

# MKT470: GLOBAL MARKETING



**Class Meetings:** Saturday 9AM--5PM

September 19, October 10, October 31, November 21

**Course Location:** JCC Campus Room 151JM

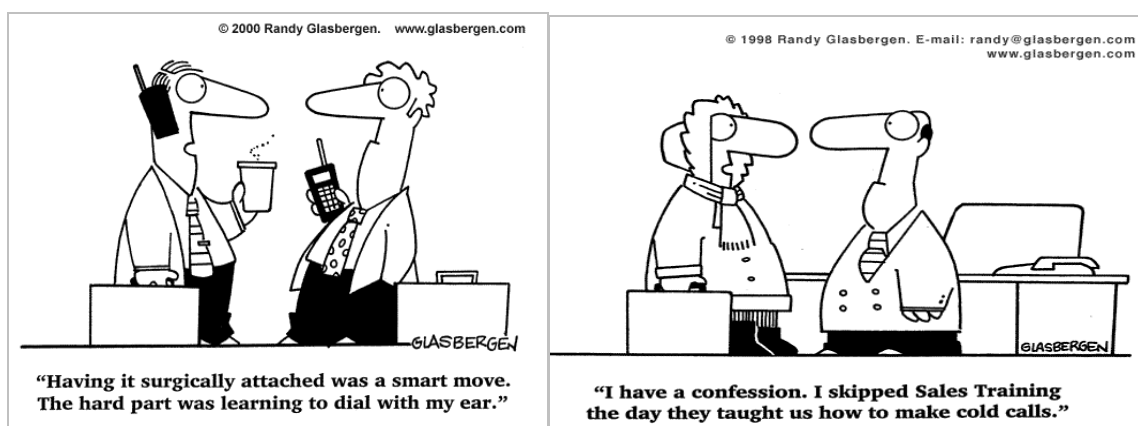
**Faculty:** Bill Motz

**E-mail:** [motzw@ccc.edu](mailto:motzw@ccc.edu)

**Office Phone:** 517-483-1540

**Required Text:** *International Marketing* Cateora & Graham, McGraw-Hill, 14<sup>th</sup> edition

**Online Text Support Web Site:** <http://www.mhhe.com/cateora14e>



**Course Description:** (as stated in the SHU catalog)

The study of specific techniques of the successful management of marketing functions in a multinational context where the parameters differ from those in domestic marketing. Includes segments on sources of supply marketing research, project planning, and the development of pricing, promotion, distribution and organization.

## BAM Program Learning Outcomes

- **Communication** - The ability to express ideas in writing, verbally and visually
- **Creativity** - The ability to develop original ideas or use common solutions in uncommon ways
- **Analytical Ability** - The ability to effectively separate a complex problem or situation into its component parts in order to identify solutions
- **Integrative Thinking** - The ability to detect interrelationships among component parts and assess their importance in creating solutions

## MKT 470 Course Outcomes:

Upon completion of the course the student will:

- ☞ Explore the environmental forces that create opportunities and threats for domestic and international companies
- ☞ Demonstrate an understanding of different socio-cultural, economic and geopolitical environments to increase successful formulation and implementation of global marketing strategies and programs.
- ☞ Demonstrate professional writing and presentation skills.
- ☞ Demonstrate synergistic team skills such as cooperation, facilitation and initiative so the outcome is greater than the sum of its parts.

“This is the stuff that changed the world. Along with a handful of other things – television, sex and the computer – the ability to travel the globe freely sets those who live in the late 20<sup>th</sup> century apart from those who lived before it.” --Michael Elliott, (1991), *Pleasure Principle*, The Economist, London.

### Attendance Policy:

Each student is expected to be on time and in attendance for each class. Classes are scheduled by Siena to meet from 9:00 AM to 5:00 PM.

**Points are earned through your active and engaged answers & questions, demonstrating in an obvious way how well you have understood and how thoroughly you have completed homework assignments and how well you have prepared your contributions before coming to class. It is on this material that your class contributions will earn points for you, both in what you submit in writing before class and the additional learning that you will gain as a result of the class discussions which you will generate and lead. Obviously, if you are not in class, you therefore cannot earn any debate points, question/answer points or discussion points for that session.**

There are only 4 face-to-face class meetings for this course. One missed Saturday represents 8 hours or 25% of lost classroom time. There is no opportunity to make up a missed class session, as it is not possible to recreate 8 hours of dialogue, debate, role plays, presentations and interaction.

### Unbreakable Rules:

The intentions of the unbreakable rules are to focus you:

- To be the best learner you can be;
- To communicate with the instructor sooner rather than later;
- And, to take charge of your learning.

Therefore the following rules are consistent with and reinforce those intentions:

1. There is **no make up work or extra credit.**
2. Follow the **Academic Honesty** policy thoroughly.
3. In case of any disputed issues, achieving the learning outcomes (in a timely fashion) will be the primary criterion on which decisions will be based.
4. **To receive credit, work must be turned in on time, before class begins, typed and professional in appearance.**

**Grading Policy:** Points to be determined first class.

<u>Grading</u>	<u>Points</u>	<u>Grading Scale</u>
<i>Notebook Section Drafts</i>	20-30	94 – 100 = A
<i>Oral Report</i>	5-15	86 – 93 = B
<i>Attendance</i>	20-30	78 – 85 = C
<i>Country Notebook</i>	20-30	70 – 77 = D
<i>Chapter Questions</i>	10-30	
<i>Case Studies</i>	5-20	
<i>Exam</i>	0-30	
<i>Total Points</i>	100	

## Teaching and Learning Methodology

"The fundamental goal of teaching is the nurturing of autonomy, a term that includes intellectual initiative and creativity—the capacity to frame questions and problems, and to develop the means to solve these problems. Among the Greek thinkers who stand as beacons for effective teaching, Plato is the spokesperson for the goal of autonomy. Problem solving extends Socratic dialogue and takes student autonomy to an even higher level, since the answers are not given and the students must fully justify their positions. And here the role of silence and patience in the teacher is even more significant than in Socratic dialogue alone. Though the curriculum is carefully shaped by the professor the authority over the subject passes subtly to the student." (Robert Case. "Plato's Premise: Fostering Student Autonomy." *Thought and Action*, XVIII, No 1 & 2 Fall 2002, pp 38-39.

Each class session will contain of a variety of lectures, discussion, and seminars to facilitate deeper comprehension of the topic and issues. Learning methodology will include readings, debate, analytical exercises, and discussions in varied sized groups.

Students will be expected to read the required material to achieve a basic level of understanding before coming to class and prepare their contributions in writing. Once in class, the student will be expected to generate the learning process based upon what they have prepared as well as the other learning techniques that constitute the Socratic Platonian methods. If understanding of the assigned reading proves to be difficult, then the student will prepare a set of questions to bring to class. The goal of each class session is to arrive at a holistic understanding and analysis of international marketing opportunities and threats, as well as the successful formulation and implementation of global marketing strategies within a variety of socio-cultural, economic and geopolitical environments throughout the world.

## *Teaching Students to Think*

*Teaching Thinking, Sept/Oct 2003 issue of "Change" (izthinking.com)*

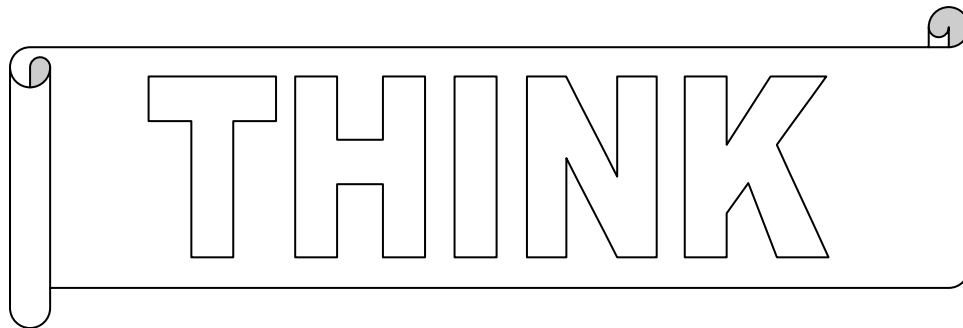
**P**rofessors should do more to teach their students to think, because thinking fosters students' intellectual, moral, and political development, argues Elizabeth Kamarck Minnich, Professor of Interdisciplinary Arts & Sciences, Union Institute & University, in Ohio.

**Thinking in an open-ended way**, as distinct from exercising deduction or rational deliberation, **"is neither coerced nor coercive," she writes. "It is exploratory, suggestive and does not aim to prove any specific claim.** Rather, by being "open-minded, reflective, challenging," she says, students can question creatively, not just assert from preconceptions, and can listen to many sides of issues and become "capable of making sensitive distinctions that hold differences in play rather than dividing in order to exclude."

In classes she offers on thinking, Ms. Minnich has **students retrace their own thought processes, because that invariably leads to fresh insights.** Often these are of a moral kind, she writes, because thinking lays the groundwork for, and

rehearses, "the freedom of mind we require to exercise discerning judgment while living among people who differ from us." She also asks students to think about others -- like Plato and Freud, for example -- arrived at their ideas. Her goal is to encourage her students "to use their intellectual discipline to reflect on their own and others' lives," not just learn facts.

**Thinking of that kind can be evaluated, by how well students, in their writing, think for themselves: anticipate other perspectives;** and use "the art of rhetoric" to speak to potential readers. **The instructor also examines whether students display such qualities as originality, appeal to readers' emotions, and show "reflexivity," in the sense that she can "see the author thinking about his/her own thinking as it unfolds."**



### *Learning by Discussion:*

- ✦ Behavior #1: **Plan**  
How are you going to start the discussion?  
What new information/research will you contribute?
- ✦ Behavior #2: **Clarify**  
Identify key issues and specific viewpoints.
- ✦ Behavior #3: **Listen and Paraphrase**
- ✦ Behavior #4: **Piggy-back**
- ✦ Behavior #5: **Evaluate**  
What's contributing to learning?  
What's not? Direct and coach the discussion toward learning.

## Information Sources:

### Online Study Assistance:

- Time Management and Study Skills <http://www.mindtools.com>
- Managing Text Anxiety  
[http://all.successcenter.ohio-state.edu/Mng\\_Test\\_Anx\\_pp/Managing%20Test%20Anxiety\\_files/frame.htm](http://all.successcenter.ohio-state.edu/Mng_Test_Anx_pp/Managing%20Test%20Anxiety_files/frame.htm)
- Procrastinator's Support Center  
<http://heartsandminds.org/self/links/procrastination>

### Students With Learning Disabilities (as stated in the SHU catalog)

"Siena Heights University is committed to providing a learning environment that benefits all students. Pursuant to the Americans with Disabilities Act of 1990 all reasonable accommodations will be made to meet the documented needs of students. Siena's Accommodations Policy for Students with Disabilities requires students to provide written documentation of his/her disability to the Academic Advising Office. If you require special accommodations, it is your responsibility to notify each instructor during the first two weeks of the semester."

### Academic Dishonesty: (as stated in the SHU catalog)

"Academic dishonesty is unethical behavior which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without consent of the instructors concern.....Also included in academic dishonesty is knowingly or intentionally helping another violate any part of this policy." Academic dishonesty will result in a failing grade for the assignment in question and written notification to the Dean of Academic Affairs.

### What is Plagiarism?

According to: <http://www.plagiarism.org>

"Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense. According to the *Merriam-Webster OnLine Dictionary*, to "plagiarize" means:

- 1) to steal and pass off (ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of **fraud**. It involves both **stealing** someone else's work and **lying** about it afterward."

### But can words and ideas really be stolen?

"According to U.S. law, yes. In the U.S.A. and other countries, the expression of original ideas is considered **intellectual property**, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some media (such as a book or a computer file)."

### Then isn't everything going to be in quotes?

According to the Purdue University Online Writing Lab at <http://owl.english.purdue.edu>

Need to Document	No Need to Document
<p>When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, or ad</p> <p>When you use information gained through interviewing another person</p> <p>When copying exact words or a "unique phrase"</p> <p>When you reprint any diagrams, pictures etc.</p> <p>When using ideas others have given you in conversations or over email</p>	<p>When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject</p> <p>When you are using "<a href="#">common knowledge</a>" — folklore, common sense observations, shared information within your field of study or cultural group</p> <p>When compiling generally accepted facts</p> <p>When writing up your own experimental results</p>

### How Can I Be Safe?

According to the Purdue University Online Writing Lab at <http://owl.english.purdue.edu>

	During the writing process	The finished product
<p><b>When researching, note-taking, and interviewing</b></p>	<p>--Mark <i>everything</i> that is someone else's words with a big <b>Q</b> (for <b>quote</b>) or with big quotation marks</p> <p>--Indicate in your notes which ideas are taken from sources (<b>S</b>) and which are your own insights (<b>ME</b>)</p> <p>--Record all of the relevant documentation information in your notes</p>	<p>--Proofread and check with your notes (or photocopies of sources) to make sure that <i>anything</i> taken from your notes is acknowledged in some combination of the following ways:</p> <p>+In-text citation</p> <p>+Footnotes and/or Bibliography</p> <p>+Quotation marks</p> <p>+Indirect quotations</p>
<p><b>When paraphrasing and summarizing</b></p>	<p>--First, write your paraphrase and summary without looking at the original text, so you rely only on your memory.</p> <p>--Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases</p>	<p>--Begin your summary with a statement giving credit to the source: <i>According to J. Kozol . . .</i></p> <p>--Put any unique words or phrases that you cannot change, or don't want to, in quotes: <i>... "savage inequalities" exist throughout our educational system</i></p>
<p><b>When quoting directly</b></p>	<p>--Keep the person's name near the quote in your notes, and in your paper</p> <p>Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style</p>	<p>--Mention the name at the beginning, middle or end of quote</p> <p>--Put quotation marks around the quoted text</p> <p>--Use brackets for added phrases (<b>[ ]</b>) and ellipses with omitted text (. . .)</p>
<p><b>When quoting indirectly</b></p>	<p>--Keep the person's name near the text in your notes, and in your paper</p> <p>Rewrite the key ideas using different words and sentence structures than the original text</p>	<p>--Mention the person's name either at the beginning of the information, in the middle, or at that end</p> <p>Double check to make sure that your words and sentence structures are different than the original text</p>

### **How to Decide if Something is 'Common Knowledge'?**

According to the Purdue University Online Writing Lab at <http://owl.english.purdue.edu>

"Material is probably common knowledge if . . .

- 1) You find the same information undocumented in at least five other sources
- 2) You think it is information that your readers will already know
- 3) A person could easily find the information with general reference sources"

### **How Does Plagiarism Apply to Internet Sources? \***

"Online research is so convenient that you may be tempted simply to copy material from an Internet source and paste it intact within your document. However, unless your sources are properly documented, you will be plagiarizing. You should cite your source when you (1) quote word-for-word, (2) closely paraphrase, or (3) repeat a series of phrases from documents posted on the Internet. This includes news articles, books or excerpts, surveys, speeches, transcripts of online discussions, manuals, and any material on Web pages sponsored by individuals, corporations, schools, nonprofit groups, or government agencies. When in doubt, you can avoid even the hint of plagiarism by fully documenting your sources."

- Taken from *Prentice Hall's Guide to E-Commerce and E-Business*) How Does Plagiarism Apply to Internet Sources? Page 18, copyright 2001 by Prentice Hall, Inc.

### **A Closing Thought . . .**

A Village of 100—

**"If we could, at this time, shrink the earth's population to a village of precisely 100 people, with all existing human ratios remaining the same, it would look like this:**

**There would be 57 Asians, 21 Europeans,  
12 from the Western Hemisphere (N & S America), 8 Africans and 2 others;**

**70 would be non-white, 30 white;**

**70 would be non-Christian, 30 Christian;**

**50% of the entire world's wealth would be in the hands of only six people;  
and all six would be citizens of the United States;**

**70 would be unable to read**

**50 would suffer malnutrition;**

**80 would live in substandard housing; and only one would have a college education.**

—Academic Leadership Vol. 9.1.1. Winter 2002 p. 32

**Assignments Fall 2009**

Provide typewritten computer generated answers to the questions in each chapter/case as assigned.

Dates	Chapter	Questions	Cases
September 19	1	2,5,8	2-1, pg 612 2-6, pg 631
	2	2,9,15	
	3	6,10,13	
	4	2,12,18	
October 10	5		
	6		
	7		
	8		
October 31	9		
	10		
	11		
	12		
November 21	14		
	16		
	18		