



Carleton
University

Sprott
School of Business

BUSI 4205B
International Marketing Strategy
Fall 2024

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Class Scheduled: Tuesday 8:35 – 11:25
Office hours: by appointment

Modality: In Person, although it may be possible that 1-2 sessions be delivered online.

I. DESCRIPTION

The marketing function in international markets from a strategic and managerial perspective. Environments of foreign markets concerning marketing research, international/global branding and positioning, and product, price, distribution, and communication strategies. International expansion methods and foreign market evaluation and selection.

Objectives

International marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings [*in more than one country*] that have value for customers, clients, partners, and society at large. (American Marketing Association, 2013). In this course, we will study how to establish objectives and design strategies that allow us to offer products and services to different markets worldwide. Doing this is not easy. Well-known companies such as Home Depot, Starbucks and Best Buy have had bad experiences trying to conquer foreign markets in Chile, Australia, and China.

One of the current challenges that Canadian companies face is developing and conquering new markets for their products and services. Historically, Canada has been so dependent on the U.S. market. Some recent statistics indicate that The U.S. is by far the largest destination for Canadian products (74 % of total exports), followed by the European Union (8%), China (5%) and Japan and Mexico (2 % each).

Therefore, the main objective of this course is to develop a managerial and strategic understanding of international marketing, emphasizing the need to improve the

international/global competitiveness and performance of Canadian Business. More specifically, this course will:

- Examine the role of marketing in world markets and review its theoretical justification.
- Provide an overview of Canadian Business in the international context (structure, problems and opportunities, causes and results of performance, etc.).
- Study marketing theory and management considering vastly different political, cultural, legal, and economic environments abroad; and
- Relate Canadian Business needs to problems and opportunities in foreign markets.

II. PREREQUISITES

Third-year standing and BUSI 2204 or BUSI 2208 with a grade of C- or higher.

III. READING MATERIALS

Text: Cateora, P.R., Money, R. B., Gilly, M. C., and Graham, J. L. (2020), *International Marketing* (McGraw-Hill, 18th Edition).

IV. METHOD AND EVALUATION

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

1. Tests (50%)

There are two tests during the academic term. These tests will help consolidate the knowledge that you acquire. The format will be multiple choice and short essay questions.

2. Individual Assignment (10%)

This assignment is an individual project whose objective is to learn from real examples of companies' successes and failures in international markets. Students are required to report ten examples with a proper theoretical explanation of why the situation happened. Examples should be recent and no older than five years of occurrence. Every student must submit in Brightspace before the beginning of session four a descriptive report of the examples in PowerPoint format. Each example is expected to be presented and analyzed in a maximum of a single page (you may include pictures, references to websites, and of course, your own analysis of each example).

The report in ppt format MUST contain at least the following:

- WHICH company and type of product is involved?
- COUNTRY of origin and country where the situation happened and YEAR when the situation occurred.
- WHAT is the marketing situation that can be classified as success/failure? Please indicate which controllable internal or uncontrollable variable of the macro or micro environment is involved in the situation.
- WHY is it a success/failure? If possible, please provide figures as support for the success/failure.
- LESSON learned
- REFERENCES

The following is just an example of how to present your ten examples. Of course, you can improve the presentation by adding information and making the ppt more attractive.


Example 10 - Dove (Failure)

Company and Product: Dove - a Unilever brand that sells personal hygiene products (i.e. soap) (Unilever, 2024).

Country of Origin: United States of America (USA)

Country Situation and Year: United Kingdom (2017)

Marketing Situation
 Dove introduced a special campaign featuring "Real Beauty Bottle Packaging" in the United Kingdom. They unveiled **body wash bottles in six different shapes, reflecting diverse female body types**. The aim of this promotion was to encourage people to embrace the diversity of beauty. Following its launch, this campaign received widespread criticism, leading to significant backlash against Dove (Fallon, 2023). The unfavorable reception was **attributed to the poorly executed controllable promotional tactic internal to the firm.**



[▶ See the commercial HERE](#)

Anna Fitzpatrick @ananafitzpatrick

Can someone come over and help me measure my butt so I know which dove body wash to buy

2:18 PM - 8 May 2017

Why It Was A Failure
 The Dove brand's distinctive packaging campaign failed as **consumers perceived the message in contradiction to what Dove aimed to convey**. Selecting a bottle turned into a dilemma for consumers, prompting them to determine which shape best matched their body and triggering contemplation on their body image, resulting in a **negative experience**. Women found it challenging to decide whether to pick a bottle that mirrored their current body or their ideal body type, **leading them into a cycle of negative self-reflection** (Fallon, 2023). Some say that **this campaign caused Dove to ruin its "body image" which is very detrimental to their brand given their 15 year advocacy for body positivity** (Fallon, 2023).

Lesson Learned
 In the thick backlash of this ad, Dove was accused of putting the focus of their campaign on body shape which is truly irrelevant to the value of women and the positivity they are trying to portray. **Dove learned that within the UK's culture, consumers view body wash primarily as a basic hygiene necessity rather than an item tied to identity or status**. By linking a significant product feature to a concept that prompts consumers to doubt their bodies, they contradicted their brand message of body positivity. **Unilever and the Dove team have learned from this error that not every product should carry heavy emotional or personal weight, as cultural reactions to such topics vary** (Fallon, 2023). Emphasizing **functionality and surface-level benefits** can often result in more successful outcomes in the long term especially in some foreign environments.

References
 Fallon, N. (October 20th, 2023). 7 Cringe Marketing Fails to Learn From. Business News Daily. <https://www.businessnewsdaily.com/marketing-fails>
 Unilever. (2024). The Dove difference, Real Beauty, a compelling social mission. Unilever. <https://www.unilever.com/brands/beauty-wellbeing/dove/>

3. Class Participation (10%)

Class Participation is the classroom equivalent of professionals' participation in meetings. It is an essential part of success in this course and is a specific assignment, not an option. Effective participation means (a) active, (b) substantive, and (c) continuous contribution. In other words, occasional nonsubstantive comments or questions will not meet the requirements of this assignment. Performance is assessed by the instructor based on each participant's contribution, which may take the form, among others, of raising or answering questions, offering comments, enriching the class with relevant items of interest from the media or personal experiences, taking part in brief in-class and/or take-home quizzes, cases, or other exercises, and overall effort throughout the term. To participate, one has to be in class; so, while there is no specific requirement for attendance, it also affects the CP evaluation.

4. Group Projects Guidelines

Purpose

The group assignments (about five students per team) focus on the applied side of the course theme. It makes it possible to familiarize oneself with strategic planning and decision-making in international marketing and the information sources available to managers to research foreign markets. The projects must focus on applying the concepts learned in the course (e.g., using international market selection theory and marketing plan).

Company Selection

Every group must identify a company already engaged in international marketing. Once you have identified a company, your group must inform the professor and get approval to start the project. Once the proposal is accepted, it becomes the “contract” for this assignment – therefore, ensure you choose an accessible company! **The proposal is due in week 2.**

Research

Secondary research is a cornerstone of success for this project. We are fortunate in Ottawa to have access to ample information for international marketing, including traditional library sources (e.g. magazines, books, UN, EU, IMF, WTO, etc. publications); government departments (e.g. DFAIT, Industry Canada); and embassies, international and trade organizations, think tanks, and so on. Feel free to use information from the Web, but if you do, (a) do not let the medium obscure the message (posted information often is of dubious quality, and you are responsible for assessing the credibility of what you use); and, (b) be mindful not to drown your target reader and yourselves in useless information.

This project requires considerable legwork, creativity, and know-how. A good understanding of the company and its products and markets is essential, and *effective teamwork is a must*. Assigning specific duties to each team member beforehand and specifying deadlines for various stages can significantly help the project succeed.

Your group task will consist of two different reports during the term, which must be submitted through Brightspace:

a. Mid-Term Report. Identify all the international marketing decisions made by the company in terms of international markets selection and mode of entry to the international market. This report must not exceed five pages single space. **The mid-term report is due in week 7.**

b. Final Report. Identify all the strategic decisions regarding Product, Price, Distribution Channels and Communication. Provide a critical view of those decisions. This report must not exceed 10 pages in single-space. The final report is due in week 12.

Content, Organization, and Approach

1. The proposal due in week 2 must include enough information to enable the reader to assess the report's merits. Typically, it will specify the team members' names, duties, company chosen, and rationale.

2. The mid-term report (10%) must include a cover page with an indication of the team members, an executive summary, an Introduction (company background, domestic location, and products description, etc.), a rationale used by the company for selecting the chosen foreign country(ies), selection of and rationale for chosen mode of entry into the target country(ies), conclusion, and references.

3. The final report (10%) must include a cover page with an indication of the team members, an executive summary, a table of contents, segmentation within the chosen country, target market selection, Marketing mix applied in the foreign market (Product, Price, Distribution and Communication), how the marketing mix compares with the one applied to the domestic market, conclusion and references.

4. Presentation (10%). In addition to submitting the final report, each group must prepare a 15-minute presentation where all group members will present their findings to the class. The presentation should be designed to highlight the elements of the project and need not be structured as the written report. The presentation format leaves considerable room for creativity. Audiovisual aids enhance the effectiveness of presentations and help make optimal use of time.

Summary of Assignments and Evaluation

Assignment	Session due	% of grade	
Tests (in-person)	6	25	50
	11	25	
Individual Assignment	4	10	10
Class Participation	1-12	10	10
Comprehensive Project			
Mid-term report	7	10	
Final report	12	10	
Presentation	12	10	30
Total			100

Important Notes on Assignments and Evaluation

- a. All page limits specified in this outline are “hard” and non-negotiable; in other words, aim for the upper limit in each case (e.g., a 1-page submission for an assignment with a 5-page limit will be judged as insufficient), but do not exceed it. Material beyond the stated limit will not be read, and the remaining submission will be judged on its merits. For fairness and comparability, all written work must be submitted typed, single-spaced, on letter-size paper, with 2.5 cm margins all-round, in Times-Roman 12.
- b. In addition to content, all written work will be graded for grammar, spelling, writing style, organization, and presentation of the material.
- c. Cheating, plagiarism, and other offences are unacceptable and can have severe penalties.
- d. All assignments are typically marked and returned in class one week after submission.
- e. Supplemental and grade-raising examinations are not available in this course.
- f. 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 appropriate documentation).
- g. The above evaluation plan may have to be changed if changing class conditions so warrant.

V. CLASS SCHEDULE

This schedule may be modified depending on the level of interest in the subjects to be discussed. It is each participant's responsibility to keep up to date with the course's overall progress as the term unfolds and with any specific changes announced in Brightspace.

Session	Date	Theme	Text chapters	Assignments
1	10.09.24	The scope and challenge of international marketing and its dynamic environment	1 - 2	Form teams
2	17.09.24	Cultural Environment of International Markets	3 - 5	Company selection proposal
3	24.09.24	The International Political and Legal Environment	6 - 7	
4	01.10.24	Multinational Market Regions, Market Groups and Emerging Markets	8 - 11	Individual assignment submission
5	08.10.24	Expansion Strategy & Global Marketing Management: Planning and Organization, and Mode of Entry	12	
6	15.10.24	Test 1	1 - 12	
7	29.10.24	The International Marketing Mix: Products and Services for Customers	13 - 14	Mid-Term Report Submission
8	05.11.24	The International Marketing Mix: Marketing Channels	15	
9	12.11.24	The International Marketing Mix: Integrated Communications	16-17	
10	19.11.24	The International Marketing Mix: Pricing	18	Online Session
11	26.11.24	Test 2	1 - 18	
12	03.12.24	Group Project Presentations		Presentations and Final Report Submission

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
B15 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				X

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, followership, 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.

Grading

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

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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

Pregnancy Accommodation

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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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 Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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 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 <https://carleton.ca/its/get-started/new-students-2/>
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