Module Guide

International Marketing

MMP_7_IMK

London South Bank Business School

Level 7

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1. MODULE DETAILS

Module Title:	International Marketing
Module Level:	7
Module Reference Number:	MMP_7_IMK
Credit Value:	20
Total Hours:	200
Contact Hours:	40
Student managed learning Hours:	160
Course(s):	MSc International Business Management
Year and Semester	2019 - 2020 Semester 2
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Course:	MSc International Business Management
Summary of Assessment Method:	100% Coursework Component 1 - Presentation (group work) 30% Component 2 - Written report (individual) 70%

2. SHORT DESCRIPTION

Understanding international marketing concepts and developing international marketing skills are essential for the success of organisations operating in increasingly global, challenging and changing markets. This module develops an understanding of the fundamentals of marketing and provides an overview of the macro-environment of international business and economic development. This lays the basis for an appreciation of strategic international marketing challenges including the use of big data, digital analytics, and global supply chain management. The course provides a strategic overview of international marketing issues, integrating theory and practice across a wide range of international business contexts.

3. AIMS OF THE MODULE

This module aims to enable students to understand and apply international marketing concepts to different sectors as well as contextualising the subject for different types of organisations in different countries and cultures. The module also provides students with a working knowledge of the issues addressed by international marketers based on an understanding of the analysis of international marketing opportunities, international markets; international marketing decision-making and strategy formulation.

4.   LEARNING OUTCOMES

4.1   Knowledge and Understanding

Apply a wide range of theoretical knowledge and relevant methodologies to assess the international marketing environment for the purpose of identifying global opportunities, selecting/entering appropriate markets and designing global marketing strategies.

Develop in-depth knowledge of theoretical concepts related to global marketing mix elements, differentiated buyer behaviours, global supply chain management, distribution channels, big data, digital marketing and analytics.

4.2   Intellectual Skills

Analyse complex international environments and market scenarios using relevant data and strategic frameworks and concepts.

Apply international marketing theories to enable the identification and management of relevant target international markets, derive relevant market entry and international marketing strategies.

4.3   Transferable Skills

Work independently or effectively with a group as a leader or member, clarifying tasks and utilise the capacities of group members.

5.   ASSESSMENT OF THE MODULE

The coursework is a case-study-based assignment. The assessments are as follows:

5.1   Formative Assessment - Student-led Workshop

Formative assessment will take place during seminars. Evaluation of subject knowledge and understanding will be assessed based on the application of international marketing theories, concepts and models to case study examples and self-evaluation at the end of each seminar. Case studies will be aligned with the subject matter of the two assessments.

5.2   Summative Assessment - Presentation & Report

30%: Group Oral Presentation
(15-minute group presentation)

70%: 3,500-Word Individual Written Report
(±10%, excluding references and appendices)

The group presentation assessment will take place in Week 9; the individual written reports will be submitted in Week 12.

The coursework assignment is based on a case study and entails:

- A group classroom oral presentation accounting for 30% of the total weighting and
- An individual component based on a 3,500-word report accounting for 70%. The report covers a single question of the case study, submitted by each individual team member.

For the classroom presentation, members of each team will normally be awarded the same mark for their group oral presentation, provided they equally contribute to preparing the presentation. If a student is reported for not contributing, s/he will be assessed separately. As for the individual written reports, it goes without saying, each report will be assessed and marked individually.

6.   FEEDBACK

Feedback on formative assessments is normally given during the seminar/workshop sessions. All students discuss the seminar activities together to brainstorm possible solutions and the seminar leader provides guidance and direction on how the seminar activities may be tackled. Feedback for summative assessment is in accordance with the guideline of the School.

7.   INTRODUCTION TO STUDYING THE MODULE

7.1   Overview of the Main Content

 The delivery of this unit's content is carried out in 3 parts:

Part #1 is dedicated to appreciating environmental differences; especially cultural ones when conducting International Market research which leads to the Assessing global opportunities in order to identify and select foreign target markets.

Part #2 is a review of International Market Expansion Strategies in terms of resources allocation and international involvement and a detailed analysis of foreign market entry strategies; that is, exporting (direct & Indirect), contractual (licensing, franchising & counter-trade agreements) and investment market entry strategies (joint venture, strategic alliances, foreign direct investment: greenfield investments, mergers and acquisitions).

<u>Part #3</u> elaborates on the International Marketing Mix programme i.e. global product policies, international distribution channels and global communications.

7.2   Overview of Types of Classes

The teaching programme is delivered in a 2-hour block over a 10-week period comprising:
- One two-hour lecture
- One two-hour student-led seminar.

Seminar activities are student-led and case study-orientated. Each seminar group will be divided into teams. Team member numbers are case-study dependent. Each team will be allocated one case study, which has to be tackled, first, by means of the student-led workshop, second, through a group class-room presentation (component one) and, third, through an individual written report (component two) submitted. Each team member will be assigned one single question of the case on which individual written reports are based.

7.3   Importance of Student Self-Managed Learning Time

The core course consists of lectures, case study discussions in seminars. It is designed to encourage participation and involvement, both individual and collaborative through working in groups. Students are expected to be knowledgeable about the use of new media for information gathering and dissemination. Indeed, students will be asked to demonstrate an ability to use technology through participating in presentations and preparing reports.

Students are also expected to undertake a significant amount of reading, and failure to do so will undermine the value of classroom experience. The self-managed learning time is guided through a portfolio of readings (textbook- and article-based) outlined in the supporting documentation for this unit.

The case study preparation involves a great deal of self-managed learning:

(1) All team members should meet to decide on how to schedule their meetings.
    Each team member should individually:
    a.   Read through the case several time, if necessary, and highlight salient issues.
    b.   Conduct a detail SWOT analysis of the case at hand.
    c.   Critically analyse each question within the context of the case.
    d.   Identify and evaluate each alternative solution by listing the pros and the cons
    e.   Recommend the best possible action plan(s).
    f.   Endeavour to anticipate on future outcomes.

(2) Based on the schedule specified in item (1), all team members should meet to divide the questions and discuss the case in detail. Together, they should formulate and evaluate all possible solutions, prepare the presentation, identify visual aids to be used, and decide on the format of delivery. Each member should be well prepared to tackle issues to be addressed by their peers in the classroom. Ideally, classroom presentations should not exceed 30 minutes to allow for discussions with other students and seminar tutor to take place.

(3) After the class presentation, each team member should reflect on what have been learned through the presentation-discussion session and think on how to improve his/her individual written report.

7.4   Employability

This module enables students to consider employment in specific areas of international marketing including marketing and product management, global supply chain management, data and analytics management, and strategic market planning. The skills and knowledge developed within the learning outcomes are aimed at international employment opportunities.

8.   PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

This is an intended lecture and seminar outline and depends very much on the number of students.

Week	Lecture topic	Seminar content	Assessment/ Submission schedule
1 30/01	Introduction to international marketing	Group organisation, seminar materials	
2 06/02	International market research	Case study practice; Group organisation	
3 13/02	Consumer & buyer behaviour across cultures	Workshop: CS 1: Bollywood Class discussion	
4 20/02	International market segmentation and selection; internationalisation process	Workshop CS 2: Tesco Class discussion	
5 27/02	International market expansion strategies	Workshop CS 3: Arla class discussion	
6 05/03	Foreign market entry strategies	Workshop: CS 4: IKEA Class discussion	
7 12/03	International marketing mix: products, pricing, distribution and promotion	Workshop CS 5: Starbucks Class discussion.	
8 19/03	Digitalisation, big data, and marketing analytics in international marketing	Workshop CS 6: Hyundai Class discussion.	
9 26/03	Group presentation	Group presentation	Coursework 1 assessment 26/03
10 02/04	Revision Class		
11			
12			Coursework 2 submission: Individual Report Submission Deadline 08th May 2020

9.   STUDENT EVALUATION

The evaluation of related prior taught modules through evaluation questionnaires, the course-boards, the anecdotal feedback and end of module discussion highlighted that students found this module to be challenging with particular emphasis on the needed deepth of reading and research.

10. LEARNING RESOURCES

Reading List

Core Materials:

1. Hollensen, S (2017), Global Marketing, 7th edition, Harlow; Pearson Education.

2. Chaffey D., Ellis-Chadwick F (2016), Digital Marketing, 6th edition, Harlow: Pearson

3. Marr, B. (2015), Big data: using smart big data, analytics and metrics to make better decisions and improve performance, Oxford: John Wiley & Sons

Optional reading:

1. Doole I. & Lowe R. (2019), International Marketing Strategy, 8th edition, London: Cengage Learning

2. Warren, J. Keegan & Green, M.C. (2018), Global Marketing, 9th edition, Harlow: Pearson.

3. Forte, Rosa & Carvalho, Joao (2013) 'Internationalisation through franchising: The Parfois Case Study'; International Journal of Retail & Distribution Management 41 (5)

4. Isar, Shaista et al. (2012) 'Understanding the motives for SMEs entry choice of international entry mode'; Marketing Intelligence & Planning, 30 (7)

5. Omar, Maktoba & Porter, Marc (2011); 'Reducing risk in foreign market entry strategies: standardization versus modification'; Competitiveness Review 21 (4)

6. Tan, D. (2010); 'Foreign market entry strategies and post-entry growth: acquisitions vs. greenfield investments'; Development and Learning in Organizations 24 (2)

7. Solberg, C. (2002)'The Perennial Issue of Adaptation or Standardization of International Marketing Communication: Organizational Contingencies and Performance', Journal of International Marketing. 10 (3) pp. 1-21.

Other Information Sources

- Marketing Week (monthly marketing oriented magazine)

 - Journal of International Marketing

- International Marketing Review

- International Journal of Research and Marketing

- Research: Journal of the Market Research Society

- European Journal of Marketing Websites The specific websites will depend upon the companies chosen within the case study assessment.

Some useful websites:

Marketing Week: www.marketing-week.co.uk

Euromonitor International www.euromonitor.com

CIA World Factbook: https://www.cia.gov/library/publications/the-worldfactbook/

APPENDICES: COURSEWORK ASSESSMENT CRITERIA

Coursework Assessment Criteria	Total Mark (%)	Actual Mark (%)	Comments
Coursework 1: Group Presentation (30%)			
- Team work organisation & coherence in delivery (co-ordination, flow & structure).	15		
- Clarity in delivery (pace, eye-contact & voice).	10		
- Timing & quality of visual aids/graphics.	10		
- Awareness of theoretical concepts.	25		
- Conviction in tackling questions & strength of arguments/solutions.	40		
Total	100 %		
Coursework 2: Individual Report (70%)			
- General quality and depth of analysis in answering questions (analytical competence & strength of arguments).	40		
- Use of relevant theory to support analysis.	25		
- Applicability & appropriateness of recommendations/solutions	20		
- Presentation & writing skills (style, lucid writing, attention to details, correct spelling & grammar)	15		
Total	100 %		
OVERALL TOTAL = (CW1 x 30%) + (CW2 x 70%)	100 %		