



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

MKT 425
Global Marketing Management
Analyzes marketing strategies and practices developed by firms to compete in global markets and adapt to changing international environments.
Allow multiple enrollments: No
Repeatable for credit: No
Primary course component: Lecture
Grading method: Student Option
Offered by: W. P. Carey School of Business -- Department of Marketing
Pre-requisites: W.P. Carey BS or BA student, or non-business student with a minimum 2.5 ASU cum GPA and minimum 2.5 ASU business GPA and 56 earned hours; MKT 302 or MKT 303 with C or better

Academic Unit W. P. Carey School of Business Department Marketing

Subject MKT Number 425 Title Global Marketing Management Units: 3

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Course description:

Requested designation: Global Awareness-G

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Fine Arts and Design core courses (HU)
Social and Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Global Awareness courses (G)
Historical Awareness courses (H)
Cultural Diversity in the United States courses (C)



ARIZONA STATE UNIVERSITY

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Beth Walker Phone 5-6242
Mail code 4106 E-mail: beth.walker@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Beth A. Walker Date: 7/25/13
Chair/Director (Signature): *Beth A. Walker*

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus, country analysis project
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	List of readings
<input type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
MKT	425	Global Marketing Management	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>Criteria 1 - In this course, we examine various conceptual frameworks that enable students to understand how the process of globalization creates various types of interdependence among nation states, with special emphasis on the crucial role multinational corporations play in advancing the globalization process.</p>	<p>The foundation for the course is the comprehensive country analysis framework developed by the economist and Nobel laureate Douglass North (“Country Analysis: A Framework to Identify and Evaluate the National Business Environment “ Harvard Business School Note # 9-797-092). In this framework, a nation’s context consists of three types of constraints: resource constraints (which lead to competition for scarce resources), formal (i.e., various types of legal) constraints, and informal constraints (culture, social norms). The interplay of these constraints creates various incentives and opportunities for various stakeholders (e.g., national governments, businesses, consumers, non-governmental organizations) to achieve their respective goals. The behaviors of these stakeholders in turn lead to various outcomes and externalities that, over time, reshape the nation’s context. Thus, the framework provides a sound basis for analyzing how globalization shapes the developmental trajectories of various nation states.</p>	<p>For pedagogic reasons, the analysis of national contexts is divided into modules consisting of conceptual frameworks for the analysis of the following aspects of country environments: economic, financial, legal and political, and social and cultural. In order to get a good understanding of how these frameworks should be applied to analyze country environments, students are assigned to teams, and each team is assigned a specific country to analyze in depth using the frameworks discussed in the course. These country analysis projects are then presented in class so that all students ultimately get exposure to the application of the conceptual frameworks to multiple countries.</p>

Global Awareness [G]

Page 4

<p>2c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	<p>The conceptual frameworks for the analysis of various aspects of national business environments are applicable to any country; they are not U.S.-specific. In addition, most of the examples used to illustrate the frameworks and the country analysis projects are devoted to non-U.S. areas.</p>	<p>List of readings</p>

Global Marketing
MKT 425 (SLN 11340)
M 6:00 – 8:45 (BAL1-27)

Instructor

Professor: Ajith Kumar
Office: BAC 486
Phone: 965-5544
E-mail: Ajith.Kumar@asu.edu
Office Hours: MW 1:15 - 2:45

Course Objectives

To provide students (who are assumed to be familiar with the content of introductory-level business courses) a broad understanding of how globalization impacts strategic business decision-making, with particular emphasis on global marketing.

Course Structure

The course will be organized around a country analysis project and a competitive simulation. Lectures and class discussions will focus on exploring in depth a comprehensive country analysis framework that will be applied to the project and the simulation. We will be using the framework developed by Professor Douglass North (for which he was awarded the Nobel memorial prize in Economics).

The country analysis projects will be presented in class, in order to provide all students with a better understanding of the diversity of country market environments and how these are shaped by interplay of the economic, financial, legal, political, social and cultural aspects of the country environment.

Grading

1. Quiz on Country Manager simulation (02/11)	10%
2. Exam #1 (03/04)	25%
3. Exam #2 (05/06)	25%
4. Project (Written submission + Class presentation)	20%*
5. Country Manager simulation	20%*

*Individual student scores will be determined by peer evaluations.

Assignment of final letter grades

Following the recommendations made by the Marketing department, the criteria for assigning letter grades will be as follows:

97%-100%	A+
93%-96.99%	A
90%-92.99%	A-
87%-89.99%	B+
83%-86.99%	B
80%-82.99%	B-
77%-79.99%	C+
70%-76.99%	C
60%-69.99%	D
Below 60%	E

Evaluation-related Policies

- All university and college regulations regarding withdrawal and academic honesty will apply.
- No make-ups on exams or assignments that you miss without a valid reason.
- Assignments and projects will not be accepted late except for very compelling reasons; however, there will be a penalty for late submissions.
- If you miss an exam due to medical or family emergencies, appropriate documentation must be provided in order to take a substitute exam; in all cases, the substitute exams will be given only after the date of the exam that you missed.
- There will be no ‘previews’ of graded assignment and projects – the feedback will have to wait till after the grading.

Course Materials

1. Country Manager simulation
2. Required readings

In order to use the Country Manager simulation legally – which is the only way you can use it in this class – you will be required to make a direct payment (using a credit card) to the simulation’s publisher, Interpretive Software. In the next few days you will be receiving an email from the

publisher, assigning you a userid and password, which you will need to use in order to make the payment.

The required readings consists of a core set of articles and notes that you will need to buy directly from Harvard Business School Publishing (HBSP), and a larger set of supplemental readings that will be provided by me (at no charge) over the semester. The readings from HBSP have been bundled into a coursepack so that you can purchase them all together.

Core Readings (To be purchased directly from Harvard Business School Publishing)

Harvard Business School Notes

1. Country Analysis: A Framework to Identify and Evaluate the National Business Environment (Note # 9-797-092)
2. National Culture and Management (Note # 9-394-177)
3. Foreign Exchange Markets and Transactions (Note # 9-205-016)

Harvard Business Review Articles

1. The CEO of Heinz on Powering Growth in Emerging Markets (Reprint R1110A)
2. Is the Bottom of the Pyramid Really for You? (Reprint R1103J)
3. Cracking the Next Growth Market: Africa (Reprint R1105J)
4. Case of the Tangled Transfer Price (No. 77031)
5. Managing Risk in an Unstable World (Reprint R0506B)

Coursepack link: <https://cb.hbsp.harvard.edu/cbmp/access/16865442>

Tentative Schedule

<u>Date</u>	<u>Topic</u>
01/14	Introduction to the Course; Globalization
01/21	No class
01/28	Principle of Comparative Advantage; Country Analysis Framework
02/04	Country Manager simulation discussion; Country Manager Practice Round #1
02/11	Quiz on Country Manager case; Country Manager Practice Round #2

Tentative Schedule (contd.)

<u>Date</u>	<u>Topic</u>
02/18	Economic Environment; Country Manager Competitive Round #1
02/25	Economic Environment: Marketing Strategies in Emerging Markets; Country Manager Competitive Round #2
03/04	Exam #1
03/11	No class
03/18	Financial Environment; Country Manager Competitive Round #3
03/25	Legal and Political Environment Country Manager Competitive Round #4
04/01	Social and Cultural Environment; Country Manager Competitive Round #5
04/08	Country Analysis Research Project
04/15	Country Analysis Project – Team Presentations
04/22	Country Analysis Project – Team Presentations
04/29	Transfer Pricing; Country Manager Decision #6
05/06	Exam #2 (6:00 – 7:15)

Readings for discussion

Globalization

1. "One World?"
 - a. What is globalization?
 - b. What are the pros and cons of globalization?
 - c. How did globalization work in the 20th century (i.e., 1901 – 2000)?
 - d. What were the major forces driving globalization in the 20th century?
 - e. What are the metrics used to quantify the progress of globalization?
 - f. With respect to these metrics how does the article assess the progress of globalization at the end of the 20th century?
2. "Capital Goes Global"
 - a. What are the pros and cons of allowing financial capital to move freely across borders?
 - b. What are the metrics used to evaluate the extent of capital market integration?
 - c. With respect to these metrics how does the article assess the progress of globalization at the end of the 20th century?
 - d. How does the mobility of financial capital affect the fiscal and monetary policy options of governments of various countries?
3. "Workers of the World"
 - a. What factors drive the movement of workers across borders? How has this changed between the 17th and 20th centuries?
 - b. What are the pros and cons of cross-border labor market mobility?
 - c. What are the research findings with respect to the costs and benefits of immigration for recipient countries?
4. "Trade Winds"
 - a. What are the pros and cons of allowing trade in goods and services?
 - b. How does the article evaluate attempts by governments to promote exports?
 - c. What is absolute advantage? Comparative advantage?
 - d. What factors explain America's and Europe's comparative advantage over Japan in the manufacture of civilian aircraft?
 - e. What are some of the mechanisms that governments use to restrict trade in goods and services?
 - f. How did (do) organizations such as GATT and WTO facilitate or hinder cross-border trade?
5. "Delivering the Goods"
 - a. How has the pattern of international trade changed over time?
 - b. What were the factors that facilitated the rapid growth of world trade in the second half of the 20th century?
6. "Worldbeater, Inc"
 - a. What role do multinationals play in integrating the world's economies?

- b. What are the benefits that multinationals bring to the countries they operate in?
 - c. What important point(s) is (are) illustrated by the examples of Boeing, Airbus, and Coca Cola?
 - d. What problems could multinationals pose for country governments?
7. "Who elected the WTO?"
- a. Why is the WTO viewed negatively by some people?
 - b. How does membership of the WTO affect the power of national governments?
 - c. What are the key differences between the WTO and its predecessor, GATT?
 - d. How does the WTO handle trade disputes between countries (e.g., between Europe and the U.S. regarding beef exports)?
 - e. What are some potential problems with the WTO's approach to the trade liberalization process?
8. "Australia's biggest economic threat is China"
- a. What are the strengths of the Australian economy?
 - b. What are the weaknesses of the Australian economy?
 - c. What has happened to Australia's terms of trade recently?
 - d. What is the precise nature of the threat posed by China to Australia's economy?
 - e. What are the underlying dynamics of mining businesses that pose a threat to Australia's economy?
9. "Not Made in the USA: The Gerber Baby"
- a. What factor(s) led Gerber to go global?
 - b. How did Gerber go global?
 - c. Why was Sandoz's acquisition of Gerber a strategic failure?
10. "Germany's exporters are beating the world"
- a. How did German companies respond to the challenges of globalization?
 - b. What led medium-sized companies (i.e., the Mittelstand) to go global?
 - c. How are medium-sized German companies able to compete effectively in world markets?
 - d. How did German companies regain competitiveness in the last decade?
11. "Trying to get the right balance"
- a. What are the reasons why London firms want to go more global?
 - b. What strategies did they adopt to expand into other markets?
 - c. What problems did the London firms face as they attempted to globalize?
12. "March of the mini-multinational"
- a. Why did GNI globalize its activities right from the start?
 - b. What were the countries involved?
 - c. What specific comparative advantage(s) of each country prompted GNI to locate specific activities in each country?

Comparative Advantage

1. "Why trade is good for you"
 - a. What are the arguments for free trade?
 - b. What are the arguments against free trade?
 - c. Does freer trade always translate to faster economic growth?
2. "Brewed force"
 - a. What are the sources of Belgium's comparative advantage in beer-making?
3. "Containing the competition"
 - a. What competition is the port of Singapore experiencing?
 - b. What is Singapore's response to increased competition from Chinese ports?
4. "How U.S. Became 'the China of Refined' Gasoline"
 - a. In recent years, what has been the trend in U.S. crude oil imports? What factors explain this trend?
 - b. What is happening to U.S. exports of refined petroleum products? What are the sources of American competitive/comparative advantage in this sector? What is a key source of disadvantage to foreign, competing refineries?
 - c. Why have some refiners in the U.S. been unable to benefit from recent industry trends?
5. "Climate alarm sounded over the wine industry"
 - a. If the climate were to change as predicted in the article, who could be the losers/beneficiaries?
 - b. How could wineries in certain parts of Europe be affected by climate change?

Country Analysis Framework

1. "Pro logo: Chinese consumers are falling out of love with fakes"
 - a. What aspects of the country analysis framework explain the decreasing incidence of counterfeiting in China?
2. "Fakes and status in China"
 - a. What is the primary motive (incentive) for Chinese consumers to buy luxury brands? How does this lead many of them to **knowingly** buy counterfeit luxury products? How does this affect buyers of genuine luxury products?
 - b. How do local brands respond to the threat from fakes?
 - c. What is the potential overall impact on Chinese consumer spending?
3. "Small firms are a big problem for Europe's periphery"
 - a. With respect to the manufacturing sector, what are the key differences between countries in southern Europe and northern Europe?
 - b. What aspects of the country analysis framework explain the persistence of these differences?
 - c. How do these differences affect the relative economic performance of these countries?
4. "Blame the cap"
 - a. This was discussed in detail in class. Please refer to your class notes.
5. "Louisiana's prisons"

- a. What aspect of Louisiana government's policy drives the behavior of Louisiana's sheriffs?
- b. What negative externality could this lead to?

Analyzing the Economic Environment

1. "Global Aging and the Crisis of the 2020s" (need to read only highlighted sections)
 - a. What are the economic/political/social consequences of changes in population sizes and age structures?
 - b. What are the challenges these changes pose for various countries?
2. "Japan's endgame nears" & "Seeing red"
 - a. How are Japan's changing demographics and economic environment likely to affect the country's medium term economic prospects?
 - b. How has Japan's debt-to-GDP ratio affected its government's ability to borrow in order to finance government spending?
 - c. How has Japan's currency (yen) performed in the foreign exchange (forex) markets?
 - d. How are Japanese firms reacting to Japan's economic situation?
3. "The Last Half" (need to read only highlighted sections)
 - a. What are the potential consequences of a country running various types of deficits?
4. "BRIC wall"
 - a. What are the prospects for continued rapid economic growth in China?
5. "The Big Mac index"
 - a. Calculations of PPP, under-, and over-valuation of currencies
6. "China Rejects U.S. Solar Imports Ruling"
 - a. What was the trade dispute between China and the U.S.?
 - b. What actions were taken by the U.S. International Trade Commission? How do these actions affect the Chinese companies involved? How might these actions affect U.S. companies in the same industry?
7. "Welfare-Case Companies: HPI, America's Last Ironing Board Maker"
 - a. How did HPI manage to survive competition from China?
 - b. How are U.S. consumers likely affected?
8. "Russia's WTO entrance redraws global resource map"
 - a. What is the impact of Russia's joining the WTO?
 - b. What are the similarities/differences between Russia and China with respect to the impact of WTO membership?
9. "Enter the Frappuccino Wallahs: Starbucks Comes To India" & "Starbucks plans \$80m Indian joint venture"
 - a. What is Starbucks's entry strategy for India?
 - b. Why did it choose this particular strategy?
 - c. How does Starbucks's pricing in China compare with its pricing in the U.S.?

Marketing to the Bottom of the Pyramid

1. "The CEO of Heinz on Powering Growth in Emerging Markets" (HBSP Coursepack)
 - a. According to the CEO of Heinz, what are the four "A's" of Heinz's emerging market strategies?
 - b. In general, what was Heinz's strategy for entering emerging markets?
 - c. What are the similarities/differences between Heinz's evaluations of emerging markets and developed economies?
2. "Cost-cutting in Asia: A Snip at the Price"
 - a. Everything in this article is relevant for the exam.
3. "Indonesian Microfinance: Rich Pickings"
 - a. What are the key elements of the basic business model used by microfinance institutions?
 - b. How does this business model differ from the one used by traditional banks?
4. "Africa's growing thirst a draw for global brewers"
 - a. What are the key elements of SABMiller's strategy to target consumers at the bottom of the pyramid?
5. "Consumer Goods in Africa"
 - a. What are the key challenges that multinationals face in marketing to the middle class in Africa?
 - b. How has Unilever tailored its strategy to meet the needs of African consumers?
6. "Avon in South Africa"
 - a. What changes did Avon need to make in its strategy to succeed in South Africa?
7. "Schumpeter: Emerging Market Companies are Trying to Build Global Brands"
 - a. What do emerging market companies need to do in order to become global brands?

Financial Environment

1. "Foreign Exchange Markets and Transactions" (HBSP Coursepack)
 - a. You are responsible for all the material (including calculations) in the first 14 pages.
2. "Monopoly Power over Money"
3. "Meddling in the Currency Market"
4. "Facts Behind the Figures: A Quick Guide to the Balance of Payments"
5. "China Wary of Choking on Dollar Driving Hong Kong Dim Sum Bonds"
 - a. What are Dim Sum bonds?
 - b. What are the Chinese government's objectives in allowing the issuance of Dim Sum bonds?
 - c. What are the potential costs/benefits to other countries?
 - d. What opportunities do these bonds offer for multinational firms?

6. "When Currencies Collapse: Two Tales from Thailand"
 - a. How do currency devaluations affect firms?
 - b. What factors explain the contrasting fortunes of Delta Electronics and Thai Petrochemical Industries?
7. "Currency Pegs: Poor Dollar Standard"
 - a. What are the pros and cons of pegging a currency to a reserve currency such as the U.S. dollar or the euro?
8. "Fed's Operation Twist a Boon to McDonald's, P&G"
 - a. What is Operation Twist?
 - b. How does it affect the general business environment?
 - c. How are American businesses reacting to Operation Twist?
9. "U.S. Retailers Targeting Avid Canadian Shoppers"
 - a. Why are Canadian shoppers near the U.S. border shopping in stores in the U.S.?
10. "Aeon Says Yen's Climb Provides Growth Opportunity That's too Great to Miss"
 - a. What changes in the financial environment explain Aeon's change in its foreign expansion strategy?
11. "Savers' Lament: The Complex Effects of Low Interest Rates on Consumption and Investment"
 - a. What are the redistributive effects of low interest rates?
 - b. How do low interest rates affect the general consumption behavior of different income groups?
 - c. How do businesses react typically to low interest rates?
12. "Hong Kong's Savers Losing Purchasing Power"
 - a. What is a currency board?
 - b. What is the impact of U.S. monetary policy on Hong Kong's economy?
 - c. How is it affecting savers and retailers in Hong Kong?
13. "Keeping it Real: The Side-Effects of Low Interest Rates"
 - a. How do real interest rates affect business decisions?
 - b. What are the potential negative consequences of low interest rates for business?
14. "QE, or not QE?"
 - a. What is QE?
 - b. What is the objective underlying QE?
 - c. How does QE affect the real economy?
 - d. What are the potential negative consequences of QE?

Social, Political, and Legal Environment

1. "Managing Risk in an Unstable World" (HBSP Coursepack)
2. "Cracking the Next Growth Market: Africa" (HBSP Coursepack)
3. "Proview Asks China Retailers to Ban iPads"
 - a. What was the problem that Apple was facing in China?
4. "Hollywood Wins Access to China"
 - a. What were the problems Hollywood was facing in the Chinese market?

- b. What is DreamWorks Animation's strategy for entering the Chinese market?
- 5. "Chinese Multinationals: Who's Afraid of Huawei?"
 - a. How does the political environment affect Huawei's ability to do business in different parts of the world?
 - b. How are the political concerns raised by Huawei's Chinese origins handled in Britain?
- 6. "Huawei Technologies to 'Voluntarily' Restrict Business Dealings in Iran"
 - a. Why did Huawei Technologies decide to restrict its business activities in Iran?
- 7. "The Internet in China: Bashing Baidu"
 - a. What were the problems facing Baidu in China?
- 8. "China's murky ownership rules: Who Owns What?"
 - a. What is the purpose of the investment vehicle VIE?
 - b. What are the potential risks to firms using a VIE?
- 9. "Warcraft Row: An Industry Game-Changer in China"
 - a. How does China's regulatory environment affect online gaming companies in China?
- 10. "Why it's Time to Kill the Sugar Tariff"
 - a. What were the reasons behind the imposition of tariffs on imports of sugar and ethanol?
 - b. What were the consequences of imposing these tariffs?
- 11. "Energy in Argentina: Sparks in the Dark"
 - a. What factors in the economic and political environment led to the nationalization of Repsol's Argentine business?
- 12. "Vodafone Considers \$2.2 Billion India Provision After Law Change"
 - a. Why was Vodafone considering a \$2.2 billion provision in India?

Cultural Environment

- 1. "National Culture and Management" (HBSP Coursepack)
- 2. "Schumpeter: The Crescent and the Company"
 - a. According to this article, what were the reasons why the Middle East's economic performance has lagged Europe's since the eleventh century?
- 3. "Don't Look Down: The Poor Like Taxing the Rich Less than You Would Think"
 - a. What are the factors that explain Americans' attitudes toward taxing the rich?
- 4. "Bankers Turn to Confucius for Key to China Expansion"
 - a. What are the cultural differences that foreign businesspeople should be alert to when doing business with their Chinese counterparts?
- 5. "Germany's Odd Media: Last-Mover Advantage"
 - a. How do Germans differ from Americans with respect to consumption of music and publishing products?
 - b. How does the German legal environment affect these businesses?
- 6. "Consumer Goods: The Mystery of the Chinese Consumer"

- a. What do multinationals need to do to successfully market consumer products in China?
(Focus on the specific examples of successes and failures.)
7. "Why Asian Firms are Wary of Social Media"
 - a. What aspects of Asian culture make Asian firms reluctant to embrace social media as part of their overall marketing strategy?
8. "Valentine's Day Loving of Boss Lifts Japan's Candy Makers"
 - a. How are Valentine's Day celebrations in Japan different compared to the U.S.?
9. "Three Ways to Connect With China's Profit Pathway"
 - a. What is "guanxi"?
 - b. What can foreign companies do to cultivate it?

Country Analysis Team Project

Team Project Submission and Presentation

The project should first be submitted (i.e., emailed to me) as a PowerPoint presentation (with notes pages).

Due date for submission of PowerPoint file: 4:30 P.M., April 10th

In addition, each team should also present the complete project to the rest of the class some time during the last 3 weeks of the semester (specific date and time to be determined by lottery). Each team is allowed 20 minutes for the class presentation. All students are expected to attend all the presentations and take notes – there **will** be questions from the presentations in the final exam.

Learning Objectives

The purpose of this project is to get you to use the country analysis framework to evaluate the business/marketing opportunities for foreign firms seeking to enter that country/market. The country analysis framework requires you to look in detail at each country's context, strategy, performance, and the dynamic links among these three composite blocks. However, it would be more efficient for you to collect the necessary information first by focusing on each aspect of a country's business environment - economic, financial, legal, political, and social/cultural – and then determine the specific block that an information item should be assigned to. It's only after that you should try to develop the links among the three blocks (i.e., causal relationships among context, strategy, and performance, as well as feedback loops).

Topics to be covered

1. General introduction to the country (including recent history)
2. Analysis of the economic environment
 - a. Economic metrics
 - i. GDP (ppp-adjusted, in U.S.\$, for 2013/2018/2023)
 - ii. Components of GDP (consumption, investment, etc. for 2013/2018/2023)
 - iii. GDP per capita (for 2013/2018/2023)
 - iv. Income distribution
 - v. General purchasing power of local currency
 - b. International trade
 - i. What are the country's leading exports and imports?
 - ii. What are the major export destinations?
 - iii. Which countries are the leading sources of imports?

- c. Population size and related demographics
 - i. Population size
 - ii. Age distribution
 - iii. Projections for growth/decline
 - d. Geographical issues
 - i. Rural/urban mix
 - ii. Spatial distribution of population
 - e. Infrastructure
 - i. Transportation (air, sea, rail, road)
 - ii. Utilities (electricity, water, etc.)
 - f. Natural resource endowments
 - g. Human capital endowments
 - i. Skilled versus unskilled labor
 - ii. Availability of managerial talent pool
 - h. Economic arrangements with other countries
3. Analysis of the financial environment
- a. Monetary policy and Exchange rates
 - i. How independent is the central bank (from the government)?
 - ii. What is (are) the central bank's objective(s)?
 - iii. How does the central bank try to achieve its objective(s)?
 - iv. What is the central bank's record on maintaining price stability?
 - v. Exchange rate performance relative to major currencies (U.S. \$, euro, and Yen)
 - vi. Balance of payments (trade balance, current account balance, foreign exchange reserves, etc.)
 - b. Taxation
 - i. Corporate tax rates for domestic/foreign businesses
 - ii. Agreements related to "double-taxation" with U.S. (if any)
 - iii. Special tax breaks for specific businesses (if any)
 - iv. Payroll taxes
 - v. Tax rates on individuals
 - vi. Other taxes on domestic economic activity (e.g. sales tax, VAT)
 - c. Cross-border capital flows
 - i. Restrictions on cross-border flows
 - ii. Does the country discriminate between long-term (e.g., FDI) and short-term (e.g., portfolio) capital flows?
 - iii. Any restrictions on repatriation of business profits?
4. Analysis of the political environment
- a. Describe the political system
 - i. What are the political parties?
 - ii. What are their ideologies?
 - iii. How is the government elected?
 - b. How is the country governed at different levels (central, state, local)?
 - c. How stable is the political system?

- d. Business-government relationships (domestic business versus foreign business)
 - e. Government procurement policies – favoring domestic businesses?
 - f. Relationships with the U.S. government
5. Analysis of the legal environment
- a. Describe the legal system – how does it differ from the U.S. system?
 - b. How easy is it to set up a business?
 - c. Restrictions on foreign businesses
 - d. Trade barriers
 - e. Protection of intellectual property (patents, trademarks, copyrights, etc.)
 - f. Corruption at different levels of government (central, state, local)
 - g. Corruption in B2B dealings
6. Analysis of the cultural environment
- a. Consumer market
 - i. All aspects of culture that are relevant to understanding consumer markets and consumption behavior
 - ii. What is (are) the dominant religions?
 - iii. What kind of foods/drinks do they consume?
 - iv. How do they dress?
 - v. What are their attitudes toward Western (i.e., European/American) products and culture?
 - b. Organizational
 - i. How does the culture in business organizations differ from that of U.S. businesses?
 - ii. How would this affect B2B negotiations?
7. Analysis of the business environment
- a. Structure of retailing: Is it similar to the U. S. or different? If it is different, what are the salient differences?
 - b. What are the opportunities available for foreign firms? In consumer markets? In B2B markets?
 - c. For the opportunities you identified in answer to the previous question, what would be the optimal entry strategies for a multinational?

Information Sources:

You may need to be on campus (or logged in to myASU to access these databases.

Our library's website for the Economist Intelligence Unit

http://www.eiu.com.ezproxy1.lib.asu.edu/site_info.asp?info_name=corporate_landing_Arizona_State_University

Our library's website for the Euromonitor Global Marketing database (GMID_
<http://www.portal.euromonitor.com.ezproxy1.lib.asu.edu/Portal/Pages/Magazine/WelcomePage.aspx>