



BUSI 3705A
International Buyer Behaviour
Winter, 2018

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Class meets: Thursday 8:35 a.m. – 11:25 a.m.
Office Hours: By Appointment

I. COURSE OUTLINED

Behaviour of end-consumers, business and government buyers, and investors in the international context. National, cross-national, and subnational segments and behaviour differences. Adaptation vs. standardisation strategies in the context of socio-psychological, legal, technological, international procurement rules, and other constraints and opportunities.

Prerequisite(s): third-year standing, BUSI 2204 or BUSI 2208, and BUSI 2702 or BUSI 3703.
Lecture three hours a week.

II. OBJECTIVE

Initial growth of a business, whether selling to another business (B2B) or to a consumer (B2C), typically starts locally as a means to generate traction, confirm product/market fit and build cashflow to foster the ability to then grow, become international and eventually global. To maintain growth and stay relevant in today's global marketplace, successful businesses learn to think global but adjust their marketing message and value proposition to act local. To act local, all businesses, whether small, medium or large, need to develop a good understanding of the value and benefits that their product or service deliver to each respective target market, but more so, they need to understand the differences and nuances and the varied buying behaviors of each of those local markets that is primarily influenced by culture. For all B2B and B2C businesses to succeed in a global marketplace, it is paramount that cultural values be included as an integrated part of each consumer decision and not as an environmental factor.

With the advent of our digital marketplace, buyers are able to do the necessary research that makes their buying decision one that is much more informed. As a result, today's buyer is generally more knowledgeable than ever before. Businesses face an even greater challenge therefore given that buyers typically rely on a network of local influencers and trusted

advocates to help make their buying decision. The role of the local influencer then plays a much bigger role in the overall purchasing behaviour of buyers around the world. This increases the challenge for businesses trying to sell globally.

Given that buying decisions are culture-bound and integrated into all human behaviour, the main objective of this course is to identify and understand culture and its impact on global marketing and advertising strategies undertaken by businesses around the world. For businesses to succeed, differentiation, a unique selling proposition, positive consumer perception and an understanding of local buying behaviour is critical to their success. Adding to

this the fact that purchasers today are more informed and knowledgeable in their decision making this course will also look at creative ways for businesses to win over “new” consumers.

This course will spend a fair amount of time pulling in world examples of businesses that have faced (and sometimes overcome) challenges when selling into local cultures. This course will also bring to life some of the challenges that businesses face today as either a start-up, a company in growth mode and a company with established market presence facing new market challenges. Participants are encouraged to share their viewpoints and think strategically in the form of “what would you do in this situation?”

This course is built to be interactive – requiring class participation and creative thinking. This course also involves both individual and group work.

III. READING MATERIAL

Text: de Mooij, Marieke (2011), *Consumer Behavior and Culture: Consequences for Global Marketing and Advertising, 2nd Edition* (Sage)

IV. METHOD AND EVALUATION

See “Summary of Assignment and Evaluation” for due dates and marking weights. The due dates are also shown in section V. Class Schedule.

1. Class Participation (CP)

Participation, opinion and thought-provoking discussion are key components of any business decision making. As such, participation, opinion sharing and class discussion within this course is just as critical. Students will therefore receive a grade based on effective (relevant) class participation throughout the semester. The instructor will keep a running log of each individual’s participation to be noted at the completion of each class which will form part of the final student grade.

2. Two in-class tests

These tests will focus on the knowledge that you acquire during the course. The structure of the test will be answers written in a short essay format. Each test will be one to one and a half hours in length.

3. Case Study Project I: “Business Expansion and the Impact of Cultural and Language”

The purpose of this project is to understand the cultural implications and the associated buyer behaviour that needs to be taken into consideration when a predominantly North American centric business decides to expand to a non-English (as a primary language) speaking country with different cultural practices. This paper, written as a group project (team size tbd), explores the many business challenges that need to be considered when building a marketing and advertising campaign of a well-known North American B2C brand that is expanding into an international market that might not share the “enthusiasm” of the brand perception experienced in North America. Students will build a case that explains the opportunities and threats of this strategy (taking into consideration; revenue, market share, competitive differentiation and expanding brand recognition) and how to position this product within this challenging market. Students will draw information from recent public reports on the strategy but form their own opinions on how best to manage the expansion while taking into consideration cultural sensitivities.

Additional details regarding the project;

- Project will be completed in groups (size tbd)
- Details of the case study will be presented in advance with a short abstract outlining the business challenge. The abstract will also include a series of questions that each group should address, and then answer based on team agreement.
- Paper will be submitted as both hardcopy and via email.
- Research should include references from media content, information covered in class and additional third-party supporting references (media, course textbook, third party publications) – (all references must be detailed in an accompanying appendix).
- Paper must be between 5-7 pages in length (single space) (not including appendices).
- Each team will present their strategic recommendations for the expansion in class during a session dedicated to this topic.

4. Case Study Project II: Harvard Case Study (5-917-408, Nov. 15, 2016) – Global Wine Wars 2015: New World Versus Old

This case contrasts the traditional-bound Old World wine industry with the market-oriented New World producers in the battle for the Chinese wine market in 2015. Changing Chinese market conditions, culture and consumer preferences required both sets of players to devise new strategies to gain share in this fast-growing market. The case allows analysis of the way in which newcomers can change the rules of competitive engagement in a global industry. It also poses the question of how incumbents can respond, especially when constrained by regulation, tradition and different capabilities than those demanded by changing consumer tastes and market structures.

The purpose of this project is first to analyze and then understand how to respond to the opportunities and risks presented by opening into a Chinese wine market. Secondly, this project will look at the different strategies and results of the French, Australian and American wine makers (the Old World and the New World) as they try to brand and market their products into the new Chinese market.

Additional details regarding the project;

- Project will be completed by groups (size tbd)
- Details of the case study will be presented in advance with a short abstract outlining the business challenge. The abstract will also include a series of questions that each group should address, and answer based on team agreement.
- Paper will be submitted as both hardcopy and via email.
- Paper must be between 12-15 pages in length (single space) (not including appendices) and include an executive summary (additional two pages).
- Each team will present their case study results in class during a session dedicated to this topic.

V. SUMMARY OF ASSIGNMENTS AND EVALUATION

Assignment	Session	% of grade
Two in-class tests		
Test #1	7	15
Test #2	12	20
Case Study Project I: Business Expansion and the Impact of Cultural and Language		
Team Paper	5	10
Team Presentation	6	15
Case Study Project II: Harvard Case Study (5-917-408, Nov. 15, 2016) – Global Wine Wars 2015: New World Versus Old		
Team Paper	10	15
Team Presentation	11	15
Class Participation	Throughout	10
Total		100

Important Notes on Assignment and Evaluation

- All take-home written work must be submitted typed, on letter-size paper, in Times Roman font 12.
- In addition to content, all written work will be graded for grammar, spelling, writing style as well as organization and presentation of written material.

- c. For the in-class tests, you can bring a single sheet of letter-sized paper with handwritten notes on one side (no photocopies are allowed).
- d. Supplemental and grade raising examinations are not available.
- e. Deadline extensions will not be granted, late assignments will not be accepted, and missed tests will not be rescheduled except for university-approved reasons (e.g., on medical grounds and with the appropriate documentation).

VI. CLASS SCHEDULE

This schedule may be modified depending on the level of interest in the subjects to be discussed. Any changes to the schedule will be announced in class.

Session	Theme	Text Chapter	Assignments
Jan 10	Course Introduction and course objective	1	Overview of Case Study Project I
Jan 17	Values/Culture, subject discussion and overview of Case Study Project I	2	Form Teams and hand out of Case Study Project I
Jan 24	Convergence/Divergence in Consumer Behaviour, Consumer Attributes and subject discussion	3	N/A
Jan 31	Consumer Attributes and subject discussion	4	N/A
Feb 7	Case Study Project 1 Group Presentations	N/A	Case Study Project I papers due
Feb 14	Test 1	1 - 4	In class test 1
Feb 21	Winter Break – No Class		
Feb 28	Social Processes, subject discussion and overview of Case Study Project II	5	Form teams and hand out of Case Study Project II
Mar 7	Mental Processes and subject discussion	6	N/A
Mar 14	Culture, Communication, Media Behaviour and subject discussion	7	N/A
Mar 21	Consumer Behaviour Domains and subject discussion	8	N/A
Mar 28	Case Study Project II Group Presentations	N/A	Case Study Project II papers due
Apr 4	Test 2	1 - 8	In class test 2

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean’s approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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