



## SYLLABUS

**Name of Institution:** Mahidol University International College

**Division:** Business Administration Division

## GENERAL INFORMATION

### 1. Course Code and Course Title

English	ICMK 424/453: Global Marketing Strategy
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**2. Number of Credits:** 4 credits

### 3. Credit Hours/Semester

Lecture or Other In-class Activity Hours	Laboratory/ Field Trip/ Internship Hours	Self-Study Hours
48	0	48

**4. Degree:** Bachelor of Business Administration

**5. Faculty Members:** Dr. Panjarat Phumpradab

Email: panjaratphumpradab@gmail.com

Office Hours: By appointment

**6. Trimester/Academic Year:** T3/2020-2021

**7. Pre-requisites:** Principle of Marketing

## DESCRIPTION AND OBJECTIVES

### 1. Course Description

English	The management of international marketing strategy, frameworks for developing international marketing strategy, sources of sustainable competitive advantage, international market source analysis, market entry strategy, and integration of marketing strategy with other functional strategies.
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### 2. Course Objectives

Course Learning Objective (CLO)	Program Learning Objectives (PLO)
CLO1 To understand the complexity of the global markets through macro-environment analysis and industry analysis	PLO1.1 Students can analyze complex issues in the business world
CLO2 To develop original insights using high-level analytical and decision-making skills	PLO1.1 Students can analyze complex issues in the business world
CLO3 To formulate a practical international marketing strategy for firms in order to gain a sustainable competitive advantage	PLO1.2 Students can formulate logical business-related plans
CLO4 To understand and deliver effective presentations on the characteristics of the global markets	PLO6.2 Students can show an ability to deliver effective business presentations



## TEACHING AND EVALUATION PLANS

### 1. Teaching Plan

Week	Topic	Hours	CLO
1 May 1	<ul style="list-style-type: none"> <li>Introduction to Global Marketing Strategy</li> <li>Lecture 1 Introduction to Global Marketing</li> </ul>	4	-
2 May 8	<ul style="list-style-type: none"> <li>Lecture 2 Global Economic and Trade Environments</li> <li>Lecture 3 Social and Cultural Environments</li> </ul>	4	1
3 May 15	<ul style="list-style-type: none"> <li>Lecture 4 Political, Legal, and Regulatory</li> <li>Lecture 5 Segmentation, Targeting, and Positioning</li> </ul>	4	1
4 May 22	<ul style="list-style-type: none"> <li>Presentation Consumer insights (Asia)</li> <li>Presentation Reimagining retail</li> </ul>	4	1
5 May 29	<ul style="list-style-type: none"> <li>Presentation Vietnam and Indonesia</li> <li>Presentation US and Europe</li> </ul>	4	2
6 June 5	<ul style="list-style-type: none"> <li>Presentation Africa and Brazil</li> <li>Presentation Southeast Asia</li> </ul> <p><b>Feb 14 – MIDTERM EXAM</b></p>	4	2, 4
7 June 12	<ul style="list-style-type: none"> <li>Introduction to final presentation &amp; paper</li> <li>Lecture 6 Market Selection Process (Euromonitor)</li> </ul>	4	2
8 June 19	<ul style="list-style-type: none"> <li>Lecture 7 Global Market-Entry Strategies</li> <li>Lecture 8 Competitor and customer analysis</li> </ul>	4	1, 4
9 June 26	<ul style="list-style-type: none"> <li>Progress Presentation</li> </ul>	4	3
10 July 3	<ul style="list-style-type: none"> <li>Lecture 9 Strategy Statement</li> <li>Lecture 10 Marketing Mix I</li> </ul>	4	3, 4
11 July 10	<ul style="list-style-type: none"> <li>Lecture 11 Marketing Mix II</li> <li>Review session</li> </ul>	4	3
12 July 17	<ul style="list-style-type: none"> <li>Final Presentation</li> </ul>	4	3, 4

**Remark:**

**Group 1:** Consumer insights (Asia)

**Group 2:** Vietnam and Indonesia

**Group 3:** Asia's Future and Covid Update

**Group 4:** US and Europe  
**Group 5:** Brazil and Middle East  
**Group 6:** Southeast Asia

## 2. Evaluation Plan

Methods/ Activities	Description	Week	Percentage
<b>Article Presentations</b>	Thoroughly read and understand the assigned articles. Your task is to give a presentation on assigned papers to the class. The presentation should be 15-20 minutes. Evaluation is based on three criteria: <b>Understanding</b> of the key ideas, an ability to <b>present</b> to the audience, and the <b>recommendations</b> .	4-6	15%
<b>Midterm Examination</b>		7	25%
<b>Final Presentation</b>	As a group of management consultants, your task is to develop an international marketing strategy for a company in the Thailand's stock market. <ul style="list-style-type: none"> <li>- Analyse the company's past performance</li> <li>- Develop a systematic process to evaluate and select a market</li> <li>- Analyse customers and the competitors in the market</li> <li>- Formulate a strategy to enter the market using the strategy statement</li> <li>- Propose marketing plans</li> <li>- Develop action plans</li> </ul>	12	30%
<b>Country Analysis Paper</b>	Write a paper that analyses the macroenvironmental factors including economic, social, political, and legal environments and prominent consumer behaviours and trends of a selected country.	12	20%
<b>Attendance</b>		1-12	10%

## 3. Course assessment

A	B+	B	C+	C	D+	D	F
90-100	85-89	80-84	75-79	70-74	65-69	60-64	<60

## TEACHING MATERIAL AND RESOURCE

### 1. Required Reference List

BCG and McKinsey articles provided
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## COURSE POLICY

1. Checking attendance at five minutes after the class starts
2. Late attendance equals a half of the attendance point
3. Provide the evidence of absence

## OTHER INFORMATION

### Appendix

#### A1 Article presentation rubrics

	<5	5-6	7-8	9-10
<b>Understanding</b> Students understand the article well	Students do not really understand the important ideas of the article.	Although students show some understanding of the important ideas, there are some flaws.	The students understand the content and the important ideas well.	The understanding of ideas is perfect and comprehensive.
<b>Presentation</b> Students can effectively communicate and engage the audience	Students cannot communicate well.	Communication is fair. There are some parts that are confusing.	Communication is good. Audiences can follow the presenters.	Communication is excellent. The presenters engage the audiences.
<b>Recommendations</b> Students can provide logical recommendations	The recommendations are neither practical nor logical	The recommendations are somewhat logical and practical	The recommendations are logical and practical. They are evidently valuable for companies.	Not only that the recommendations are logical and practical, but the students can also contextualise recommendations in a very insightful and creative way.

#### A2 Country analysis paper rubrics

	<5	5-6	7-8	9-10
<b>Macro-environmental (ME) factors</b> Students can analyse macro-environmental factors of a country	Students cannot analyse macro-environmental factors of a country.	Students partially explain the ME situations of a country.	Students correctly explain ME situations of a country, but the insights are not well developed.	Students comprehensively articulate thoughtful insights from ME factors of a country.
<b>Consumer behaviours</b> Students can analyse the consumer behaviours of a country.	Students cannot indicate consumer trends in a country.	Students indicate consumer behaviours that are neither sufficient, unique, recent, nor important.	Students indicate 2-3 consumer behaviour trends, which are either not unique or important, in a country	Students indicate 2-3 unique and important consumer behaviour trends in a country.
<b>Implications</b> Students can write practical implications from insights.	Implications are neither practical nor coherent.	Implications are either not practical or not coherent with insights.	Some but not all implications are both practical and coherent with insights.	Implications are both practical and coherent with insights.

### A3 Final presentation rubrics

	<5	5-6	7-8	9-10
<b>Past performance analysis</b> Students can analyse the past performance of the company	Students cannot do past performance analysis.	The past performance analysis covers some activities that the company did but does not lead to any strategic insights.	The past performance analysis is solid but it does not lead to strategic insights that are credible and practical.	The past performance analysis is comprehensive and leads to strategic insights that are credible and practical.
<b>Market selection</b> Students can develop a systematic process to evaluate and select a market	Students cannot develop a systematic process.	The process is adequate but the information used are either lacking or not comprehensive.	The process is complete but there are some illogical, irrational, or uncomprehensive elements in the decisions.	The market selection process is systematic. The decisions are made logically and comprehensively.
<b>Competitor and customer analysis</b> Students can analyse competitors and customers in the market	Competitor and customer analysis is neither credible nor coherent.	Competitor and customer analysis is either incorrect or incoherent.	Competitor and customer analysis is credible and coherent.	Competitor and customer analysis is credible and coherent. It also leads to practical strategic insights.
<b>Strategy statement</b> Students can formulate a strategy statement	Students cannot formulate an appropriate strategy statement	Students can formulate a strategy statement but there are some errors	Students can formulate a proper strategy statement.	Students can formulate a perfect strategy statement that follow seamlessly from earlier analysis.
<b>Marketing mix</b> Students can develop marketing mix plans	The marketing mix plans are fundamentally flawed.	The marketing mix plans do not link well with the strategy statement.	The market mix plans are complete. They are linked to the strategy statement.	The marketing mix plans reinforce the strategy statement perfectly.
<b>Action plan</b> Students can formulate an action plan	The action plan is not clear.	The action plan does not clearly show what the company should do.	The action plan clearly shows what the company should do.	The action plan clearly, realistically, and coherently shows how the company can achieve the objective within given time frame.
<b>Presentation</b> Students can effectively communicate and engage the audience	Students cannot communicate well.	Communication is fair. There are some parts that are confusing.	Communication is good. Audiences can follow the presenters.	Communication is excellent. The presenters engage the audiences.
<b>Creativity</b> Students can formulate a creative business strategy	The strategy is not at all creative; there is nothing new or valuable in the strategy	The creative aspect of the presentation is minimal.	The strategy is partially creative.	The strategy is profoundly creative; it is new and valuable.