

# COURSE SYLLABUS



## International Marketing

**Course code:** MKT318

**Semester and year:** Spring 2025

**Day and time:** Wednesdays 3:30 -6:15 pm

**Instructor:** Dan Ravick Fiala, MBA, PMP, PMI-RMP

**Instructor contact:** dan.ravick@aauni.edu

**Consultation hours:** One hour before the lecture

<b>Credits US/ECTS</b>	3	<b>Level</b>	Bachelor
<b>Length</b>	14 weeks	<b>Pre-requisite</b>	MKT248
<b>Contact hours</b>	42 hours	<b>Grading</b>	Letter grade

### 1. Course Description

This intermediate course provides a comprehensive, up-to-date theoretical and practical understanding of the differences between, and challenges of, successfully doing business internationally as compared with the domestic market. A basic understanding of business, marketing, and market research concepts, strategies, and tactics, as well as terminology, is, therefore, assumed. The framework of the course is built upon marketing principles and applying them in international markets – including multicultural environments in different countries. The course includes a review of the international environment in terms of political, economic, socio-cultural and income differences and different buying habits to provide the context for the necessary analysis and decision-making. The course methodology combines studying the theory and practice of international marketing with real-life examples of success and failure in international consumer and business markets. Throughout the course there are practical exercises to evaluate the student's understanding of how organizations can develop and implement an effective international marketing strategy and gain a competitive advantage. A final team project, which is set by the students throughout the course, will be presented at the end of the course to demonstrate the student's mastery of the topics studied.

### 2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Describe the theories and concepts underlying international marketing;
- Demonstrate the ability to apply international marketing theory and concepts to what marketers are doing in the real world;
- Comprehend and have a clear understanding of the challenges of marketing in international markets;
- Demonstrate the ability to use up-to-date international marketing strategies;
- Describe the key differences in the management of international marketing versus domestic marketing;
- Formulate a conceptual framework for assessing international markets and environments for business opportunities, challenges and risks;
- Demonstrate the ability to understand and apply different marketing techniques and tools in international environments with other cultures;
- Explain the main business models used by international marketers.

### 3. Reading Material

#### Required Materials (Available in the Library)

- Hans Muehlebaier, Helmut Leih, Lee Dahringer, **International Marketing: A Global Perspectiv**, (available on Google Books)
- Jean Claude Usunier, Julie Anne Lee, **Marketing Across Culture**, Fourth Edition, Prentice Hall
- Kotler, P., Kartajaya, H. and Setiawan, I. (2021) **Marketing 4.0**. 1st edn. Wiley.
- Bylund, P. (2022) **How to Think About the Economy**. Mises Institute.

\* These books **will be made available digitally** in the NEO course portal.

#### Supplementary Materials:

\* *Other supplementary material will also be provided digitally.*

### 4. Teaching methodology

The course is divided into 14 lessons, during which a variety of student participation methods are used (as detailed below). Classes will be organized principally – but not exclusively – around presentations based on the course book (see above). Discussions are encouraged, and case studies will be used to demonstrate students’ analytical thinking, creative problem-solving skills, and information acquisition. Before each class, each student should, therefore, be prepared to discuss the session topics (see Course Schedule below).

- Slide presentations and discussions on the topics new to most students, encouraging interaction during the presentations with examples.
- Each chapter will be discussed in terms of practical application with usage of case studies.
- Final review and class/peer evaluation of each team’s final presentation to practice understanding in various business environments, or cases.

The basic premise is that we REALLY learn by doing. First, we need to know what we don’t know (knowledge transfer). Then we need to see how what we don’t know is being applied (association). THEN, we need to practice together how we apply creatively in our project how these concepts and capabilities can be applied (deep learning) to solve business problems or to capture an opportunity. Collectively, these create competitive advantages. The final grade is based on the students’ and their team’s ability to apply what they have learned to create a competitive advantage.

To maximize the value for the students, students are STRONGLY encouraged to complete the reading BEFORE the lesson, allowing maximum discussion on current applications of the topics. The student’s ability to interact in real time during the course discussion is a critical skill in business and is, therefore, a critical success factor in the learning process.

### 5. Course Schedule

Date	Class Agenda
<b>Week 1:</b> February 5 <sup>th</sup>	<b>Topic:</b> Class Kick-off!!! <b>Description:</b> <ul style="list-style-type: none"><li>• Quick introduction to the course.</li><li>• Marketing and value creation.</li><li>• Classical vs new approaches of international marketing</li><li>• Quick introduction to the instructor, his background and work experiences.</li><li>• Student introductions.</li><li>• Expectations, course flow &amp; grading.</li></ul>

	<p><b>Reading:</b> Course syllabus (on NEO)</p> <p><b>Assignments/deadlines:</b> Students will briefly introduce themselves to the class.</p>
<p><b>Week 2</b></p> <p>February 12<sup>th</sup></p>	<p><b>Topic:</b> Why Go International?</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Setting the Context – Macro “helicopter view”, why firms go international.</li> <li>• Value for firms</li> <li>• Opportunities</li> <li>• <b>Realities &amp; Challenges</b></li> <li>• Factors Influencing International Cooperation</li> </ul> <p><b>Reading:</b> Students will be asked to read articles that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBA</p>
<p><b>Week 3</b></p> <p>February 19<sup>th</sup></p>	<p><b>Topic # 1:</b> Major Reasons for Internationalization Failure</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• The classical approach to internationalization will be discussed.</li> <li>• Key reasons for internationalization failure will be identified and introduced</li> </ul> <p><b>Topic # 2:</b> Introduce our new “<b>Best Practice</b>” <b>Approach to Internationalization.</b></p> <p><b>Description:</b></p> <p>Introduce a new methodology to help you improve your chances of internationalization success.</p> <p><b>Reading:</b> Students will be asked to read selected articles and short books (all of which will be provided) that will be used for class discussions.</p> <p><b>Assignments/deadlines:</b> TBA</p>
<p><b>Week 4</b></p> <p>February 26<sup>th</sup></p>	<p><b>Topic:</b> Markets &amp; Trade in a Nutshell</p> <p><b>Description:</b></p> <p>To be “smarter than the average bear” it is important to understand the causal implications of trade policy on your international marketing strategies.</p> <p>The economics and mechanics of global trade will be discussed. The benefits, barriers and implications of trade will be explored. Common trade myths will also be dispelled.</p>

	<p>Key mechanics of the following will be explained:</p> <ul style="list-style-type: none"> <li>• Autarky</li> <li>• Free trade</li> <li>• Types of tariffs</li> <li>• Winners and Losers of Tariffs</li> <li>• Quotas</li> <li>• Subsidies</li> <li>• Local Content Requirements</li> <li>• Environmental regulation</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBA</p>
<p><b>Week 5</b> March 5<sup>th</sup></p>	<p><b>Topic:</b> Value -Understanding, Creating and Delivering Value</p> <p><b>Description:</b></p> <p>Understanding, co-creating and delivering the right value for target customers are key fundamentals of marketing and business success. These fundamentals become even more magnified in international settings and therefore we will focus on methods and tools to understand and assess customer and value fit.</p> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBA</p>
<p><b>Week 6</b> March 12<sup>th</sup></p>	<p><b>Topic # 1:</b> Strategies to Enter New Markets</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Launching Products in New Markets</li> <li>• Approaches to Assessing New Markets <ul style="list-style-type: none"> <li>o CPA (Classical) Approach</li> <li>o Ghemawat <b>CAGE</b> (New) Framework</li> <li>o <b>CAT / RAT</b> Model (New)</li> <li>o <b>Adding Value Scorecard</b> (New)</li> </ul> </li> </ul> <p><b>Topic # 2:</b> International Market Segmentation &amp; Niche Marketing Strategies</p> <p><b>Description:</b> Introduction and analysis of international market segmentation strategies in terms of identifying valuable customer segments and the appropriate "beachhead market."</p> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBA</p>
<p><b>Week 7</b> March 19<sup>th</sup></p>	<p><b>Topic:</b> Strategies for Managing Global Expansion</p> <p><b>Description:</b></p>

	<p>The popular approach to entering and managing international opportunities is to focus on adaptation and localization, which is appropriate in some scenarios; however, in other scenarios can be inappropriate and value destroying.</p> <p>Therefore, The <b>Ghemawat AAA Framework</b> will be introduced to help you better manage international strategies.</p> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBA</p>
March 26 <sup>th</sup>	<b>Mid-term Break – No Class – Enjoy it!</b>
<p><b>Week 8</b></p> <p>April 2<sup>nd</sup></p>	<p><b>Mid-term Exam.</b></p> <p>Students will have the opportunity to answer theoretical and practical questions based on the topics that are delineated in this syllabus and that were discussed or assigned in class lectures, articles (provided on NEO), various assignments that were given as well as to understand the mechanics and major points of case studies analyzed.</p> <p>Please, also note that class slides are only meant to refresh your memory and complement your own note taking as class discussions and the whiteboard will be used throughout the course to introduce, explain, and discuss key points.</p>
<p><b>Week 9</b></p> <p>April 9<sup>th</sup></p>	<p><b>Topic:</b> Business Models</p> <p><b>Description:</b> Business models connect strategy with execution and make international marketing strategies possible.</p> <p>Therefore, we will discuss the following:</p> <ul style="list-style-type: none"> <li>• The Approach of Business Modeling</li> <li>• Building Scalable Business Models to Support Faster Market Penetration of Technology Products</li> <li>• Understanding and Applying Closed-Loop Value Chains and Open Business Models</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class</p> <p><b>Assignments/deadlines:</b> TBA</p>
<p><b>Week 10</b></p> <p>April 16<sup>th</sup></p>	<p><b>Major Topic # 2: Frameworks for Structured analysis</b></p> <p><b>Description:</b> A variety of additional frameworks, models, tools and techniques will be introduced to aid you in structured analysis:</p> <ul style="list-style-type: none"> <li>• Porters 5 Forces – Value to managers, common errors in application, best practice usage.</li> <li>• Ansoff’s Matrix</li> </ul>

	<ul style="list-style-type: none"> <li>• BCG Matrix</li> <li>• Balanced Scorecard</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class</p> <p><b>Assignments/deadlines:</b></p>
<p><b>Week 11</b></p> <p>April 23<sup>rd</sup></p>	<p><b>Topic:</b> International Product and Service Management</p> <p><b>Description:</b> Introduction to managing products/services across borders and through the Product Life Cycle and managing innovation across borders.</p> <p><b>Reading:</b></p> <p><b>Assignments/deadlines:</b></p>
<p><b>Week 12</b></p> <p>April 30<sup>th</sup></p>	<p><b>Topic:</b> Pricing in International Markets</p> <p><b>Description:</b> Introduction to the concept of strategic pricing and what challenges that entails when doing business internationally.</p> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b></p>
<p><b>Week 13</b></p> <p>May 7<sup>th</sup></p>	<p><b>Topic:</b> <b>Student Final Presentations</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Students will present their final presentation to the class in person.</li> </ul> <p><b>Reading:</b></p> <p><b>Assignments/deadlines:</b> <b>Final presentation uploaded to NEO</b></p>
<p><b>Week 14</b></p> <p>May 14<sup>th</sup></p>	<p><b>Topic:</b> <b>Student Final Presentations</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Students will present their final presentation to the class in person.</li> </ul> <p><b>Reading:</b> N/A</p> <p><b>Assignments/deadlines:</b> <b>Final presentation uploaded to NEO</b></p>
	<p><b>Make-up Class Days</b></p> <p>If I have to cancel a class during the semester, the make-up day will be the day closest to the missed class and the most feasible.</p>

## 6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours) (average)	Weighting Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes
<p><b>PPP:</b></p> <p>Participation Professionalism Preparedness (Individual)</p>	42 hrs	10%	<p><i>Ability to read, think, and express ideas analytically, critically, and creatively.</i></p> <p><i>Ability to ask and answer questions relating to subject knowledge.</i></p> <p><i>Ability to communicate effectively in oral English.</i></p> <p><i>Ability to identify and summarize key points relating to a topic.</i></p> <p><b>Demonstrate nothing less than a level of professionalism, preparedness, and tact that you would expect of those whose services you would employ.</b></p>	1 & 2
<p><b>AE:</b></p> <p>*Application Exercises &amp;/or Quizzes</p> <p>*The exact number of application exercises and quizzes will be determined dynamically based upon a range of factors.</p> <p>*Quizzes may be unannounced</p>	30 hrs	40%	<p><i>Application exercises and quizzes are meant to reinforce theoretical knowledge presented during the class and from readings by testing your ability to: 1. Recall 2. Apply and 3. Integrate</i></p> <p><i>Quizzes may be unannounced and will cover any material from lecture or course readings.</i></p> <p><i>The goal here is not punitive but to incentivize you to be an active learner throughout the course -not just before the exam.</i></p>	1, 2, 3
<p><b>ME:</b></p> <p>Mid-term Exam (Individual)</p> <p>(Individual Effort)</p>	28	20%	<p>Ability to analyze and answer both theoretical and practical questions.</p> <p>Exams are offline (pen-paper).</p>	1,2,3
<b>PSD</b>	10	10%	<p>Project Scope Document</p> <p>Students will create a document that will show/explain the following:</p> <ul style="list-style-type: none"> <li>Main project deliverables</li> </ul>	1,2,3

			<ul style="list-style-type: none"> <li>• Time plan for work of each team member on all major deliverables</li> <li>• Data gathering methods to be used</li> <li>• How the analysis will be conducted</li> </ul> <p>*Specifics will be given orally in class.</p>	
<p><b>PR</b></p> <p>10-page analysis paper.</p> <p>(Group Assignment –Groups will consist of 3 to 5 students.)</p> <p>*The number of students will be considered when grading group work</p>	20	10%	<p>Project Report</p> <p>Students will provide a complete written analysis of their project design, analysis and findings. This will include the following:</p> <ul style="list-style-type: none"> <li>• Professional formatting</li> <li>• Well structured</li> <li>• Data collection methodology used</li> <li>• Well-structured and in-depth data analysis</li> <li>• Key insights and recommendations based on analysis</li> <li>• Lessons learned and major areas of improvement in project design</li> </ul> <p>*Specifics will be given orally in class.</p>	1,2,3
<p><b>PP</b></p> <p>Project Final Presentation</p> <p>In-class presentation of about 30 minutes + Q/A</p> <p>(Group Assignment –Groups will consist of 3 to 5 students.)</p> <p>*The number of students will be considered when marking group work</p>	20	10%	<p>Final Project Presentation</p> <p>Students will present their findings in a clear and crisp presentation.</p> <p>Students will be graded based on the level of analysis as well as on the presentation format, style and delivery</p> <p>Students should approach their project presentation not solely as an analyst but as a business manager.</p> <p>Analysis and presentation of a specific firm's direct marketing strategy along with a recommendation for improvement</p>	1,2,3



			You should focus on recommendations – what are the risks and how they would implement their recommendations to be most effective.  *Specifics will be given orally in class.	
TOTAL:	150	100%		

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

## 7. Detailed description of the course participation and assignment grading

**PPP: Participation, Professionalism & Preparedness:** • Demonstrate nothing less than a level of professionalism, preparedness, and tact that you would expect of those whose services you would employ.

### Assessment breakdown (10% of overall grade)

Assessed area	Percentage
Punctuality	10%
Preparedness	45%
Professionalism	45%

**AE: Application Exercises and/or Quizzes** • Application exercises and quizzes are meant to reinforce theoretical knowledge presented during the class and from readings by testing your ability to: 1. Recall 2. Apply and 3. Integrate

### Assessment breakdown (40% of overall grade)

Assessed area	Percentage
Testing recall	10%
Testing level of understanding	60%
Testing ability to apply knowledge	20%
Testing ability to integrate knowledge with other business areas	10%

### ME: Mid-term Exam

- Comprehensive assessment of knowledge acquired in the first half of the class.

### Assessment breakdown (20% of overall grade)

Assessed area	Percentage
Understanding of fundamentals	50%
Critical Analysis	30%
Articulation and development of well-structured responses	20%

**PSD: Project Scope Document**

- Demonstrate the ability to design your project methodology (not just fill in a template) in a structured, logical and systematic way.

**Assessment breakdown (10% of overall grade)**

Assessed area	Percentage
Professional formatting and styles	10%
Logical structure and flow	50%
Key scope components included	40%

**PR: Project Report**

- Demonstrate the ability to create a well-structured, well-written and systematically analyzed report. This report will be the synthesis of theoretical knowledge (FMTTs) and their application to your specific situation.

**Assessment breakdown (10% of overall grade)**

Assessed area	Percentage
Professional formatting and styles	10%
Depth and breadth of research	40%
Level of analysis using FMTTs	40%
Lessons Learned in research design and overall approach	10%

**PP: Project Presentation**

Demonstrate ability to clearly and logically articulate the

1. Project objective
2. Hypothesis
3. How/why you approached the project the way you did
4. Structured systematic analysis of used FMTTs
5. Key Insights or Recommendations
6. Responses to Q/A
7. Group coordination and flow during delivery

**Assessment breakdown (10% of overall grade)**

Assessed area	Percentage
Professional formatting and styles of Presentation	10%
Delivery and team coordination during the delivery	40%
Depth of analysis	40%

**Further Assessment breakdown summary for all assignments**

Assessed area	Percentage
TITLE, INTRODUCTION, CONCLUSION AND TABLE OF CONTENTS	15
ORGANIZATION AND DEVELOPMENT Structure of the paper, logical coherence (including AAU SBA title page, table of contents, executive summary, introduction, recommendations, conclusion, and works cited)	10
CONTENT / QUALITY OF IDEAS	50

Knowledge of methodology, and its application. Evidence of critical thinking. Includes: correct use of supportive material (e.g. charts, diagrams, illustrations, maps, and tables)	
QUALITY OF RESEARCH Work with sources and literature – includes proper citation	15
CLARITY, FORMAT, READABILITY, AND QUALITY: Writing style, level of English: 5 Formal quality and format of the report: 5	10
PENALTY FOR ERRORS IN SPELLING, USAGE, MECHANICS	Up to -5

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### **Important Formatting Information**

Assignments in business report format must, as a minimum, the SBA cover page, a table of contents, an executive summary, an introduction, a conclusion / recommendation, and works cited, as separate pages. The main body of the paper should include a header (title of course, term and name of student) and footer (date and page number). The paper should have normal margins (1" on all sides), be single-sided, 1.5-spaced, **12-point font, Times New Roman**.

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## **8. General Requirements and School Policies**

### ***General requirements***

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work. Please see the AAU intranet for a summary of key policies regarding coursework.

### ***Course specific requirements***

There are no special requirements or deviations from AAU policies for this course.