

## Buenos Aires Global Marketing Program 2024

### Course Outline

<b>Course Title</b>	<b>Managing international business challenges with a focus on global marketing</b>
<b>Instructor(s)</b>	<ul style="list-style-type: none"> <li>• Prof. Riina Koris, EBS; Prof. Barbara Stöttinger, WU Vienna</li> <li>• Prof. Jorge Almada, UDTD</li> </ul>
<b>Language of instruction</b>	<i>English</i>
<b>Course level</b>	<i>Undergraduate (intermediate to advanced level)</i>
<b>Total hours</b>	<i>200 hrs/8 ECTS-Credits</i>

### Aim of the course

This course is intended to provide students with an in depth understanding of international business in the context of globalization. Special focus will be put on international marketing decisions. Such understanding will involve doing business in foreign markets and the challenges facing firms entering into new and unfamiliar environments. Moreover, this course will strategy aspects to provide a more comprehensive picture of international business challenges.

Through participating in the seminar, the students will learn to understand the challenges in contemporary international business.

Among other topics, we will focus on

- evaluating international business environments,
- highlighting the international business environment in Europe and Argentina
- investigate the economic conditions for companies doing business in Argentina
- assessing and selecting foreign markets,
- analysing customer segments, targeting and positioning,
- designing suitable marketing strategies to serve international markets (covering product, communication, distribution and pricing),
- meeting the challenges of managing strategy and knowledge flows.

Students will be able to apply the course content to **a real-life project**. They will be asked to develop a strategic market entry plan for introducing an Austrian product or

service to Argentina or an Argentinian product or service to Austria. The final results will be presented in class and within a written report.

### Learning Objectives

During this course students will learn to

- find their way around complex international business topics,
- conduct research to solve specific challenges in international business through relevant secondary data sources,
- gather and filter information efficiently and effectively on a specific research topic,
- organize teamwork in culturally diverse teams including presentation skills,
- shift material quickly and efficiently, structure it into a coherent argument and present it in a concise way,
- develop critical thinking and defending their developed arguments in written format.

### Intended Learning Outcomes

After this course, students will have improved in

- structuring complex international business topics with a special focus on international marketing aspects,
- conducting research to solve specific challenges in international business through relevant secondary data sources,
- gathering and filtering information efficiently and effectively on a specific research topic,
- organizing teamwork in culturally diverse teams including presentation skills,
- shifting material quickly and efficiently, to structure it into a coherent argument and to present it in a concise way,
- developing critical thinking and defending their developed arguments in written format.

### Teaching Methods

The course integrates various teaching methods such as theory lectures, discussions, company visits and a group project. Substantial classroom discussion is encouraged and expected. All students are required to work on the group project during the seminar.

**Attendance throughout the course is mandatory.**

## Pre-course assignment (WU)

There are two pre-course assignments for this course:

- (1) A written reflection (max 1000 words) of an academic: Scan the selection of 4 articles offered for the *Pre-Course Assignment*. Choose 1 (one) as per your liking that you will write a reflection on. Then, write your reflection on just 1 (one) of the articles, not some of the 4 or all of the 4. You will also receive more detailed instructions on how to write the articles' reflection.
- (2) PPT Presentation for ISU preparation meeting at WU: for the second preparation meeting, you are asked to prepare a topic that is related to this year's destination of the ISU, Argentina. This presentation will be part of your grade.

## Grading

WU Students will be assessed on their:

- Ability to understand the strategic issues related to International Business and International Marketing initiatives.
- Reflection paper on an academic article
- Presentation for 2<sup>nd</sup> preparation meeting in Vienna (WU students)
- Active participation in class
- The quality of the project report and presentation - by quality in this context we mean the clarity and persuasiveness of each bit of the work.
- Peer review, i.e., ability to work in teams. Students failing to participate in their teams will lose the mark for that piece of work.
- **Please bear in mind that grading standards and procedures may differ between the two academic institutions.**

Assessment	
• reflection paper	<b>10%</b>
• presentation for preparation meeting	<b>10%</b>
• In-class individual performance (participation, case analysis, quizzes, assignments)	<b>20%</b>
• presentation of group project	<b>30%</b>
• written report	<b>30%</b>

The following evaluation scheme is applied:

Grade	Points	Description
1	90 +	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
2	89-75	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
3	74-65	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.

4	64-51	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
Failed	50 and below	Unsatisfactory performance

<b>Course literature</b>
Hollensen, Svend (2020) Global Marketing, 8 <sup>th</sup> edition, Pearson

<b>Course material</b>
The instructors will use a variety of teaching methods comprising readings, lectures, case analysis, videos, class exercises, current events discussions, guest speakers, and a team project. For the case studies, a separate download link will be provided in due time.

<b>Further readings suggested by the lecturer(s)</b>
Literature and other course material will be communicated to participating students in due time before the ISP Argentina program starts.

<b>Detailed Schedule</b>		
<b>WEEK 1</b>		
<b>February 5</b> 9:00-12:30	<b>Introduction to the course</b> <ul style="list-style-type: none"> <li>• Introduction to course, project kick-off</li> <li>• Team formation</li> <li>• Factors driving internationalization</li> </ul>	<b>Prof. Koris</b>
	<b>Environmental analysis; market assessment &amp; selection</b> <ul style="list-style-type: none"> <li>• Factors driving internationalization (cont.)</li> <li>• PEST</li> </ul>	
Afternoon/Evening	Work on Project	
<b>February 6</b> 9:00-12:30	<b>Introduction to international marketing mix decisions</b> <ul style="list-style-type: none"> <li>• Standardization vs adaptation</li> <li>• Different consumer culture positionings</li> </ul>	<b>Prof. Koris</b>
Afternoon/Evening	Work on Project	
<b>February 7</b> 9:00-12:30	<b>Marketing Research</b> <ul style="list-style-type: none"> <li>• Appropriate research design in IMR</li> <li>• Selected methods for data collection</li> <li>• Equivalence in MR</li> <li>• MR challenges in IM and how to deal with them</li> </ul> <b>Segmentation, targeting &amp; positioning in global markets</b> <ul style="list-style-type: none"> <li>• How to select attractive target groups</li> </ul>	<b>Prof. Koris</b>
Afternoon/Evening	Work on Project	
<b>February 8</b> 9:00-12:30	<b>Segmentation, targeting &amp; positioning in global markets</b> <ul style="list-style-type: none"> <li>• International positioning strategies</li> <li>• Country-of-origin-concept</li> </ul>	<b>Prof. Koris</b>
Afternoon/Evening	Work on Project	
<b>February 9</b> 9:00-12:30	<b>Business Environment in Argentina</b> <ul style="list-style-type: none"> <li>• Global Economy &amp; Emerging Markets</li> <li>• Doing Business in Argentina – Idiosyncrasies</li> <li>• Final Project Guidelines</li> </ul>	<b>Prof. Almada</b>
Afternoon/Evening	Work on Project	

<b>WEEK 2</b>		
<b>MILESTONE 1: please send your milestone ppt to all faculty by February 12, 8:00 am</b>		
<b>February 12</b> 9:00-12:30	<b>International Operations &amp; Argentina Infrastructure</b> <ul style="list-style-type: none"> <li>• WTO, Trading Blocs</li> <li>• Production, Supply &amp; Logistics</li> <li>• Argentinian Infrastructure</li> </ul>	<b>Prof. Almada</b>
Afternoon/Evening	Work on Project	
<b>February 13</b> 9:00-12:30	<b>International Commercial Strategy</b> <ul style="list-style-type: none"> <li>• Emerging Industries</li> <li>• B2B &amp; Global Trade</li> <li>• Globalization</li> </ul>	<b>Prof. Almada</b>
Afternoon/Evening	Work on Project	
<b>February 14</b> 9:00-12:30	<b>Market Entry Modes</b> <ul style="list-style-type: none"> <li>• Entry modes in detail</li> <li>• International performance exercise</li> </ul>	<b>Prof. Almada</b>
Afternoon/Evening	Work on Project	
<b>February 15</b> 9:00-12:30	<b>Culture &amp; Global Marketing</b> <ul style="list-style-type: none"> <li>• Culture, Time, Distance, Hi/Low Context</li> <li>• Eastern/Western, Language, Gestures</li> </ul>	<b>Prof. Almada</b>
Afternoon/Evening	Work on Project	
<b>February 16</b> 9:00-12:30	<b>Global Product Decisions</b> <ul style="list-style-type: none"> <li>• Levels of product and possibilities of standardizing/adapting</li> <li>• Dimensions of product and possibilities of standardizing/adapting</li> <li>• Circumstances causing risk and ways to minimize risk of purchase</li> <li>• Global marketing communication creative strategies</li> </ul>	<b>Prof. Almada</b>
Afternoon/Evening	Work on Project	

<b>WEEK 3</b>		
<b>MILESTONE 2: please send your milestone ppt to all faculty February 19, 8:00 am</b>		
<b>February 19</b> 9:00-12:30	<b>Global Distribution Decision</b> <ul style="list-style-type: none"> <li>• Designing global distribution channels</li> <li>• Monitoring distributing channels</li> </ul>	<b>Prof. Stöttinger</b>

Afternoon/Evening	Work on Project	
<b>February 20</b> 9:00-12:30	<b>Global Pricing Decisions</b> <ul style="list-style-type: none"> <li>• The importance of pricing in international markets</li> <li>• How to set prices for foreign markets</li> </ul>	<b>Prof. Stöttinger</b>
Afternoon/Evening	Work on Project	
<b>February 21</b> 9:00-12:30	<b>Global Communication Decisions</b> <ul style="list-style-type: none"> <li>• How to develop an integrated marketing communication strategy</li> <li>• Worldwide ad spending and media use</li> <li>• Standardization vs adaptation in communication activities across markets</li> <li>• Case Discussion: L’Oreal: Global Brand, Local Knowledge</li> </ul>	<b>Prof. Almada</b>
Afternoon/Evening	Work on Project	
<b>February 22</b> 9:00-12:30	<ul style="list-style-type: none"> <li>• Contemporary Issues in International Marketing</li> <li>• Final Project Preparation</li> </ul>	<b>Prof. Stöttinger</b>
Afternoon/Evening	Work on Project	
<b>February 23</b> 9:00-12:30	<b>Final presentations</b> <ul style="list-style-type: none"> <li>• Attendance of final presentations –projects</li> <li>• Feedback session on projects</li> <li>• Feedback session on overall three weeks</li> </ul>	<b>Prof. Almada/ Prof. Stöttinger</b>

### Individual Work Packages (in detail)

#### **1 In-class individual performance (participation, case analyses/quizzes/assignments)**

All students are expected to regularly and actively participate in class discussions. The components of participation comprise: 1) attendance, 2) asking relevant & thoughtful questions, 3) making relevant & thoughtful comments, 4) generally being an active and engaged student (e.g., during in-class exercises/discussions and group activities). Any comments should be substantive and relevant to the topic at hand. Preparing for class ahead of time by completing assigned readings and/or preparing the cases is an essential prerequisite for effective class participation. All students will be evaluated after each class session on the quality of their contribution to class discussions. While discussion may get lively at times, please respect your classmates by timing your comments appropriately (i.e., try to avoid interrupting others while they are speaking). Quantity is no substitute for quality and irrelevant or disruptive comments may hurt your participation scores.

As part of the in-class performance component of the course instructors may choose to assign short homework or in-class assignments, or quizzes, based on cases, lecture materials, assigned readings, or other activities completed in class. Case discussions will comprise a major component of the course and students should read and carefully analyze each case in preparation for class discussions. Case analyses should include three elements: 1) Identify and define the most important problems or issues and

explain why they have arisen, 2) present at least two alternatives for addressing them, 3) recommend one of the alternatives and provide justification.

## **2 Team Project**

The objective of this project is to provide you with experience in developing a strategic marketing plan for introducing an Argentinian product or service to Austria OR an Austrian product or service to Argentina. The project allows for applying the theoretical knowledge acquired in the theory sessions, within the reading material as well as the learning from corporate events.

In the first session, you will be provided with brief introduction into the project description. You are expected to utilize data resources available on the Internet, at UTDT and WU Vienna and other sources to substantiate your analysis and recommendations. You will present your analysis and recommendations during the last week in a plenary session AND provide a written project report.

### **Project Deliverables:**

**Written Report:** Based on your analysis (described above), a report of no more than 10 pages, 1,5 line-spaced, 12-point font, 1"margins (with no more than 5 additional pages of Appendix) should be drawn up. **The report needs to be submitted by the deadline. Please make sure that you reference correctly as per an internationally accepted referencing style such as APA or Harvard style (e.g., <https://owl.english.purdue.edu/owl/section/2/>).**

**Group Work:** The purpose of group work is to enhance your skill in working collaboratively. All members of the group will receive the same grade if everyone makes a fair contribution to the project. A peer evaluation will be given at the end of the course. The instructor may adjust the final grade based on the peer evaluation results.

**Research Quality and References:** Students should demonstrate that they have completed appropriate research for the project. Accordingly, they should use a wide range of resources (electronic or otherwise). In the written report, it is essential to properly cite the sources used for the research, including internet sources. In doing this, please make sure to use parenthetical citations (not footnotes) in the body of the text and include an alphabetized reference list of all your sources at the end of the paper. The list should be formatted in an internationally accepted referencing style. In accordance with the university's policy on academic honesty plagiarism will not be tolerated. If, after reading the Academic Integrity section below, you have questions about what constitutes plagiarism please contact the instructors for clarification.

### **Course Project Recommended Structure**

This is a potential outline for your project. Please check with faculty, if you have any questions how this applies to your project.

Criteria	Weight	Score
<b>Content (80%)</b>		



<p><b>Phase I: Foreign Country Environment</b></p> <ul style="list-style-type: none"> <li>❖ Comprehensiveness - Discuss most of the issues or elements relating to the economy, political, legal, cultural, or the other uncontrollable in the chosen country relevant to the product/service.</li> <li>❖ Relevance: The information is relevant to marketing program and recommendation.</li> <li>❖ Depth: The analysis about the chosen country is insightful.</li> <li>❖ Support: Use data and apply the course content to support the arguments.</li> </ul>	15	
<p><b>Phase II: Segmentation and Entry Mode Choice</b></p> <ul style="list-style-type: none"> <li>❖ Customer Analysis-Segmentation and Targeting (8 points) <ol style="list-style-type: none"> <li>1. Identify multiple segments in the industry by applying benefit or psychographic segmentation as the general basis.</li> <li>2. Have identified most of the major segments (a reasonably exhaustive set - not just one or two segments).</li> <li>3. Have chosen the target segment(s).</li> <li>4. Explain why the approach is reasonable.</li> </ol> </li> <li>❖ Entry Mode (7 points) <ol style="list-style-type: none"> <li>1. Identify multiple options to enter the country by using the concepts or frameworks learned from the course.</li> <li>2. Explain why you choose this entry mode not the other.</li> </ol> </li> </ul>	15	
<p><b>Phase III: International Marketing Mix Program ❖</b></p> <p>Product (10 points):</p> <ol style="list-style-type: none"> <li>1. Objectives</li> <li>2. Product Concept (Core, actual, augmented)</li> <li>3. Product standardization or adaptation (discretionary or mandatory) and rationale</li> <li>4. Country-of-origin effect</li> </ol> <p>❖ Channel (10 points):</p> <ol style="list-style-type: none"> <li>1. Objectives</li> <li>2. Approach &amp; rationale: Wholly owned, Independent, company+ independent, Agent</li> <li>3. Channel Member Selection &amp; Incentives</li> <li>4. Physical distribution</li> </ol>	45	

<ul style="list-style-type: none"> <li>❖ Communication (10 points):               <ol style="list-style-type: none"> <li>1. Objectives</li> <li>2. Communication mix (i.e. advertising, sales promotion, public relations, direct selling, personal selling)</li> <li>3. International communication barriers &amp; strategies</li> <li>4. Media planning &amp; rationale (i.e., newspaper, TV, radio, magazines, direct mail, and internet)</li> </ol> </li> <li>❖ Price (10 points):               <ol style="list-style-type: none"> <li>1. Objectives</li> <li>2. Strategy &amp; rationale (transfer pricing and first-time pricing)</li> <li>3. Price escalation: factors contributing to price escalation an methods dealing with it</li> <li>4. Price points &amp; rationale</li> </ol> </li> <li>❖ Business viability (5 points):               <ol style="list-style-type: none"> <li>1. sales forecast for three years</li> <li>2. tentative marketing budget</li> </ol> </li> </ul>		
<p><b>Phase IV: Recommendation &amp; Implementation</b></p> <ul style="list-style-type: none"> <li>❖ Summarize the strategic actions managers should take.</li> <li>❖ Discuss the timeline and specific actions to implement the plan.</li> <li>❖ Provide a brief analysis: sales volume and revenue forecast, cost and expenses items, and calculate profit and loss.</li> </ul>	10	
<b>Style (20%)</b>		
<p><i>Flow and clarity of discussion</i></p> <ul style="list-style-type: none"> <li>❖ clearly written and well constructed arguments</li> <li>❖ appropriate heading and grammar</li> <li>❖ did not go over page limit</li> </ul>	5	
<p><i>Logical and consistent argument</i></p> <ul style="list-style-type: none"> <li>❖ convincing logic and consistent arguments</li> <li>❖ sufficient support with research data and analysis</li> </ul>	10	
<b>Overall Grade</b>	<b><u>100</u></b>	

**Group Presentation:** Depending upon the class size, each group will be allotted 30-45 minutes (inclusive of Q&A) to present the results of their research. The evaluation criteria for this portion of the assignment will be rated as follows:

**Presentation Content**

(5= Outstanding/ 1 = Unacceptable)

- Cohesive/well organized/logical flow \_\_\_\_\_
- Comprehensive/addressed the major Issues \_\_\_\_\_
- Purpose and direction of presentation were made clear \_\_\_\_\_
- Conclusions and Recommendations logically followed from analysis \_\_\_\_\_
- Overall persuasiveness \_\_\_\_\_

**Presentation Style**

- Presenters knew the material \_\_\_\_\_

Presenters were professional in their appearance and style	_____
Presenters demonstrated conviction/enthusiasm for the topic	_____
Use of visual aids contributed to audience's understanding	_____
Team fielded questions adequately	_____

Peer evaluations: The purpose of group work is to enhance your skill in working collaboratively. All members of your group may not receive the same grade. Individual grades may be adjusted for relative contribution as indicated by peer evaluations.

**Academic Integrity:**

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our Faculty. Acts of academic dishonesty include, but are not limited to, the following:

- **using** the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- **duplicating** a table, graph or diagram, in whole or in part, without referencing the source.
- **paraphrasing** the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- **copying** the answers of another student in any test, examination, or take-home assignment.
- **providing** answers to another student in any test, examination, or take-home assignment.
- **taking** any unauthorized materials into an examination or term test (crib notes).
- **impersonating** another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- **stealing** or mutilating library materials.
- **accessing** test prior to the time and date of the sitting.
- **changing** name or answer(s) on a test after that test has been graded and returned.
- **submitting** the same paper or portions thereof for more than one assignment, without discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.