

個別課程英文授課大綱

表單編號：QP-T02-07-11

保存年限：10 年

課程名稱 Course Title	(中文) 國際行銷														
	(英文) International Marketing														
授課教師 Instructor	萬方	開課單位 Departments	企管系												
學分數 Credit(s)	3	修課對象 Target Students	學士班												
課程目標 Course Objectives	<p>Our world has been revolutionized in the past decade. While “how are you” was once the universal greeting, today it’s “where are you?” When the world becomes a global village, establishing and managing an international company/a global product and brand is made more challenging by the cultural, political and economic differences among the world’s consumers. International companies are constantly facing the paradoxes of standardization versus localization, and universalism versus particularism. The objective of this course is to equip students with the knowledge of marketing and product/brand management in an international context, to familiarize students with the key processes to manage a strong global product and to prepare students for a career in international marketing, brand and/or product management. You will learn to:</p>														
課程大綱 Course Description	<ul style="list-style-type: none"> • get insight into a conceptual view of global marketing as well as its key concepts and theories; • identify the key processes of international trade, targeting and segment, product development, brand management, pricing and retailing in an international context; • discover successful/disastrous global decisions in major firms from case studies; and • develop plans to create, leverage, maintain, and/or revitalize a global product in an international setting. 														
上課進度 Weekly Course Schedule	<p>CLASS OUTLINE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="text-align: left;">Topics/Readings</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Week 1</td> <td>Introduction</td> </tr> <tr> <td style="text-align: center;">Week 2</td> <td>The Matrix of Consumer, Culture, Brands and Products --Ch.4; Assignment: form groups.</td> </tr> <tr> <td style="text-align: center;">Week 3</td> <td>Global Branding Strategies --Ch.11. --Article: 1) <i>The Lure of Global Branding</i>; 2) <i>How Global Brands Compete?</i></td> </tr> <tr> <td style="text-align: center;">Week 4</td> <td>Global Market Entry/Expansion Strategy --Ch. 9;</td> </tr> <tr> <td style="text-align: center;">Week 5</td> <td>Expansion Strategies of A Global Brand --Mini-Case: <i>Starbucks Coffee: Expansion in Asia</i> --Comprehensive case: <i>Starbucks (Richard Ivey Case)</i> Questions: 1) How does Starbucks expand its brand in North American market? 2) What is the core competence of Starbucks in North America?</td> </tr> </tbody> </table>				Topics/Readings	Week 1	Introduction	Week 2	The Matrix of Consumer, Culture, Brands and Products --Ch.4; Assignment: form groups.	Week 3	Global Branding Strategies --Ch.11. --Article: 1) <i>The Lure of Global Branding</i> ; 2) <i>How Global Brands Compete?</i>	Week 4	Global Market Entry/Expansion Strategy --Ch. 9;	Week 5	Expansion Strategies of A Global Brand --Mini-Case: <i>Starbucks Coffee: Expansion in Asia</i> --Comprehensive case: <i>Starbucks (Richard Ivey Case)</i> Questions: 1) How does Starbucks expand its brand in North American market? 2) What is the core competence of Starbucks in North America?
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	3) Expansion strategies of Starbucks in Asia?
Week 6	<p>Globalization vs. Challenges in Emergent Markets</p> <p>--Textbook Ch. 7; Ch. 8.</p> <p>--Articles from Course Pack:</p> <p>1) <i>Competing with Giants: Survival Strategies for Local Companies in Emerging Markets;</i></p> <p>2) Hidden Dragon</p>
Week 7	<p>How do Global Brands Fare Emergent Market?</p> <p>--Coursepack Case: <i>Shanghai Jahwa: Liushen Shower Cream</i></p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Should Jahwa enter the shower cream market? 2. If it is launched, should the shower cream carry the Liushen brand?
Week 8	<p>How do Brands from Emergent Market Meet with Mature Market?</p> <p>--Coursepack Case: Russian Standard Vodka: Expansion to U.S Market</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is core competence of RS brand in Russia? 2. Is this core competence sustainable in the U.S Market?
Week 9	<p>Country of Origin as a Key Brand Asset:</p> <p>--coursepack case: Stella Artois in UK</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. how is country of origin artistically crafted to be an asset of Stella brand? 2. challenges of brand expansion efforts of Stella
Week 10	<p>Global Product/Brand Management</p> <p>--Textbook Ch.12</p> <p>--Coursepack Article: <i>From Branded Article to Brand Portfolio</i></p>
Week 11	In-Class Midterm Exam
Week 12	Group discussions of final project idea
Week 13	<p>Mindset of Global Brands in local realities: Patience</p> <p>Coursepack case: <i>McDonald's Russia: Managing a Crisis</i></p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What problems was McDonald facing in Russia 2. Are these problems unique in their local context, or are they universal regardless of context and locality?

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	--Case presentation
Week 14	<p>Mindset of Global Brands in local realities: Speed Coursepack Case: <i>Pokemon: Gotta Catch 'Em All</i> Questions: 1. How is the Pokemon brand crafted in the United States? 2. What is the dilemma that the management team of Pokemon is facing in regard to refreshing and renewing the brand in U.S.? --Case presentation</p>
Week 15	<p>Global Brand Execution: Global Message vs. Local Audience --Textbook Ch. 14; --coursepack article: Two Routes to Brand Management --Coursepack Case: Debeer Diamond in Asia Questions: 1. What is the positioning strategy of DeBeer in North America? 2. What does marketing research in Asia tell you if you were the brand manager of DeBeer for Asian market?</p>
Week 16	<p>Global Logistics: Challenge of Adaptation of Logistics and Distribution (Value Chain) Textbook Ch.16 --Angel Case: Toys "R" Us Japan Questions: -What are the challenges Toys "R" Us were facing in Japan? --What are your recommendations in regard to the challenges</p>
Week 17	<p>Global Supplier Meeting Local Manufacturer/distributor --Comprehensive Case: <i>Du Pont Teflon: China Brand Strategy</i> Question: What should Lin recommend regarding DuPont's further participation in the non-stick cookware market Ingredient Branding: Art of Strategic Alliance Across Borders --Comprehensive Case: <i>Café de Columbia</i> --Article: <i>Ingredient branding</i> Question: If you were Samper or le Comte, what kind of proposal would you make to Dr. Cardenas and the FNC's Executive Committee?</p>
Week 18	Presentations of Final Projects

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<p>教學方式 Instructional Method</p>	<p>The major mode of learning in this course is case analysis, class discussion and group project. Theories and concepts in the textbook provide a good framework to understand and analyze cases. Mini-cases and comprehensive cases offer great opportunities to utilize important marketing concepts in real world situations. Mini-cases are illustrations of the key marketing concepts, corresponding with individual chapters in the textbook. Comprehensive cases are more complex, dealing with multiple marketing concepts as well as managerial issues simultaneously.</p> <p>In short, the purpose of case analysis and discussions is to provide you the opportunity to exercise various skills in class discussion, class exercise, and case analysis. These skills include: the ability to search for a wealth of international information (via library or the Internet), the adaptation of traditional marketing research techniques to international settings, the detection of subtle cultural differences, the diagnosis of managerial/marketing issues in cross-cultural setting, and the capacity to make optimal marketing decisions in a given situation.</p> <p>Case analysis preparation is a crucial teaching technique designed to help students develop individual and intimate marketing problem-solving style. Each student is expected to read book chapters and cases thoroughly before class. Even though there can be NO formula for case preparation, most students travel a general path which includes</p> <ul style="list-style-type: none"> • reading the case quickly, skimming it for the major issues, problems, or themes; • rereading the case carefully, annotating, highlighting and distinguishing important information; • deciding what the action issues are, or identifying the major problem area; • analyzing the quantitative and qualitative data to reach a useful set of action recommendations; and • choosing a course of action from the analysis, explicitly consider and reject plausible alternative courses
<p>課程要求 Course Requirements</p>	<p>The course is composed of class participation, case presentation, contrastive case analysis, midterm exam, group project and final exam.</p>
<p>評量方式 Evaluation</p>	<p><i>Class Participation (20%):</i></p> <p>Class preparation and discussion are essential to a successful learning experience. Students are expected to read book chapters and cases thoroughly before class and substantially contribute to class discussions.</p> <p>At the beginning of each class, specific questions will be distributed and assigned to students formed in groups. Students will be given about 10 minutes to discuss these questions in groups, which serves as an opportunity to catch up with the main topic of each class for those who do not read course materials.</p> <p>In addition, the electronic discussion board provides a perfect forum for students to post their opinions on issues either discussed in class or left out by class discussions. If you feel that you have not fully participated in discussions, or you are a shy person who is afraid of public speaking, discussion board provides great opportunities for you to improve your participation grade.</p> <p>Remember, you are expected to participate in class discussion actively. Both the quality and frequency of class discussion will substantially affect your final participation grade. In</p>

addition, you are also encouraged to use online forum and post your opinions, insights, suggestions or discussions on topics either discussed or missed in class.

The composition of your final participation grade is:

- **class attendance (8pts)**
- **class discussion (8pts)**
- **WebCT postings (4pts)**

Case Presentation (10%)

When a class reading includes cases, students working in groups will present the case in **10** minutes. A PowerPoint presentation is required for case presentation.

Simply repeating facts in the presentation will NOT earn a good grade. Instead, the presentation should focus on issues, problems, opportunities, strategies, and potential solutions hiding behind facts and data provided in the case. Efforts to integrate concepts and theories discussed in class into case presentation are highly encouraged.

Grade for case presentation will be made available after the last case presentation is made. In addition, group members will be asked to evaluate the contribution of each member (including him/herself) to the presentation.

Contrast Case Analysis (15%)—additional guidelines to be distributed via WebCT

The essence of effective case learning is to contrast and compare cases within and across problem situations. Students working in groups will select A PAIR of cases to analyze and contrast (there are altogether 12 cases to choose from). The instructor will identify a set of pairs from which the students can choose. The comparison between cases should revolve around 1 or 2 major themes or concepts. A focused analysis (8 pages max, double-spaced) will be conducted by the group and submitted on either Feb 2 or April 4, depending on which two cases you choose to analyze.

A five-minute presentation of your contrast analysis is required on the day you submit your contrast analysis. If you choose to use PowerPoint presentation, try to use two to three slides to summarize your analysis. Presentations will be delivered right before mid-term or final exam. They will serve as a mutual learning experience between presenting groups and the rest of the class.

Again, group members will be asked to evaluate the contribution of each member (including him/herself) to the contrast case analysis.

Group Project (20%)—Additional guidelines to be distributed

An international brand faces constant cultural and social challenges. The project provides the students with a hands-on opportunity to deal with one of the following issues:

- to study a global company and analyze its problems or successes in regard to how it manages and leverages a brand in a cross-cultural context or
- to explore the impact of cross-cultural experience on brand meanings, brand relationships, brand perceptions and brand usage
- or topics to be arranged individually with the instructor

Group project can take different forms, depending on the group consensus. A group is

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normally composed of four to five members. The instructor will elaborate on each form of the projects in class. Detailed guidelines for group project will be distributed later in class. Examples of group projects from previous classes will be reserved in the business school library. Written part of the group project will take up 15% of the final grade; oral presentation will take up 5% of the final grade. Group members will be asked to evaluate each other at the end of the project. Details of group project will be distributed later in class.

Mid-Term (15%) and Final Exams (20%)

In addition to class participation, mid-term and final exams depend on individual efforts. However, an active involvement in group projects and discussion will for sure work to your benefit. A general review of course materials will be conducted in class respectively for mid-term and final exam. A general strategy to do well in these exams is to pay attention to the linkage **BETWEEN** the concepts/theories in the textbook/articles and the facts/data in the cases; and to draw lessons/conclusions among various issues **ACROSS** cases.

- Class Participation 20% (Individual)
- Case Presentations 10% (Group)
- Mid-term Exam 15% (Individual)
- Case Analysis 15% (Group)
- Term Project/Presentation 20% (Group)
- Final Exam 20% (Individual)

Peer Evaluations: Super Important!

You will be asked to evaluate both yourself and your group members in terms of the contribution to THREE group endeavors: case presentation, contrast analysis and group project. In previous classes, peer evaluation substantially affected a person's final grade. Some students received very low individual grades even though their group got very high grade for their work. Peer evaluation is a good censoring mechanism to make sure that each group member contributes to the projects substantially. At the same time, you should remember to hand in your peer evaluation sheet in time.

Your final grade of each project is calculated via the following formula:

$$\text{Individual grade} = \text{group grade} * (\text{the average evaluation of your contribution/the highest average evaluation score within each group}).$$

教材及參考書目 Textbooks & Suggested Materials	Kotabe, Masaaki & Kristiaan Helsen (2001, 2 nd Edition or 3 rd Edition). <i>Global Marketing Management</i> . Toronto: Wiley & Sons. ISBN: 0-471-37289-7 A class-pack containing cases and articles will be available
課程相關連結網址 Course Website	
備註	

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Remarks	
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