MARK6111
Global Marketing Strategy

Course Outline
Semester 1, 2015
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PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS

   Course coordinator:  Dr. Gary Gregory
   Office:    Quad Bldg Room 3023A
   Consultation times:  Thur 1:00pm-3:00pm (or by appointment)
   Telephone: 9385-3389
   Email:  g.gregory@unsw.edu.au

   If you need to meet with the lecturer in charge outside consultation hours, please call and make an appointment. Alternatively feel free to email me and I will attempt to get back to you within 24-48 hours. Additionally, you can post general course enquires relating to any aspect of coursework on the discussion board of the Moodle site for this course. Again, I will attempt to address all enquiries within 24-48 hours.

2. COURSE DETAILS

2.1 Teaching Times and Locations

   Lecture:  Thurs 6:00pm – 9:00pm (Weeks 1-12) in Business School 115

2.2 Units of Credit

   This course is worth 6 credits. There is no parallel teaching in this course

2.3 Summary of Course

   Global Marketing Strategies is an advanced course that is focused on international marketing strategy and operations. The main emphasis of the course is on key issues in international marketing and managerial decision making in the complex international market environment, while another emphasis is on marketing to major foreign markets. First, the course will provide an overview the international marketing environments, as well as the theory of international trade and the global trading systems. Then, the course will discuss firm's international market entry and marketing to foreign countries. Finally, the course will cover various aspects of developing and implementing global marketing strategies and managing international marketing operations.

2.4 Course Aims and Relationship to Other Courses

   This course aims to:

   - foster students' understanding of and sensitivity to the unique cultural environment in which international marketing takes place;
   - enhance students’ knowledge of international markets and international marketing strategy;
   - develop skills related to the analysis of international marketing data, in particular the use of case analyses and secondary data.
Students should emerge from this course as knowledgeable business managers, capable of formulating marketing objectives, collecting and analyzing data, and completing international marketing entry plans. Hopefully, students will learn a great deal about international marketing and will be able to apply their knowledge in their personal, disciplinary, and professional endeavors. Ideally, they should gain valuable experience and knowledge and enjoy themselves in the process.

For most businesses, understanding the process involved in assessing the international marketplace for opportunities to expand operations abroad is a major key to success. The concept of international marketing is broad in meaning and can be related to all areas of business management where firms must consider expansion strategies, as well as possible threats from overseas competitors. Global marketing involves assessing the economic, cultural, political and legal environments of the various markets abroad. In this course we examine various strategic marketing concepts and models covered in other marketing courses and consider the complexities of manufacturing and marketing within a global context. Specifically, we will incorporate techniques from other courses to analyse international markets relative to: the competitive situation, structure and laws governing trade; market potential, demand analysis and potential target markets; planning and development of products and services; distribution structure, channel dynamics, and service levels; appropriate and effective pricing strategies and factors influencing/restricting price controls; and, necessary product/service support, costs of providing support and mechanisms to ensure customer satisfaction. Examining the global marketplace for a broad array of marketing opportunities and decisions further complements the wider array of subjects taught in the Master of Marketing program.

2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items. The following five (5) student learning outcomes have been established for MARK6111. Hence, upon completion of the course students should be able to:

1. Identify and analyse opportunities within international marketing environments;
2. Utilise cases, readings and international business reports to evaluate corporate problems/opportunities in an international environment;
3. Select, research, and enter a new international market;
4. Prepare an international marketing plan;
5. Apply personal and interpersonal presentation skills appropriate to being an effective member of an international marketing team.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).
Below is a list of the Business Postgraduate Program Learning Goals and Outcomes:

**Business Postgraduate Coursework Program Learning Goals and Outcomes**

1. **Knowledge**: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. **Critical thinking and problem solving**: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication**: Our graduates will be effective communicators in professional contexts. You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork**: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility**: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice. You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and/or management practice.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed:

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This course helps you to achieve the following learning goals for all business postgraduate coursework:</strong></td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>
| 1 Knowledge | Utilise cases, readings and international business reports to evaluate corporate problems/opportunities in an international environment | • Class discussions, participation  
• Case Analysis |
| 2 Critical thinking and problem solving | Identify and analyse opportunities within international marketing environments  
Develop a comprehensive course of | • Class discussions, participation  
• Case Analysis  
• Strategic Entry Plan |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>action using formal decision making processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>Written communication</td>
<td>Complete a final written project using skills acquired throughout the course • Strategic Entry Plan</td>
</tr>
<tr>
<td>3b</td>
<td>Oral communication</td>
<td>Apply personal and interpersonal presentation skills appropriate to being an effective member of an international marketing team • Team presentation</td>
</tr>
<tr>
<td>4</td>
<td>Teamwork</td>
<td>Apply personal and interpersonal skills appropriate to being an effective member of an international marketing team • Strategic Entry Plan</td>
</tr>
<tr>
<td>5a</td>
<td>Ethical, environmental and sustainability responsibility</td>
<td>Develop a comprehensive course of action for a business firm using formal decision making processes Prepare an international marketing plan • Strategic Entry Plan</td>
</tr>
<tr>
<td>5b</td>
<td>Social and cultural awareness</td>
<td>Develop a comprehensive course of action for a business firm using formal decision making processes Prepare an international marketing plan • Strategic Entry Plan</td>
</tr>
</tbody>
</table>

3. **LEARNING ACTIVITIES AND TEACHING STRATEGIES**

3.1 **Approach to Learning and Teaching in the Course**

The course will integrate readings, discussions, case analysis and presentations, assignments, and short lectures to achieve the objectives. Critical thinking and active involvement of students in class discussions are key to achieving the course objective. The students are expected to be fully prepared for class discussions. The students will take turns to lead the class discussion and case analysis throughout the course.

3.2 **Learning Activities and Teaching Strategies**

This course will be conducted on a discussion and lecture basis, with the occasional guest speaker from industry. Importantly it will draw upon the experience of both students and lecturer, via classroom discussion, to provide relevance via real world examples of concepts and models. Another important element is the discussion within the framework of assigned readings and up-to-date case studies in the Asian region and beyond. Students will have an opportunity to develop analytical skills and improve their research skills in their major project, an international market entry plan. This research report will allow students to draw on their acquired research and analytical skills, to see how the various marketing concepts and theories can be applied when developing a comprehensive course of action for a firm entering foreign market. It is **your responsibility to study the reading assignments prior to class** in order that you may contribute, participate intelligently and thus gain maximum value from the course. The lectures will primarily summarise and synthesise the key points.
Furthermore the lectures will be used to provide real world examples and managerial implications of theories, concepts and models.

**Class participation and case discussions**

Active preparation and participation are an important component of the Master of Marketing program. You will be assessed on your ability to discuss intelligently and contribute to class discussion of case studies, designated readings and questions from the course lecturer. *Students are expected to have read the readings, prepare notes and be ready to engage in classroom discussion before coming to the class.*

### 4. ASSESSMENT

#### 4.1 Formal Requirements

You must perform satisfactorily in all assessment tasks:

- achieve an average mark of at least 50; and
- gain at least 50% of the allocated marks in the assignments.

#### 4.2 Assessment Details

**Course Assessment:**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Task/Expectations</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Preparation/Participation (Individual)</td>
<td>30% (ongoing)</td>
<td>Reading articles/cases and preparing notes Actively participating in/leading class discussion</td>
<td>Each class</td>
</tr>
<tr>
<td>Case Analysis (Individual)</td>
<td>20% (April 2nd)</td>
<td>Case Analysis/6 pgs</td>
<td>April 2</td>
</tr>
<tr>
<td>Strategic Market Entry Plan (Team Project)</td>
<td>50% (June 1st)</td>
<td>Written Market Entry Plan/20pgs Presentation/20min plus hardcopy of slides On-line Peer Evaluation</td>
<td>June 1 (5 pm) May 28 June 2</td>
</tr>
</tbody>
</table>

**TABLE 4.2. Details for Course Assessments**
Class Preparation (15%)

Because this course relies heavily on advanced conceptual articles and case materials, extensive before class preparation and in class participation are required to ensure class success. What you get from this course will depend largely on what you put in – not just in terms of your reading and analysis of the articles and cases, but your willingness to question and to seek alternate perspectives, to be clear about your own position, and to defend your arguments.

A Guide to Article Analysis and Guide to Case Analysis are provided below. Both are expected prior to each class, and serve as criteria for evaluation of your class preparation.

Guide to Article Analysis. The following set of questions is provided to guide your analysis of the readings assigned in this course.

1. What is the purpose of this article? What problem or issue does it address? Just what is the author trying to do?
2. What are the basic assumptions/assertions/values that underlie this piece? Are these assumptions explicit or implicit?
3. What is the basic argument/thesis? What are the major findings and conclusions?
4. What is the nature of the evidence presented in support of the argument/thesis? Are the conclusions well supported?
5. What problems or concerns are you left with? How does the article relate to other articles you have read and to your own knowledge and experience? How does it contribute to your overall understanding of global marketing strategy?

Guide to Case Analysis.

Preparation for a case discussion should:

1. Begin with a rapid reading of the assigned case and other materials.
2. Then, it is worthwhile to review the discussion questions provided for clues as to what issues require special attention. Questions will be distributed either in-class or online one week before each case discussion.
3. The next step is normally to re-read the case carefully, taking notes that sort information, facts, and observations under a number of relevant headings. Push yourself to reach definitive conclusions before you come to class backed up or supported by information in the case.
4. All students are encouraged to perform analyses, “crunching” whatever numbers are available. It is also very important to provide quantitative support wherever possible, particularly when exploring various hypotheses as to the nature and importance of certain phenomena.
5. Finally, preparation will include notes that can be used to guide your interventions in class discussions.

Preparation Notes

It is expected that you will make brief notes or outlines before coming to class. It is required to prepare notes (1-2 pages) for each article and case study which will be discussed in that week. You should rely on these notes when contributing to the class discussion and submit them to lecturer at the end of the each class discussion.
Preparation notes should list your name, student number, the date, the article discussed that day.

**Class Participation (15%)**

Your overall commitment and attitude toward this course, and your daily active verbal participation in class discussions, will be closely monitored. In grading class participation, I will look at both the quantity and quality of your class contributions/interventions.

With regard to quality, the dimensions that we look for include:

- **Relevance** - does the comment bear on the subject at hand?
- **Causal Linkage** - are the logical antecedents or consequences of a particular argument traced out?
- **Responsiveness** - does the comment react in an important way to what someone else has said?
- **Analysis** - is the reasoning employed consistent and logical?
- **Evidence** - have data from the case, from personal experience, from general knowledge been employed to support the assertions made?
- **Importance** - does the contribution further our understanding of the issues at hand?

Building on other people’s thoughts, you may throw out your own questions, make comments to others’ arguments, challenge others’ opinions, etc. Students who make no contributions will receive no mark for the participation component. Students will be evaluated after each class on participation. So if you have an ‘off night’, you have other opportunities to better prepare during the semester.

**Participation Reports**

At the end of each class discussion, students who actively participated in the discussion should turn in a Participation Report (copy provided on Moodle). These reports should list your name, the date, the case or topic discussed that day, and a synopsis of your contributions during that day’s discussion. I will also ask that each student provide a rating of their own participation that day. The Participation Reports will be used in combination with the lecturer’s own daily evaluations to determine your participation grade for the day.

**Case Analysis (20%)**

A case analysis will be due during the course to assist in developing students’ analytical skills in international strategy formulation. Students are required to provide a brief case analysis including a review of the current situation, problems/issues, strategy formulation and recommendation. Further guidelines will be provided on Moodle.

- **Due date:** April 2, 2015
- **Length:** 6 pages of text (plus up to 3 ‘unique’ appendices)
  
  Please number all pages starting from Managerial Summary.
- **Font Size:** 12 point, Times New Roman
- **Spacing:** single (w/subheadings/sections, bullet points)
- **Submission:** submit via Turnitin on Moodle site by 5pm, April 2nd

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CRICOS Code 00098G
Case Analysis: Harley-Davidson India (A), Harvard Business School

Use case material to address two main areas in your analysis:

1. The changes recently made by Harley-Davidson question the viability of the company’s original plan for India. Students need to evaluate performance of current entry plan in India, and identify what issues impact on future viability.
2. Three options present themselves to Harley-Davidson India. Students are expected to analyse these three options and to make a recommendation for future growth in India.

Strategic Market Entry Plan

This Team project involves the development of an strategic marketing entry plan for a company that is considering entry into a foreign market. In general, the entry plan will involve the development of a strategic plan for a company that is considering entering a new market/country.

Students are expected to form project Teams (4 students per team) and to identify a company within the first three (3) weeks of class. The company may be large or small, local or international, have existing products/services or considering new products/services. International students may also consider working with a company from their home country who wants to enter into Australia as their market. Students are expected to utilise numerous data sources in compiling their project, such as government (country) and non-government sources (UN, Worldbank, IMF, etc.), internal company records, consulting, legal and advertising firms, country-specific internet sites, trade statistics, embassy resources, etc. See the Moodle site for some relevant web links.

By the fourth week of class (March 26th) groups are expected to submit a project proposal that includes: overview of the company partner, product/services involved, country in which company is considering entering, sources of information expecting to be used, and allocation of tasks among group members. This proposal should be no more than three (3) pages in length. While this proposal is not assigned project assessment marks, the lecturer uses this proposal to determine the feasibility as well as provide student teams advice on data sources, approaches, etc.

Written Report (20%)

Many firms, when going global, need to gather information pertaining to the environment, competition, infrastructure, and product/market specific marketing strategies when entering a country. More specifically, student Teams are expected to develop and submit a detailed market entry plan that will involve making decisions on issues such as:

- local partners;
- mode of entry;
- positioning;
- the 4 P’s (product, place, promotion and price), including the extent of standardisation vs. adaptation with respect to domestic or other international marketing plans already in place; and
- managing, measuring and controlling the international marketing effort.
Presentation (20%)

On **May 28th** in class, each team should deliver a presentation as if to the CEO of the company showing what marketing strategy the brand team developed and implemented and the anticipated results of that strategy. The presentation should be composed of the following parts:

1. Provide a brief environmental assessment, showing opportunities, choice of product/service, and constraints/issues in entry.
2. Discuss your entry decision and give some brief detail of strategic plans and implementation issues.
3. Specify anticipated outcomes/returns and identify key initiatives for future success.

Presentation length should be approx. 20 minutes in length. A corresponding set of presentation slides should also be provided to the lecturer/class at the time of presentation (e.g., hardcopy of presentation slides). All group members should participate in delivery of the presentation. That is, each team member is expected to participate fully, and to ensure equal contribution. An evaluation sheet to be used to evaluate the presentations will be provided on Moodle in advance.

Peer Evaluations (10%)

When teams meet for project work during the semester, it is suggested that a diary be kept by one of the team members, highlighting meeting times, attendance, issues discussed, and delegation of work to team members. If student teams are having problems with one or more team members not meeting group obligations, they should first try and work out differences amongst the team, and if unsuccessful, set up a meeting with the lecturer as soon as possible. It is not a good idea to wait until problems escalate, so please come and see the lecturer immediately if problems exist. At the end of the project, team members will be asked to **complete an online peer evaluation of each team member, DUE June 2nd**. Students will be expected to be honest and fair in how they allocate scores to each team member. It is therefore in your interest to make your team work effectively to ensure that it delivers high quality output.

4.3 Assignment Submission Procedure

Assignments will generally be marked and be made available for student collection two weeks after the due date.

Assignments (Case Analysis and Team Presentation slides) are to be handed in to the lecturer in charge in class on the due date. **A coversheet is required to be attached to the Case Analysis (individual assignment).** This coversheet can be located at: [https://www.business.unsw.edu.au/About-Site/Schools-Site/marketing-site/Documents/Assignment%20Cover%20Sheet.pdf](https://www.business.unsw.edu.au/About-Site/Schools-Site/marketing-site/Documents/Assignment%20Cover%20Sheet.pdf)
The final group project (Strategic Entry Plan) is to be uploaded via Turnitin (Moodle) no later than **Monday June 1st at 5pm**.

**Master of Marketing Grade and Mark ranges**

The progressive assessment during the session (either by assignments, participation and/or a mid-session examination), grades will be provided to students in a form of a letter grade (not as a mark) as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>75 - 100</td>
<td>A superior to outstanding performance</td>
</tr>
<tr>
<td>B</td>
<td>60 - 74</td>
<td>A good performance</td>
</tr>
<tr>
<td>C</td>
<td>50 - 59</td>
<td>An acceptable level of performance</td>
</tr>
<tr>
<td>Fail</td>
<td>0–49</td>
<td>Performance below minimum level of competence</td>
</tr>
</tbody>
</table>

Course results as a final mark are released to students and are made available **ONLY via MyUNSW** (not by the lecturer) following a Business School sub-committee meeting to approve distribution of marks.

**4.4 Late Submission**

Late submission will incur a penalty of 10% of the percentage weight of the assessment component per day after the due date and will not be accepted after 5 working days.

Extensions will only be granted on medical or compassionate grounds under extreme circumstances, and will not be granted because of work and other commitments. Requests for extensions must be made to the lecturer in writing prior to the due date. Medical certificates or other evidence of extreme misfortune must be submitted through a special consideration form and must contain information that justifies the extension sought.

**Quality Assurance**

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.
5 COURSE RESOURCES

There is NO textbook for the course. All course materials will be distributed electronically via the course Moodle site:

This course’s Moodle site can be accessed at: https://moodle.telt.unsw.edu.au/login/index.php

If you have not used Moodle before, you should go to: http://teaching.unsw.edu.au/moodle

Moodle is a critical resource for the course and will be used as follows:

- All lecture notes, in the form of .pdf files, will be posted under the ‘Lectures’ icon within 24 hours after the lecture (no hard copies of the notes will be distributed at lectures). You will not need the lecture notes in advance, as it serves mainly as an introduction and overview of that week’s topic.
- Any course research links (e.g., web links, project guides, etc.) will be posted under appropriate icons.
- Any course announcements will be made on the discussions/announcements section. Please check this regularly.
- Any readings, cases, course materials relevant to assessments and preparation for lectures
- The discussion/communication tools of Moodle can also be used by students to communicate with other class members (note that the authors of all messages will be identified), as well as with the lecturer outside of office hours.
- Links to useful web sites will also be posted on the course Home Page.

NOTE: Students in doing their project should utilize the UNSW Library information/subject guides, e-journals, databases etc. at:

http://info.library.unsw.edu.au/web/services/services.html

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

Your feedback is valuable and has a real impact on the course improvement. The inclusion of active peer learning, audio and video clips, and class exercises in large group settings is a direct result of the feedback provided by students in the past years.
## 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Globalization Imperative</td>
<td>Article: The End of Corporate Imperialism</td>
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<tr>
<td></td>
<td></td>
<td>- Economic Environment</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Case: GlaxoSmithKline in China (A)</td>
<td>Case: GlaxoSmithKline in China (A)</td>
</tr>
<tr>
<td>3</td>
<td>19 Mar</td>
<td><strong>Social and Cultural Environment</strong></td>
<td>Article: Tailoring Your Strategy to Fit the Culture Case: Levendary Café: The China Challenge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Case: Levendary Café: The China challenge</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>26 Mar</td>
<td><strong>Analyzing Global Marketing Opportunities</strong></td>
<td>Article: Eclectic Theory on the choice of International Entry mode Case: Harley-Davidson in India</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Market Entry Strategies</td>
<td></td>
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<td></td>
<td></td>
<td>- Market Research Strategies</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Case: Harley-Davidson in India</td>
<td></td>
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<tr>
<td>5</td>
<td>2 Apr</td>
<td><strong>Global Segmenting and Positioning Strategies</strong></td>
<td>Article: Inside the Mind of the Chinese Consumer Article: Teens today young adults in 2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- CASE ANALYSIS DUE: Harley-Davidson in India (A)</td>
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<td></td>
<td></td>
<td>EASTER HOLIDAY BREAK (APRIL 3 – 12)</td>
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<td></td>
<td></td>
<td>- Case: Metro Cash and Carry</td>
<td>Case 5: Metro Cash &amp; Carry</td>
</tr>
<tr>
<td>7</td>
<td>23 Apr</td>
<td><strong>Designing Global Marketing Programs</strong></td>
<td>Article: Case: L’Oréal in China: Marketing Strategies for Turning Around Chinese Luxury Cosmetic Brand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Global Product and Branding Strategies</td>
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<td></td>
<td></td>
<td>- Industry Expert: Mark Crowe, BrandFinance</td>
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<td></td>
<td></td>
<td>- Case: L’Oréal in China</td>
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<tr>
<td>8</td>
<td>30 Apr</td>
<td><strong>Global Distribution Strategies</strong></td>
<td>Article: KFC Radical Approach to China Article: Retail Doesn’t Cross Borders Case: 7-11 in Taiwan: Adaptation to Convenience Stores to New Market Environments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Case: 7-11 in Taiwan</td>
<td></td>
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<tr>
<td>9</td>
<td>7 May</td>
<td><strong>Global Marketing Communications</strong></td>
<td>Article: Case: Marketing the Nissan Micra and Tata Nano Using</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Case: Marketing the Nissan Micra and Tata Nano</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Social Media</td>
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<tr>
<td>10</td>
<td>14 May</td>
<td>Global Pricing</td>
<td></td>
</tr>
</tbody>
</table>
| 11    | 21 May | Global Perspectives: Marketing in Developing Countries  
Case: Beer for All: SABMiller in Mozambique |
| 12    | 28 May | TEAM PRESENTATIONS |
|       |      | Article: Competing with Gray Mkts  
Article: Cracking the Next Growth Market: Africa  
Case: Beer for All: SABMiller in Mozambique |
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

### Business Postgraduate Coursework Program Learning Goals and Outcomes

1. **Knowledge:** Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. **Critical thinking and problem solving:** Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication:** Our graduates will be effective communicators in professional contexts.
   You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork:** Our graduates will be effective team participants.
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility:** Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.
   You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-
9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz: https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/harvard-referencing

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see: https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf

10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students ‘Managing your Program’ webpages: https://student.unsw.edu.au/program.

10.3 Workload

It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc
10.4 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

10.5 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct

10.6 Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

10.7 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General information on special consideration for undergraduate and postgraduate courses:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

12 STUDENT RESOURCES AND SUPPORT
The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  https://www.business.unsw.edu.au/students/resources/learning-support
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  https://www.business.unsw.edu.au/students/resources/student-centre
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: https://student.unsw.edu.au/moodle-support. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  www.lc.unsw.edu.au
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  http://info.library.unsw.edu.au/web/services/services.html

- **IT Service Centre**: Provides technical support for problems logging in to websites, downloading documents etc. https://www.it.unsw.edu.au/students/index.html Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services**
  https://student.unsw.edu.au/wellbeing
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.

- **Student Equity & Disabilities Unit**
  http://www.studentequity.unsw.edu.au
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au