



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Table with 4 columns: College/School, Department, Prefix, Title, Units. Values: Thunderbird School of Global Management, BGM, TG M, 204, Principles of Marketing for Global Organizations, 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

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. (Required)

Course description: Explores the ways in which global marketing strategies reflect a deep understanding of markets and create valuable offerings for customers globally. Broadly speaking, marketing strategy making is comprised of segmentation, targeting and positioning.

Requested designation: Global Awareness-G Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

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.

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, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

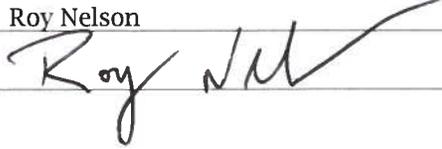
Name Cheri Roberts E-mail cheri.roberts@asu.edu Phone 602-978-7335



ARIZONA STATE UNIVERSITY

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Roy Nelson Date: 6/13/16

Chair/Director (Signature): 

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.

Reviewed 4/2014

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"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	Text Book "A Framework for Marketing Management"
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are 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.</p>	Text Book "A Framework for Marketing Management"
<input type="checkbox"/>	<input type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>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.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>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."</p>	

Course Prefix	Number	Title	Designation
TGM	204	Principles of Marketing from a Global Prospectivet	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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	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.
1	Evaluate and prioritize data and influences have on marketing decisions and outcomes.	Chapter 5, analyzes the marketing impact of cultural enviornments and the consumer buying decision process. Also addresses the motivation, perception, learning etc. processes of different global markets.
2A	Emirates Airlines proces to evaluate service characteristics within the middle east.	Chapter 10-Analyzing and Market Services outside of standard customers. In this case Emirates Airlines looked at additional services such as postal service, self service.

TGM 204: Principles of Marketing from a Global Perspective

“There is only one valid definition of business purpose: *to create a customer*. Marketing is the whole business seen from the customer’s point of view.”

Peter F. Drucker

Instructor: Gabe Gonzalez
Office: //////////////////////////////////////
Office Hours: TTH 1:00 – 1:30 pm, M 1:00 – 2:00 pm, and by appointment
E-mail: Gabriel.Gonzalez@asu.edu
Phone: (480) 727-5295

Required: Text: Kotler, Phillip and Kevin Lane Keller (2008), *A Framework for Marketing Management*, Prentice Hall, Fourth Edition, ISBN: 9780136026600

HBR Cases: <http://cb.hbsp.harvard.edu/cb/access/4460385>

COURSE DESCRIPTION:

In this class we will explore the ways in which global marketing strategies reflect a deep understanding of markets and create valuable offerings for customers globally. Broadly speaking, marketing strategy making is comprised of segmentation, targeting, and positioning. Segmentation is the process by which we segregate a relatively heterogeneous mass market into relatively homogeneous market segments. Targeting is the process by which we analyze opportunities and identify those customers where our business has the greatest prospects for success. Positioning is the process of assembling the “total offering” (product, service, distribution, and price) and communicating the benefits of this “total offering” to the members of our target market. This course will challenge you to *think critically* about global competition. As such, rote learning of terms and concepts is *not* sufficient to prepare you to manage a business in global markets.

Course Objectives

After completing this class you should be able to:

- Recognize the problems and perspectives of marketing across national boundaries and within foreign countries that have the greatest influence on marketing strategy
- Evaluate and prioritize information that influences marketing decisions, and learn to deal with ambiguous information facing all firms (exporters, licensor/licensee, joint venture firms, firms with overseas subsidiaries) engaged in business outside the United States
- Identify the most attractive customers
- Develop an integrated marketing strategy
- Evaluate the financial implications of different strategy alternatives
- Articulate the value of the interrelationships among marketing and other business functions

- Differentiate a customer-oriented business from a product-oriented business
- Demonstrate your comfort with and use of the “language of marketing”
- Communicate and articulate convincing and effective arguments to support your positions

CLASS ORGANIZATION & REQUIREMENTS

Day-to-day class activities: will vary, but these are some important regular elements of class:

- *Discussion:* A large portion of our learning will come from in-class discussions of business cases, assigned readings, and current events. The quality of learning is dependent upon **everyone** in-class being well prepared and actively engaged in these discussions. Active participation will boost participation grades.
- *Lecture:* I do not like to do straight lectures – at least not for very long. So I actively seek your help in making these “lecture” sessions interactive. Please share your ideas, questions, and experiences during or after any of our discussions.

Case Briefs & In-Class Presentation: You are responsible for writing up two cases. One case will be pre-assigned by me and the second will be decided upon by your group. *Each group* is required to lead a class discussion of their pre-assigned case. The group may use PowerPoint, transparencies, handouts, and/or any other presentation materials that will facilitate understanding of the topic. Class members should be encouraged to participate throughout in critical discussion and debate on the topic(s). *Please turn in a hard copy of your case brief and presentation material to me prior to the class session.* The presenting group will be evaluated based on 1) its presentation of the case and ability to lead class discussion, and 2) the written case brief analysis. *Everyone else who is not presenting or is not turning in a group case analysis for the week’s case will turn in a two-page, 12 point font, double spaced typewritten summary of the case.*

Case brief write-ups should be 4 pages maximum (12 point font, single spaced, no more than four pages of text – appendices can be on extra pages). Each case brief should contain: 1) problem identification, 2) situation analysis, 3) detailed recommendation and implementation plan, and 4) justification for the recommendation as outlined in Appendix A. Do not directly answer the discussion questions in your brief – *use the format provided.*

Exercises:

- **Marketing Math Exercise:** Complete the set (exercise #1 and #2) of marketing math problems provided. Refer to the lecture on marketing math for solving these problems. Show your work along with your answers to each question.
- **Customer Equity:** Many executives argue that customer equity (i.e., the present value of the cash flows attributable to a customer or customer group) is a company’s most valuable asset. It is, at least, a strong indicator of a company’s stock market value as customers are the reason for a company’s cash flows. This exercise introduces you to a simple model that enables you to see the impact of marketing decisions on customer equity. Your write-up of the exercise should be no more than four double-spaced pages in length.

Final Project: The final project will be an in-depth analysis of the marketing strategy and effectiveness of a global company. A case research company should be selected in consultation with me, and a one-page summary of the company and problem should be turned in to me by **September 15th**. Also, an interim progress report (no more than 5 double-spaced pages long) should be turned in to me by **November 5th**. You will work with your designated group members on this assignment. As there are no

cases on these companies, you will need to undertake your own research to: 1) describe and evaluate the company's competitive environment, 2) thoroughly describe the company's marketing strategy, 3) compare it to those of its primary competitors, 4) evaluate the financial and non-financial results of the strategy, and 5) develop a strategy for addressing the key issue(s). I expect a 15-20 page (12 point font, double-spaced) report, including appendices. You will be evaluated on your research, problem framing, analytical and writing skills, as well as on your ability to demonstrate an understanding of the terminology of marketing and application of marketing concepts. Be careful not to plagiarize other's work, either intentionally or unintentionally. Cite your sources.

Class Participation: An essential part of learning comes from being actively engaged in the subject matter. This requires you to provide thoughtful and analytical comments that demonstrate your understanding of the case, and that add to everyone else's learning. Quality participation moves the discussion along and contributes to our collective learning – it adds value to every class session. Please note that quality participation also refers to being a good listener – comments that reflect you have not heard or read earlier comments do not add value.

PERFORMANCE EVALUATION

This is an upper-division level class. While I hope that each of you is more focused on learning than on grades, I do evaluate performance. There are four required components for the class. The following tables indicate how grades are determined.

<u>Activity</u>	<u>Points</u>
Two written case briefs @100 points each	200
In-class case presentation	100
Exercises: @ 50 points each	100
Class participation (includes case summaries)	100
Examination	100
Final project	100
Total Possible Points	700

<u>Points Earned</u>	<u>Final Grade</u>
679 - 700 (97% - 100%)	A ⁺
651 - 678 (93% - 96.9%)	A
630 - 650 (90% - 92.9%)	A ⁻
609 - 629 (87% - 89.9%)	B ⁺
581 - 608 (83% - 86.9%)	B
560 - 580 (80% - 82.9%)	B ⁻
539 - 559 (77% - 79.9%)	C ⁺
490 - 538 (70% - 76.9%)	C
420 - 489 (60% - 69.9%)	D
419 and less	E

COURSE OUTLINE

<u>SESSION</u>	<u>TOPIC</u>
Week 1 (8/25 & 8/27):	Course Introduction & Group Formation Marketing Strategy Making Text: Chapters 1 & 2 Reading: Marketing Myopia
Week 2 (9/1 & 9/3):	Marketing Environment Text: Chapter 3 Reading: Value Disciplines Increase Value to Customers
Week 3 (9/8 & 9/10):	Assessing Marketing Opportunities Text: Chapter 4 Reading: Customer Equity Test 9/8 Reference librarian presentation Marketing Financial Analysis (aka Marketing Math)
Week 4 (9/15 & 9/17):	Cultural Environment & Buying Behavior Text: Chapter 5 Exercise: Marketing Math due 9/15 Final project company decision due 9/15*****
Week 5 (9/22 & 9/24):	Marketing Research Text: Chapter 6 Reading: Mismanagement of Loyalty Exercise: Customer Equity due 9/24
Week 6 (9/29 & 10/1):	Target Marketing & Segmentation Text: Chapter 7 Reading: Rediscovering Segmentation Exam on 10/1*****
Week 7 (10/6 & 10/8):	Global Marketing & Market Entry Strategies Practice case (10/8): Lenovo
Week 8 (10/13 & 10/15):	Branding Text: Chapter 8 & 9 Reading: Global Brands Case (10/15): Samsung Electronics Co.
Week 9 (10/20 & 10/22):	New Product Development Text: Chapters 10 Case (10/22): P&G Japan: SKII

Week 10 (10/27 & 10/29):	Services	
	Text:	Chapter 11
	Reading:	The Service Profit Chain
	Case (10/29):	Four Seasons
Week 11 (11/3 & 11/5):	Channels	
	Text:	Chapters 13 & 14
	Reading:	The Customer Has Escaped
	Case (11/5):	Walmart
	Final project progress report due 11/5*****	
Week 12 (11/10 & 11/12):	Integrated Marketing Communication	
	Text:	Chapters 15-17
	Reading:	The Power of Mass Advertising
	Case (11/12):	Dell
Week 13 (11/17 & 11/19):	Export/Import Management	
	Text:	Chapter 16
	Case (11/19):	Tesco
Week 14 (11/24 & 11/26):	NO CLASS 11/26: THANKSGIVING BREAK*****	
	Pricing	
	Text:	Chapter 12
	Reading:	Mind Your Pricing Cues
Week 15 (12/1 & 12/3):	Sustaining Competitive Advantage	
	Text:	Chapter 18
	Reading:	Break the Product Lifecycle
	Case (12/3):	Real Madrid
Week 16 (12/8)	Case (12/8):	Unilever
FINAL PROJECT DUE TUESDAY 12/10 BY THE END OF THE DAY*****		

APPENDIX A: GUIDELINES FOR CASE ANALYSIS AND CLASS PARTICIPATION

Writing Case Briefs

Writing up case briefs is sometimes difficult for students at first. The first key is successfully analyzing cases – for helpful hints look elsewhere in these Guidelines for Case Analysis. It is also useful to have a template or format for writing up cases. I provide a particular format for presenting your ideas, that this process will be easier.

The format used for the brief is standardized and **must be followed**. You should have headings for each of the following sections:

1. *Problem Statement.* You should provide a brief statement of the key problem in the case. Be sure to focus on a problem – not a symptom. Typically this is not more than 2-3 sentences. You should focus on one problem – even if the case has more than one. All of your subsequent analysis should be directly related to this problem.
2. *Situation Analysis.* Summarize the key factors of the situation that drive your subsequent recommendation and implementation. Don't list all the facts. Situation analysis could include assessment of the 5 C's (customers, competition, company, collaborators, and context). Focus on facts that are relevant to the problem statement.
3. *Alternatives.* Briefly discuss at least 2 alternative solutions that you considered – but did not choose – in your analysis and explicitly recognize the pros and cons, advantages and disadvantages of each.
4. *Recommendation.* Describe and critically evaluate your recommendation – you should list pros and cons of your chosen course of action.
5. *Implementation Plan.* Develop a plan for implementing the alternative you recommend. The implementation should be practical, consider the costs and benefits, and include some type of time frame. These are essential elements and sometimes require making some assumptions – make the assumptions necessary to put forth your plan.

Make sure the case is easy to read and follow. Consider using bullets, headings, etc., to make the write-up easy to follow.

The objective of this process is to give you practice writing concise executive summaries – something that would make the reader believe that you have done a thorough analysis supporting your recommendations. This is the type of briefing that must typically be prepared for upper management – before they provide the resources for a more detailed investigation.

Good case briefs are concise, but also provide a fact-based rationale for your recommendations and implementation plan. The rationale should reflect a good understanding of the important issues of the case and may integrate previous material from the class or your experience. You might also note factors that argue against your recommendation, and how your implementation plan might minimize the impact

of these factors. For additional suggestions on how to prepare and write-ups cases, see the Guidelines for Case Analysis: Do's and Don'ts that follow.

Case briefs must not exceed 4 pages, single-spaced and double spaced between paragraphs (see this document). In addition, you can have more pages in Exhibits, graphs, spreadsheets of figures.

Class Discussion and Your Participation

While at times this class will employ a lecture/discussion format, cases will represent almost half of our class time. In these sessions, the participation of all students is particularly important. Case analysis and discussion fosters the refinement of several of the objectives of the class – in particular your analytical skills and verbal communication skills. A critical skill of successful managers is their ability to communicate their ideas about how to deal with complex management problems. Seize this opportunity to refine these skills by practicing regularly by contributing to class discussions.

The criteria for evaluating quality of class participation are multifaceted. Evaluation will be based on the extent, content, and quality of your participation. Here is a list of the kinds of criteria that will be used in evaluating class participation:

- Do comments demonstrate thorough analysis and preparation of the case?
- Are comments adding to the flow of the discussion? Comments should be linked to the comments of others and in the flow of the discussion. Comments should not merely restate points which have already been made.
- Do comments give us a better understanding of the situation?
- Do comments present “new” ideas, or are all comments “safe”? You should be willing to take controversial stands, but be sure you have some defense for your position.
- Is the participant willing to interact with other class members? This includes being a good listener and understanding the points made by others.
- Do comments show an understanding of theories, concepts, and analytical approaches presented in class lectures or reading materials?
- Do comments and questions reflect a critical but open-minded weighing of alternative and sometimes conflicting points of view, or are they limited to advocacy of previously held beliefs?

Suggested Do's and Don'ts of Case Analysis

There are a number of common problems and issues which come up in case analysis. Although many of these apply specifically to written case briefs, most apply equally to preparing for case discussions in class. I have listed and described these briefly below:

1. *Don't rehash the facts of the case.* It is critical to understand (and include in a write-up or discussion) the “key” facts of the case – those which drive subsequent recommendations. But, I have read the case, so it is not necessary to spend too much of your valuable space (you only have 3-4 pages in a write-up) with tangential case details.
2. *Don't ignore alternatives you did not consider.* You should briefly recognize alternative courses of action, which you chose not to recommend. In preparing for in-class discussion, you should be able to clearly articulate why other alternatives were not chosen.

3. *Do critically evaluate data and issues.* One of the objectives of this class is to prioritize important information. The “facts” provided in the case may be more/less relevant, more/less important, and more/less valid. As you interpret the data from the case, be sure to critically evaluate each. Consider the problem you have identified and whether and how the facts are relevant to that problem. Also, be sure to consider the data being presented – was the data collected in a reasonable manner, consider the actor and the context before taking what an actor says as “truth.” Be sure to qualify conclusions when the data you rely upon is more suspect.
4. *Do make your Appendices and Exhibits comprehensible.* Be sure any additional information that you provide is self-explanatory.
5. *Do provide a strong analysis.* The analysis or rationale should...
 - be focused on the key problem you identify in the case,
 - consider evidence that favors and opposes a particular alternative,
 - be correct in analysis and not making inappropriate assumptions, and
 - draw upon relevant theories, concepts and analytical tools from class and readings.
6. *Do offer strong recommendations and implementation plans.* Make sure your recommendations and implementation plans:
 - are specific,
 - are practical, consider costs involved, and can be implemented by the firm,
 - clearly indicate target markets,
 - consider the timing of the implementation plan, and
 - address the key problem you identify in the case.
7. *Don't have unstated or unreasonable assumptions.* In making case decisions (as in the real world) you will never have all the data you would like. Your analysis and recommendations will therefore have to draw on assumptions – be sure to state these where appropriate and be sure they are reasonable.
8. *Do Proofread.* Briefs should be carefully edited and of the quality you would submit to a manager.
9. *Don't bring in information from outside the case.* Our case discussions and your write-ups should be based upon the information presented in the written case. When you add outside information – that is only known by a few people – you add confusion to our discussion. Although you may know or find out what the company actually did in a particular situation, this does not necessarily make the decision right.
10. *Do remember that there is no correct answer.* One thing about business is that there is rarely a single *right* answer – there are many paths to success. In my evaluations of our discussions and your write-ups, I will heavily weight the logic and rationale that you use to come to your conclusions. Still there are many wrong answers – those that are not well-supported by analysis and logic.

APPENDIX B: DISCUSSION QUESTIONS FOR CASES

The following questions are provided to help you prepare for our class discussion. The questions may give you some general ideas about content for the write-up, but the write-up must use the focused problem statement format described in Appendix A and demonstrated in the Cross Selling or Cross Purposes sample that will be posted on Blackboard.

Lenovo

1. Why did IBM want to sell its PC business? Why did IBM sell to Lenovo?
2. What explains Lenovo's success prior to the acquisition?
3. What challenges did Lenovo face after the acquisition?
4. How should Lenovo handle the brand management challenges associated with the acquisition?
5. In trying to become a global brand, does Lenovo have a problem coming from China?

Samsung Electronics Company (SEC): Global Marketing Operations

1. What are the ingredients of SEC's corporate turnaround strategy? What are the implications for marketing?
2. How strong is the Samsung brand? Can Samsung pass Sony and become a top ten global brand?
3. As chief marketing officer, what are Kim's role and responsibilities? How has he built his influence?

P&G: The SK-II Globalization Project

1. As Paolo DeCesare, what factors do you need to consider before deciding what to recommend in your SK-II presentation to the global leadership team (GLT)? What kind of analysis will you need to do in preparation for that meeting?
2. Does SK-II have the potential to become a global brand in P&G's worldwide operations? Why or why not?
3. Which of the three market options should Paolo recommend to the GLT? What benefits could be gained? What risks are there?
4. How should your recommended option be implemented? What are the implications for P&G's new post-O2005 organization? What support and/or resistance do you expect? How would you manage it?

Four Seasons Goes to Paris: "53 properties, 24 countries, 1 philosophy"

1. What is it like to stay at a Four Seasons?
2. What has made Four Seasons successful over the past 30 years?
3. Does corporate culture play a role in Four Seasons' success? If so, how and why?
4. Do human resource strategies play a role in Four Seasons' success? If so, how and why?
5. How do you feel about the way Four Seasons entered the Paris/French market? What was good and/or bad about the entry strategy? Why?
6. Do the lessons from this case study apply to firms entering markets other than France? If not, why? If so, how and to what types of markets?

Wal-Mart

1. Why is Wal-Mart successful in the US? What are Wal-Mart's competitive advantages and its sources?
2. Should Wal-Mart replicate its domestic model in its original form in China? Why? Can it build the same competitive advantage in China through its successful domestic model?
3. Provide suggestions on potential strategies that Wal-Mart China should consider in going forward.

Dell: Selling Directly, Globally

1. Why has the direct model worked well for Dell in the U.S.?
2. What are the limitations for the direct model for China?
3. Is the business-to-customer model suitable for electronic commerce? Explain.
4. How do you reconcile problems related to simultaneously managing market space and marketplace?
5. What issues should firms consider when they embark on global electronic commerce programs?

Real Madrid Club de Futbol

1. What is the Real Madrid business model? Is it unique?
2. Who are Real Madrid's customers? How is the market segmented?
3. Who has more power, Real Madrid or the players?
4. What risks does Real Madrid face?

Tesco

1. What explains Tesco's transformation into a major retail force over the last ten years?
2. What do you think of the decentralized "steering wheel" practiced at Tesco as a method of incentive and guidance to managers?
3. Consider Tesco's international strategy. Do you think Terry is right in believing that economies of scale are largely within country rather than between countries? Will the Tesco way work overseas? What advice would you give Terry for meeting his 10 year goal?
4. Will food retailing become an international industry?

Unilever

1. What are the key features of Shakti? What are its positive aspects and what are its drawbacks?
2. What was the motivation for the Shakti initiative? Was it a CSR initiative?
3. How can Shakti make a contribution to HLL's bottom line? Make an economic case?
4. What is the Economic Value created by Shakti? What is the social value?
5. What are the critical challenges facing HLL in making Shakti work? What should Shakti's managers do?
6. If Shakti cannot become profitable, should HLL continue the program? Why?

A FRAMEWORK FOR MARKETING MANAGEMENT

Sixth Edition

Global Edition

Philip Kotler

Northwestern University

Kevin Lane Keller

Dartmouth College

PEARSON

Boston Columbus Indianapolis New York San Francisco Amsterdam Cape
Town Dubai London Madrid Milan Munich Paris Montréal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

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TGM **Principles of Marketing for Global Organizations** 3
204 Explores the ways in which global marketing strategies reflect a deep understanding of markets and create valuable offerings for customers globally. Broadly speaking, marketing strategy making is comprised of segmentation, targeting and positioning. Segmentation is the process by which we segregate a relatively heterogeneous mass market into relatively homogeneous market segments. Targeting is the process by which we analyze opportunities and identify those customers where our business has the greatest prospects for success. Positioning is the process of assembling the "total offering" (product, service, distribution and price) and communicating the benefits of this "total offering" to the members of our target market. Challenges students to think critically about global competition. As such, rote learning of terms and concepts is not sufficient to prepare students to manage a business in global markets.

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