJECT: MARKETING PLAN
Group assignment (worth 40 percent of the grade)

The objective is to prepare a marketing plan for a product/service/idea which is being considered for marketing in a country of the students' choice. The students will decide on the project idea meeting one requirement: the idea should relate to the consumption of water. "Water is the oil of the 21st century," was stated in the recent issue of the international business magazine *Economist*. Being a critical lubricant of the global economy, water is also a necessary commodity. But unlike oil, water has no substitute. For marketers, water consumption presents multiple opportunities and challenges, and students are welcome to focus on any issues of their interests. The students can design a new brand of bottled water, promote drinking tap water, encourage idea of sustainable water consumption, etc.

To succeed, the students need to:

- provide evidence of conducting solid research in order to understand the marketplace environment
- demonstrate analytical skills in assessing marketing opportunities
- show creative and focused approaches in designing their marketing strategy
- professionally deliver their ideas during the presentation in the classroom
- prepare a report written in clear and concise manner

The deliveries include a **Marketing Plan (20 pages plus as many appendixes, tables, etc. as needed)**, a **presentation (25 minutes)** and a print **advertisement** or a **commercial**.

FINAL EXAM
Individual assignment (worth 30 percent of the grade)

The Final exam is planned to be an open-book and bring-all-your-notes test and should be treated as a celebration of all the knowledge you will have gained by the end of the semester. If needed, the format of the Final exam can be reconsidered.

To succeed, the students need to demonstrate the ability to:

- apply newly acquired marketing knowledge
- analytically approach marketing tasks
- offer creative marketing solutions
- treat marketplace challenges responsibly

GALLARDO's RESEARCH ASSIGNMENT
"WHAT COOKING MEANS TO MEXICAN WOMEN"
Individual assignment (worth 10 percent of the grade)

The overall objective is to understand what cooking means to Mexican women and what they are trying to accomplish when they cook. More specifically, the students will also try to find out the situations/occasions when Mexican women bought and then used salsa. For that, the students will utilize qualitative research method of in-depth interview.

To succeed, the students need to:

- demonstrate their ability to ask meaningful questions resulting in detailed answers
- frame their questions without imposing desired answers
- listen actively
- provide evidence of good observational skills

The deliveries include a **Research Report** consisting of up to **10 pages** plus copies of **photos** if permission to take them was granted.

Steps to follow:

1. Read HBS case "Gallardo's Goes to Mexico," focusing on pages 5-6.
2. Find an ethnic Mexican woman for your interview. Ideal place for conducting the interview would be the home of your participant. If you meet at some other place, you may want to ask the participant to bring some photos that relate to cooking.
3. Conduct one-on-one interview with a Mexican woman and tape record her answers (let her be talkative; learn to listen). Some of the suggested questions: *Tell me about cooking in your life. What comes to your mind when I say "cooking"? What comes to your mind when I say "salsa"? Tell me a story about resent situation when you bought and then used salsa? Tell me a story about resent situation when you prepared and then used salsa? Tell me about your kitchen. Tell me about your favorite kitchen utensils. Tell me about your cookbooks. Tell me a story when your cooking turned out to be a disaster?*

4. If you conduct your interview at your participant's home, ask permission to see the kitchen. If you get permission, let your participant give you a tour and pay attention to all the minor details, including salsa, their brands, etc. Ask permission to take pictures of the kitchen.
5. Prepare a research report of up to 10 pages: profile your participant (first name, age, occupation, marital status, family size, education, residence: Mexico or the U.S.?) and then transcribe your interview in the question-answer format (*Q.: "Ana, tell me please about cooking in your life." A.: "Cooking? Well, my husband says I am a good cook, but I don't really like cooking."*). Conclude your report describing the kitchen in your own words (share your observations and impressions). In the very last paragraph, briefly describe what you've learned about cooking in the life of your participant and the situations in which she used salsa. Attach copies of photos if you were given permission to take them.

QUESTIONS FOR HARVARD BUSINESS SCHOOL CASES

Mary Kay Cosmetics: Asian Market Entry (all students are required to **read** this case)

1. Why has MKC not been successful as Avon in penetrating international markets?
2. What criteria should MKC use in deciding how to prioritize foreign market entry opportunities?
3. What are the arguments for and against MKC entering a) Japan and b) China?
4. What marketing mix recommendations would you make to Dandurand if she decides to enter a) Japan and b) China?

McDonald's Russia: Managing a Crisis (all students are required to **read** this case)

1. Why has McDonald's been successful in entering Russian market?
2. Given the economic crisis, what should McDonald's Russia do about its prices? What are the arguments for and against price increase? What are the arguments for and against lowering prices?
3. What other marketing mix recommendations would you make to Cohon and why?
4. How is McDonald's doing in Russia these days? Do some online research to describe the current situation.

BMW Films (all students are required to **read** this case)

1. Was the BMWFilms idea a good one? How successful has the campaign been?
2. What was the motivation behind the idea? Who was the target market for the BMWFilms campaign?
3. Describe the typical North American BMW customer. How does BMW's U.S. customer base compare to that of its competitors?
4. How healthy is the BMW brand in North America, relative to previous years? What (if any) are the current weaknesses in the BMW brand?
5. What should McDowell do? Which option should he pick? Why?

CLASS SCHEDULE: MARKETING FOR INTERNATIONAL MANAGERS
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The Class Schedule is NOT comprehensive, and additional readings and homework may be assigned. Some changes may be implemented if needed for the benefits of the course.

Class	Topics	Assignments/Deliverables
September 8, Monday	Introduction to the course. Defining Marketing for the 21 st Century.	Read: Chapter 1.
September 15, Monday	Developing Marketing Strategies and Plans. Water Industry: Oil of the 21 st Century?	Read: Chapter 2.
September 22, Monday	Gathering Information and Scanning the Environment. Conducting Marketing Research and Forecasting Demand.	Due: Business Memo and PP presentation "McDonald's Against Starbucks." Read: Chapters 3 and 4.
September 29, Monday	Comparative Market Opportunity Analysis. Connecting with Customers.	Due: a 1-page Project Proposal including detailed research plans. Read: HBS Case "Mary Kay Cosmetics: Asian Market Entry." Read: Chapters 5, 6 and 8.
October 6, Monday	Building Strong Brands.	Read: Chapters 9, 10, and 11.
October 13, Monday	Setting Product Strategy. HBS Case "Gallardo's Goes to Mexico."	Due: Research Assignment "What Cooking Means to Mexican Women." Read: Chapters 12 and 13.
October 20, Monday	Developing Pricing Strategies and Programs.	Read: Chapter 14. Read: HBS Case "McDonald's Russia: Managing a Crisis."
October 27, Monday	Designing and Managing Integrated Marketing. Managing Retailing, Wholesaling, and Logistics.	Read: Chapters 15 and 16.
November 3, Monday	Designing and Managing Integrated Marketing Communications. Managing Mass Communications: Advertising, Sales Promotions, Events and Experiences, and Public Relations.	Read: Chapters 17 and 18. Read: HBS Case "BMW Films."
November 10, Monday	Managing Personal Communications: Direct and Interactive Marketing, Word of Mouth, and Personal Selling.	Read: Chapter 19.
November 17, Monday	Tapping into Global Markets.	Read: Chapter 21.

November 24, Monday	Introducing New Market Offerings. Managing a Holistic Marketing Organization. Sustainability, Environmental Ethics and Marketing Decisions.	Read: Chapters 20 and 22.
December 1, Monday	Big Day: Presentations of Projects.	Due: 1) Group presentation 2) Marketing Plan 3) A copy of a print advertisement or a commercial
December 8, Monday	Review of Projects. Guest Speaker (TBA).	Review: Assigned Chapters from Kotler and Keller.
December 17, Wednesday, 9:00am- 11:00am	Celebration of Knowledge: Final Exam.	Review: Assigned Chapters from Kotler and Keller, class notes, and cases.