



## **CIEE Toulouse, France**

<b>Course title:</b>	International Marketing
<b>Course code:</b>	BUSI 3003 TOFR
<b>Programs offering course:</b>	Business and Culture, Toulouse Language and Culture
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Fall 2023

### **Course Description**

The complexities of developing and implementing marketing plans are far more intricate on the international than on the local level. Successful international marketing requires more than intercultural skills. This course examines the specific issues involved in developing an international marketing strategy and in conducting marketing operations on an international as opposed to a local scale. Attention will be focused on identifying and evaluating opportunities for local products in international markets, developing and adapting marketing tactics in relation to multiple, specific national market needs and constraints, and coordinating strategies in global markets. As such, this course pays attention both to strategy and tactics of international marketing, with particular emphasis on business practices in France.

### **Learning Objectives**

By completing this course, students will:

- Identify intercultural skills needed in working in an international environment
- Demonstrate understanding through specific examples of intercultural sensitivity in international marketing
- Evaluate and identify the elements that contribute to successful and unsuccessful international marketing plans through case studies
- Distinguish between the elements required for local versus international marketing (generally) and in the French/European international markets (specifically)
- Create a sample international marketing plan for a real or hypothetical business.

### **Course Prerequisites**

One prior introductory course in principles of marketing and/or marketing management is strongly recommended.

### **Methods of Instruction**

Instruction will be supported by a mix of authentic and secondary materials, including films and case studies. The main classroom activity is discussion, initiated by short lectures and informed by the assigned materials. Readings are assigned to help students gain familiarity with key ideas and terms, which they will then be expected to integrate into their oral and written work (including term paper and a final exam). Active engagement in class will be enhanced through student-led presentations, and the connection and relevance of the course to Toulouse will be illustrated with a field trip to at least one local company that represents a global brand.

### **Field Trips**

**Airbus**, Assembly Line, Toulouse

**Ambroise Paré Clinic**, Health Clinic, Toulouse

**Manufacture des Tabacs Library**, Toulouse School of Economics Campus, Toulouse

Field trip dates & sites might be subject to change. Students will be noticed in time about these changes.

### **Assessment and Final Grade**

1.	Group Project	10%
2.	Midterm Exam	15%
3.	Final Paper and Presentation	25%
4.	Final Exam	25%

5. Class Assignments and Participation

25%

TOTAL

100%

## **Course Requirements**

### **Group Project**

Students will have to prepare a group project and presentation based on a theme agreed by the teacher. The subject, number of students per project and the roles of each student will be agreed during the second course. The students will prepare a written report and a 15 minutes presentation of their group project. The written report will be 3 - 4 pages (double spaced, Times New Roman, 12 font, Chicago style citation).

### **Midterm Exam**

Tests are designed to assess students' comprehension and ability to articulate core concepts related to international marketing included in the program studied. The exam is written and it will include multiple choice and open questions.

### **Final Paper and Presentation**

Students are required to deliver a written report and a 15 minutes oral presentation on an international marketing research assignment (An innovative product on the international market). The topic will be priority approved by instructor. Bibliography and citations required. Final papers will be 10 pages (double spaced, Times New Roman, 12 font, Chicago style citation).

### **Final Exam**

Tests are designed to assess students' comprehension and ability to articulate core concepts related to international marketing included in the program. The exam is written and it will include multiple choice and open questions.

## **Class Assignments and Participation**

### Class Session Structure

Each class session can be a mix of activities ranging from discussions to reading, writing, role playing and assignments (debates, internet exercises, case studies, visits). All of these activities can be plenary, in small groups or individual. Each can involve different levels of student-lecturer interaction. The class participation will be evaluated based upon the participation in class discussions, oral and written case studies, visits to local companies and professional interviews.

### Classroom Debates, Discussions and Case Study Analysis

Students are required to participate in the discussions, debates and case study analysis that will take place in class. Some courses require students to perform activities prior to a class session, for instance to prepare readings, a case and/or an assignment. Other lecturers integrate these activities into the class sessions.

### Visits to local companies

We will visit at least a local company or other organism to learn from their managers the marketing actions they undertake in order to achieve the business objectives. This field trip is mandatory, and there will be a report assigned after the trip. The written report will be 2 pages (double spaced, Times New Roman, 12 font, Chicago style citation).

Professional interviews: Students will interview personnel in companies that do business outside the home country market. The point of the interview is to determine what sources of information company personnel rely on and how information is disseminated to others in the organization. Students will share their findings during class discussion. There are no other formal requirements concerning the interview.

## **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

### **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

### **Weekly Schedule**

#### **Week 1**

Class: 1.1 Presentation of the Course, Review of Basic Marketing Concepts

The goal of this first meeting is to make a general presentation of the course and evaluation methods, review some basic marketing concepts, including communication.

Activity: Communication exercise based on Umberto Eco's text

Assignment: reading and discussions of two case studies on the global marketplace: Anheuser-Busch case study, answering questions and discussions\*; Apple versus Samsung: The Battle for Smartphone Supremacy Heats Up\*

Readings: Eco, U. Interpretation and Over-interpretation, "World, History, Texts", The Tanner Lectures on Human Values, delivered at Clare Hall, Cambridge University March 7 and 8, 1990

Class: 1.2 Introduction to Global Marketing

The goal of this course is to discuss the driving and restraining forces affecting global integration today, compare and contrast single-country marketing strategy with global marketing strategy and explain the stages a company goes through as its management orientation evolves from domestic and ethnocentric to global and geocentric.\*

Activity: Teams for the group project: Aerospace industry Airbus vs Boeing

Readings: Keegan, W. J., Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 1: Introduction to global marketing

#### **Week 2**

Class: 2.1 The Global Economic Environment

In this course we will try to identify and briefly explain the major changes in the world economy that have occurred during the past 100 years, compare and contrast the main types of economic systems that are found in different regions of the world, explain the categories of economic development used by the World Bank and identify the key emerging country markets at each stage of development.\*

Assignment in class: case study discussions "Venezuela after Chavez: The Case for Economic

Freedom"; Description of the requirements for the Final Paper & Presentation: An Innovative Product on the International Market

Readings: Keegan, W. J., Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 2: The Global Economic Environment

Class: 2.2 Visit to a Local Company (Airbus)

### **Week 3**

Class: 3.1 The Global Trade Environment

The objectives of this course are to understand the role of the World Trade Organization in facilitating global trade relations among nations and to compare and contrast the four main categories of preferential trade agreements.\*

Assignment: Due date for the report on the field visit to Airbus (2 pages, double spaced, Times New Roman, 12 font, Chicago style citation)

Readings: Keegan, W. J., Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 3: The Global Trade Environment

Class: 3.2 Blue Ocean Strategy 1

What are red and blue oceans? History of blue ocean Strategic Moves: Is There a Pattern\*\*

Activity: discussions based on the video case studies: auto industry and computer industry

Readings: W. Chan Kim and Renée Mauborgne, Blue Ocean Strategy, Harvard Business School Publishing Corporation, 2015

Assignment: Due date for the group project (paper and presentations): Aerospace industry Airbus & Boeing 3 - 4 pages (double spaced, Times New Roman, 12 font, Chicago style citation)

### **Week 4**

Class: 4.1 The Social and Cultural Environments

Description of the content: defining culture and identifying the various expressions and manifestations of culture that can impact global marketing strategies; comparing and contrasting the key aspects of high- and low-context cultures; identifying and briefly explaining the major dimensions of Hofstede's social values typology; explaining the marketing implications of different social and cultural environments around the globe.\*

Internet Exercise: Students will go to the homepage of The Internationalist ([www.internationalist.com](http://www.internationalist.com)). Here they can start to explore the world. Have them browse around the sites and then click on International Business. They should select 2-3 countries in which they have an interest. Students are to write a 1 page impression of findings regarding the culture of these countries and should be prepared to discuss those findings with the class.\*

Assignment: Due date for the group project (paper and presentations): Aerospace industry Airbus & Boeing 3 - 4 pages (double spaced, Times New Roman, 12 font, Chicago style citation)

Readings: Keegan, W. J., Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 4: The Social and Cultural Environments

Class: 4.2 Blue Ocean Strategy 2

Why shift from red to blue oceans? Wine Industry - Creating Winning Strategies in a Mature Market the U.S. Wine Industry in 2001\*\*

Activity (final paper preparation): Students should be preparing or presenting their Cultural-Economic Analysis for their country and choose their product in order to define the Marketing Plan.

Readings: W. Chan Kim and Renée Mauborgne, Blue Ocean Strategy, Harvard Business School Publishing Corporation, 2015

### **Week 5**

Class: 5.1 The Political, Legal and Regulatory Environments

The main learning objectives of this course are: to understand the elements of a country's political environment that can impact global marketing activities; define international law and describe the main types of legal systems found in different parts of the world, understand the most important business issues that can lead to legal problems for global marketers; in general terms, outline the regulatory environment in the European Union.\*

Debate: Theme: U.S. Foreign Corrupt Practices Act (FCPA)

Internet Exercise: Country Risk Analysis Exercise: China

Readings: Keegan, W. J., Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 5: The Political, Legal and Regulatory Environments

Class: 5.2 Blue Ocean Strategy 3

Blue Ocean strategy and shift tools: Value innovation and Strategy canvas. Comptel - Creating New Demand in the Retail Banking Sector \*\*

Activity: discussions based on the video case study Comptel Nickel

Internet Exercise: Students will log on to the United Nations International Law website ([www.un.org/law/](http://www.un.org/law/)) and navigate searching for information concerning recent legal decisions to give them an idea of the complexity of international law.\*

Assignment and activity: debate based on the video case study on the wine industry; written report based on the case study and the online material "Why shift from red to blue oceans"

Readings: W. Chan Kim and Renée Mauborgne, Blue Ocean Strategy, Harvard Business School Publishing Corporation, 2015

## Week 6

Class: 6.1 Global Information Systems and Market Research

In this course we will discuss the roles of information technology, management information systems, and big data in a global company's decision-making processes, describe the various sources of market information, identify the individual steps in the traditional market research process and explain some of the ways global marketers adapt them.\*

Activity: Class project: professional interviews. Prior to the course, students will interview personnel in companies that do business outside the home country market. The point of the interview is to determine what sources of information company personnel rely on and how information is disseminated to others in the organization. Students will share their findings during class discussion.\*

Readings: Keegan, W. J., Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 6: Global Information Systems and Market Research

Class: 6.2 Blue Ocean Strategy 4

Blue Ocean strategy and shift tools: Four Actions Framework and ERRC Grid. Marvel - The Marvel Way Restoring a Blue Ocean\*\*

Internet exercise: Students will go to: <https://www.blueoceanstrategy.com/tools/> and describe the two Blue Ocean strategy tools above mentioned

Readings: W. Chan Kim and Renée Mauborgne, Blue Ocean Strategy, Harvard Business School Publishing Corporation, 2015

## Week 7

Class: 7.1 Segmentation, Targeting and Positioning

In this course we will identify the variables that global marketers can use to segment global markets and give an example of each, explain the criteria that global marketers use to choose specific markets to target and understand how global marketers use a product-market grid to make targeting decisions.\*

Assignment: reading and discussions on the case study: Segmenting the Chinese Luxury Goods Market\*

Readings: Keegan, W. J., Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 7: Segmentation, Targeting and Positioning

Class: 7.2 Importing, Exporting and Sourcing

In this course we will compare and contrast export selling and export marketing, identify the stages a company goes through, and the problems it is likely to encounter, as it gains experience as an exporter and describe the various national policies that pertain to exports and imports.\*

Activity (final paper preparation): Students should be preparing or presenting their segmentation and Marketing Plan for their country and product

Readings: Keegan, W. J., Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 8: Importing, Exporting and Sourcing

## Week 8

Class: 8.1 Global Market Entry Strategies: Licensing, Investment and Strategic Alliances

In this course we will explain the advantages and disadvantages of using licensing as a market-entry strategy, compare and contrast the different forms that a company's foreign investments can take and discuss the factors that contribute to the successful launch of a global strategic partnership.\*

Debate: The Merits of the Keiretsu. Two teams, 20 min reading and preparation, 5 minutes to present its arguments, and 5 minutes to refute the opposing team

Readings: Keegan, W. J., Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 9: Global Market Entry Strategies: Licensing, Investment and Strategic Alliances

Class: 8.2 Blue Ocean Strategy 5

Blue Ocean strategy and shift tools: Three Tiers of Noncustomers: Gillette. Apple - How Apple's Corporate Strategy Drove High Growth\*\*

Internet exercise: Students will go to: <https://www.blueoceanstrategy.com/tools/> and describe the Blue Ocean strategy tool above mentioned

Readings: W. Chan Kim and Renée Mauborgne, Blue Ocean Strategy, Harvard Business School Publishing Corporation, 2015

## Week 9

Class: 9.1 Brand and Product Decisions in Global Marketing

In this course we will review the basic product concepts that underlie a successful global marketing product strategy, compare and contrast local products and brands, international products and brands, and global products and brands and explain how Maslow's needs hierarchy helps global marketers understand the benefits sought by buyers in different parts of the world.\*

Internet Exercise: Students will navigate to Business Week ([www.businessweek.com](http://www.businessweek.com)) and compare and contrast the Top 100 Global Brands for 2009 and 2008.\*

Assignment (final paper preparation): Students should be preparing or presenting their Product decisions for their Final Project.

Readings: Keegan, W. J., Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 10: Brand and Product Decisions in Global Marketing

Class: 9.2 Midterm exam

Tests are designed to assess students' comprehension and ability to articulate core concepts related to international marketing. The exam is written and it will include multiple choice and open questions.

## **Week 10**

### Class: 10.1 Pricing Decisions

In this course we will review the basic pricing concepts that underlie a successful global marketing pricing strategy, identify the different pricing strategies and objectives that influence decisions about pricing products in global markets, summarize the various Incoterms that affect the final price of a product.\*

Activity: Reading and discussion of the case study Global Automakers Target Low-Income Consumers\*

Readings: Keegan, W. J., Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 11: Pricing Decisions

### Class: 10.2 Visit to a local Organism or Institution (Ambroise Paré Clinic)

## **Week 11**

### Class: 11.1 Global Marketing Channels and Physical Distribution

In this course we will identify and compare the basic structure options for consumer channels and industrial channels and list the guidelines companies should follow when establishing channels and working with intermediaries in global markets.\*

Writing Assignment: Do research on the railroads or on the airlines as a mode of shipping and write a brief paper on the strengths and weaknesses, the future, and the popularity of these modes.\*

Internet Exercises: Visit [www.amazon.com](http://www.amazon.com) and critique their web site. Does it motivate you to buy? What problems or concerns do you have with its site? \*

Go to [www.walmart.com](http://www.walmart.com) and examine its "direct to store" shipping policy. Do you find that this is an added convenience having your selection shipped to your local Wal-Mart? Or do you find this an inconvenience versus Amazon's direct to home shipping policy? Explain your reasoning and rationale.\*

Readings: Keegan, W. J. and Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 12: Global Marketing Channels and Physical Distribution

### Class: 11.2 Blue Ocean Strategy 6

Blue Ocean strategy and shift tools: Sequence of Blue Strategy. Zappos - How Zappos Created a New Market Space in the Overcrowded Shoe Retailing Industry\*\*

Internet exercise: Students will go to: <https://www.blueoceanstrategy.com/tools/> and describe the Blue Ocean strategy tool above mentioned

Assignment: Due date for the written report on the field visit to local Organism (2 pages, double spaced, Times New Roman, 12 font, Chicago style citation)

Readings: W. Chan Kim and Renée Mauborgne, Blue Ocean Strategy, Harvard Business School Publishing Corporation, 2015

## **Week 12**

### Class: 12.1 Global Marketing Communications Decisions

In this course we will define global advertising, compare and contrast publicity and public relations, identify the most important promotion tactics, identify special forms of marketing communication and explain how global marketers integrate them into the promotion mix.\*

Discussion: Smokers Fume About Limits on Tobacco Advertising\*

Readings: Keegan, W. J. and Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 13, 14: Global Marketing Communications Decisions

Class: 12.2 Global Marketing and the Digital Revolution

In this course we will list the major innovations and trends that contributed to the digital revolution and identify current trends in global e-commerce and explain how global companies are expanding their presence on the Web.\*

Assignment: reading and discussions of the article: Four Seasons Embraces Digital Marketing, Virtual Experiences – How they are coping with advertising changes worldwide, and the new moves they are making (<http://adage.com/article/cmo-interviews/seasons-embraces-digital-marketing-virtual-experiences/232055/>)\*

Readings: Keegan, W. J. and Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 15: Global Marketing and the Digital Revolution

### Week 13

Class: 13.1 Strategic Elements of Competitive Advantage

In this course we will identify the forces that shape competition in an industry, define competitive advantage and identify the key conceptual frameworks that guide decision makers in the strategic planning process.\*

Case studies: Ikea and Lego

Readings: Keegan, W. J. and Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 16: Strategic Elements of Competitive Advantage

Class: 13.2 Blue Ocean Strategy 7

Wikipedia - Making a Blue Ocean Strategic Move that Discourages Imitation\*\*

Internet exercise: Students will go to: <https://www.blueoceanstrategy.com/tools/> and describe the following Blue Ocean strategy tool: Buyer Utility Map

Readings: W. Chan Kim and Renée Mauborgne, Blue Ocean Strategy, Harvard Business School Publishing Corporation, 2015

### Week 14

Class: 14.1 Final Papers and Presentations

Students are required to deliver a written report and a 15 minutes oral presentation on an international marketing research assignment. The topic will be priority approved by instructor. Bibliography and citations required. Final papers will be 10 pages (double spaced, Times New Roman, 12 font, Chicago style citation).

Class: 14.2 Leadership, Organization and Corporate Social Responsibility

In this course we will describe the different organizational structures that companies can adopt as they grow and expand globally and discuss some ideas regarding corporate social responsibility.\*

Internet Exercise: Go to the Corporate Social Responsibility News website (<http://www.csrwire.com/>). Take a look at current news headings on CSR and report to the class.\*

Readings: Keegan, W. J. and Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Chapter 17: Leadership, Organization and Corporate Social Responsibility

### Week 15

Class: 15.1 Blue Ocean Strategy 8

Blue Ocean strategy and shift tools: Tipping Point Leadership and Fair Process. Skype - A Commercially Viable Blue Ocean\*\*

Internet exercise: Students will go to: <https://www.blueoceanstrategy.com/tools/> and describe the two Blue Ocean strategy tools above mentioned

Readings: W. Chan Kim and Renée Mauborgne, Blue Ocean Strategy, Harvard Business School



Class: 15.2 Final Exam

Tests are designed to assess students' comprehension and ability to articulate core concepts related to international marketing. The exam is written and it will include multiple choice and open questions.

\* Sources: Keegan, W. J., Green, M. C., Global Marketing, Ninth Edition, 2017, Pearson Education, Teaching Material permission granted 2017

\*\* , W. Chan Kim, Renée Mauborgne, Blue Ocean Strategy, Harvard Business School Publishing Corporation, 2015, Teaching Material & videos permission granted 2017-2018

## **Course Materials**

### **Readings**

Global Marketing<sup>1</sup>, Warren J. Keegan, Mark C. Green, 9th Edition, Global Edition, Pearson, 2017

Blue Ocean Strategy<sup>2</sup>, W. Chan Kim, Renée Mauborgne, Harvard Business School Publishing Corporation, 2015

Toulouse School of Economics Magazine, No 5-14 2017-2019

Global Marketing<sup>3</sup>, Svend Hollensen, 7th Edition, Pearson 2017

Interpretation and Overinterpretation, "World, History, Texts", Umberto Eco, The Tanner Lectures on Human Values; delivered at Clare Hall, Cambridge University March 7 and 8, 1990

*1,2,3 Teaching material permission granted for Olimpia Mateescu PhD to teach at CIEE Toulouse, from Pearson Education and Blue Ocean Strategy Organization France, CIEE Business and Culture Summer School, Toulouse, France 2017, 2018*

### **Online Resources**

<https://www.blueoceanstrategy.com/>

[http://www.tse-fr.eu/sites/default/files/TSE/images/tse\\_mag\\_13-eng.pdf](http://www.tse-fr.eu/sites/default/files/TSE/images/tse_mag_13-eng.pdf)

[http://tannerlectures.utah.edu/\\_documents/a-to-z/e/Eco\\_91.pdf](http://tannerlectures.utah.edu/_documents/a-to-z/e/Eco_91.pdf)

[www.internationalist.com](http://www.internationalist.com)

<http://adage.com/article/cmo-interviews/seasons-embraces-digital-marketing-virtual-experiences/232055/>

<http://www.csrwire.com/>

[www.businessweek.com](http://www.businessweek.com)

[www.un.org/law/](http://www.un.org/law/)