

<b>ORIGINATOR'S SECTION:</b>														
<b>1. College:</b> <input type="checkbox"/> CHABSS <input checked="" type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b>  Fall 2016													
<b>2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
<b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
<b>4. Course abbreviation and Number:*</b> GBM 428														
<b>5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b> Emerging markets														
<b>6. Abbreviated Title for PeopleSoft:</b> (no more than 25 characters, including spaces) Emerging markets														
<b>7. Number of Units:</b> 2														
<b>8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</b>  Introduces issues of multinational management in emerging markets. Focuses on strategies required of firms doing business in emerging markets and competition with firms originating in emerging markets. Focus is on economies of major emerging markets by size and level of development. Students will be exposed to BRICS, CIVETS, MINT, the Next 11, and will learn how to identify new emerging markets. Explores consumer and industrial markets emerging over the next 20 years based on economic, demographic and migratory forecasts and examines opportunities for international and transnational corporations. <i>(previously GBM 484-1)</i>														
<b>9. Why is this course being proposed?</b>  Existing curriculum in the College of Business generally, and the Global Business Management option in particular does not address the specificities and nuances of emerging markets. These markets have increased in importance in the last decade, commanding a large portion of the world's GDP. They are projected to grow faster than mature economies. Material typically covered in GBM foundation courses only sparsely addresses differences offered by emerging countries.														
<b>10. Mode of Instruction*</b> For definitions of the Course Classification Numbers: <a href="http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf</a>														
		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: left;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">2</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	2	C2	Activity			Lab		
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Lecture	2	C2												
Activity														
Lab														
<b>11. Grading Method:*</b> <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
<b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b>														
<b>13. Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
<b>14. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times?                      (including first offering)														
<b>15. Is Course Crosslisted:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, indicate which course                      and check "yes" in item #22 below.														
<b>16. Prerequisite(s):</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

17. Corequisite(s):  Yes  No

18. Documentation attached:  
 Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\* GBM 484-1 (fall 2015)

20. How often will this course be offered once established?\* once per year

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No

If yes, please specify:  
 Core course for all Global Business Management students

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	Support _____	Oppose _____
Discipline _____	Signature _____	Date _____	Support _____	Oppose _____

**SIGNATURES : (COLLEGE LEVEL) :**

1. Originator (please print or type name) CATALIN RATIU Date 12/3/2015

2. Program Director/Chair [Signature] Date 12/3/2015

3. College Curriculum Committee [Signature] Date 12/3/15

4. College Dean (or Designee) [Signature] Date 12/4/15

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_



\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Tom Sennhauser  
(760) 750-4228  
[tsennhau@csusm.edu](mailto:tsennhau@csusm.edu)

Office hours: by appointment  
Markstein Hall 353

**Syllabus for Strategies for Emerging Markets (Rev.0\*\*)**  
Fall 2015, Mo/We, 11:00am – 12:50pm, MH-107

### **Course description**

This course introduces issues of multinational management with a focus on the specificities of emerging markets. The course focuses on strategies required of international and transnational firms doing business in emerging markets and strategies required to compete with firms originating in emerging markets. Focus is on the truly emerging consumer and industrial markets over the next 20 years based on economic, demographic and migratory forecasts.

### **Student Learning Outcomes**

1. Analyze the political/legal/sociological/cultural/economic environment of emerging countries
2. Identify business opportunities/risks and trends in emerging markets
3. Understand the behaviour of EMF and MNE's operating in emerging countries
4. Develop an effective entry mode strategy for a specific emerging country

### **Text**

Cavusgil, S.T., Ghauri, P.N., Akcai, A.A. 2013. Doing Business in Emerging Markets (2<sup>nd</sup> Edition), SAGE Publications.

### **Learning experiences: How are we going to achieve the objectives?**

The general concept of this course is to divide the class into small teams and have each team immerse itself in a particular Emerging Market (EM) country. Thereby each team gains in-depth knowledge which it can share with the rest of the class. As a result, the students in this course will attain considerable familiarity with a few selected EM countries (equal to the number of teams). The objective is to achieve profound understanding of a select few EM countries rather than gaining only superficial understanding of a great number of EM nations. All assignments in this course are building upon each other and are additive (not insular). Each assignment is an integral piece for your final paper, the Country Project.

#### **I. Country Project (34 points)**

This is an opportunity for you and your team (3-4 students per team) to develop an **effective entry mode strategy for a product or service** of your choice. Your team will select a specific country from a list of EM countries provided by the instructor at the beginning of this course. Each team must select a different country from that list.

Throughout the course your team will research all pertinent aspects of the EM country you selected. The objective is for your team to acquire an in-depth understanding of the

- political/legal/sociological/cultural make-up of the EM country
- economic environment of the EM country
- opportunities/risks and trends in the EM country
- entry mode for the selected EM country

Both as a team and as an individual student you will report your findings back to the entire class in several presentations according to a schedule provided by the instructor (please also refer to the other assignments).

The Addendum lists the issues you need to address for each category. Your report should verbalize the various issues in each category in sentence form. Listing bullets will not be acceptable.

**Important:** It is suggested that one student in each team is the primary coordinator for one of the four sections of the paper. You are to indicate who in the group is responsible for which section of the paper. The quality of your individual work will influence your final grade on the project—positively or negatively.

While each student may be primarily responsible for his/her particular section, you work as a team and therefore contribute to and coordinate with each other. **Your team and you as an individual will be graded on how synergistic the paper will be written (including quality, quantity, clarity, logic, analysis, synthesis, comprehensiveness of sources used, *redundancy*, style, font, punctuation, organization, grammar, punctuation, spelling, sentence structure, and vocabulary).** At the end of the paper you will need to compile a single reference list encompassing the sources used in all four sections).

Be forewarned: should you only excel at your individual section but the paper overall lacks synergism, your grade will be greatly (negatively) impacted. Your grade will be a function of your individual contribution, your group average, and your peer review.

The project paper will be evaluated as follows:

Quality and quantity of content	11 pts
Organization and clarity of logic & analysis	11 pts
Comprehensiveness of sources used	6 pts
Grammar, punctuation, vocabulary	<u>6 pts</u>
	34 pts

Each section should be about 4-5 pages, not including the executive summaries (single-spaced pages, font size 11, Arial). An executive summary is required for each section. You should organize your paper with subtitles according to the categories outlined in the Addendum. The references for the entire paper should be combined at the end of the paper.

## II. Individual Event Presentation (10 points)

The individual presentations will introduce to the class a current event as it relates to the respective student's EM country (which was selected by the team he/she belongs to at the beginning the course). The presentations (including Q&A) should be 20 minutes (8-10 slides) followed by Q&A. The presentation will be worth up to 10 points. We will have a sign-up sheet for the dates you will present your event. It is strongly suggested that the source of your current event be either the *WSJ* or *The Economist*. The points you will receive will be determined by

- (a) Importance of the subject
- (b) Relevance to the material covered in the chapters of the text book
- (c) Clarity of expression
- (d) Quality of slides
- (e) Interest to the class (as measured by questions asked and answers given)

## III. Team Presentations (22 points)

There will be two sessions of team presentations: Country Introduction and Country Project presentation

### A. Country Introduction (7 points)

This introduction is simply a way to *introduce* the class to each team's selected Emerging Country. You can make heavy use of multimedia (especially videos) for this introductory, high-level, multifaceted intro. You can choose structure and format as you please. You have about one hour for the actual presentation session followed by class discussion. If the introduction is found to be interesting, vivid, informative, entertaining, and stimulating, your team can earn up to 7 *rating* points. *Rating* will be done by the students in the audience who will receive a rating sheet from the instructor. The average of the scores will be your rating score. After all the teams have concluded their Country Introduction presentations, you will have a chance to *rank* all the other teams (not your own). Your final grade points for this assignment will be calculated by multiplying the rating score with the ranking multipliers:

- rank #1: 1.43x
- rank #2: 1.29x
- rank #3: 1.14x
- rank #4: 1.00x
- rank #5: 0.86x

For example, if your team's *rating* computes to 4.30 and you *rank* turns out to be #2, your final grade points for your Country Introduction presentation would result in 5.5 points (rounded to the nearest half point).

### B. Country Project presentation (15 points)

Towards the end of the course, your team will present to the rest of the class your completed research related to your Country Project:

- political/legal/sociological/cultural make-up of the EM country

- economic environment of the EM country
- opportunities/risks and trends in the EM country
- entry mode for the selected EM country

This team presentation will take up an entire class session (100 minutes). We will have a sign-up sheet for the dates you team will present. You are free to make use of audio/visual media as part of your PowerPoint presentation. The objective is to make this presentation interesting, professional, educational, in-depth, exciting, and, yes, fun! The points you will receive will be determined by

- Quality of information
- Quantity of information (not too little, not too much)
- Depth of analysis/logic
- Organization of material
- Clarity of expression
- Quality of presentation slides/material/audio/visual
- Fun Factor
- Interaction with class

#### IV. Quizzes (34 points)

##### Short quiz (7 points)

This short quiz will be at the beginning of the course. It covers the basics of the first chapters in the textbook.

##### Midterm quiz (27 points)

This midterm quiz will test your knowledge of the material covered in class and the readings of the chapters in the textbook.

### Grading

Country Project	34 pts
Individual presentation	10 pts
Team presentations	22 pts (7 + 15 pts)
Quizzes	<u>34 pts (7 + 27 pts)</u>
	100 pts

A =	92% or higher
A- =	90-91 %
B+ =	88-89%
B =	84-87%
B- =	81-83%
C+ =	79-80%
C =	73-78%
F =	below 73%

## Peer evaluations

At the end of the semester, you will be given peer evaluations to evaluate your and your group members' effort to accomplish your country project at a high quality. This can have an influence on your overall grade (positively or negatively). I take the group mean and compare it to the individual mean. If the difference is approximately .75 points above or below the group mean, 7 points are added or subtracted from the group grade on the report. If the difference is approximately 1.25 points above or below the group mean, 10 points are added or subtracted from the group report grade. Additional deviations above 1.25 will be commensurately adjusted.

## Expectations

- Attendance I expect you to be in class every time and **on time**. **YES, ON-TIME!!!** There will be sign-in sheets during each class. You will greatly benefit from attending class in preparation of your oral exams.
- Phones/Computers **No texting (!)**, cell/smart phones must be turned off and tucked away. Check any messages and make any phone calls before/after class or during the break. Otherwise there is no reason to be leaving during class time and no reason to be looking at your phone in your lap to read any text message since the phone will be off. Notebook computers are only allowed for taking notes and must be in off-line mode (no web surfing, no email, etc.). When it becomes clear to me that you are not using your computer to take notes (and that takes about 10 seconds), you will be asked to close your computer and not use it for the rest of the semester.
- Participation I expect you to have read the material for that day's lecture and will feel free to call upon anyone to respond to questions about it. All chapter readings include the cases in the chapter. ***I expect you to participate actively!*** Having said that please avoid dominating class discussions (i.e. trying to monopolize the conversation with the instructor, responding without raising one's hand to a question, etc.). While it may seem "childish," there are at least two good reasons for raising your hand before being called on in class. It shows respect for (a) other students in the class (including those who may not be as vociferous or assertive), and (b) your instructor (who is charged with keeping the lecture "on track" and "on topic").
- Absences If you are going to miss a class for some reason, I expect you to email me to let me know so I can make sure you are aware of any announcements, etc. made during class time. You are responsible to contact one of your class mates so you can get up to speed on any important information you may have missed in class.
- Make-ups Make-ups will be given only when the reason is extraordinary **and** when you have let me know ahead of time. There will be a maximum of a one-week make-up period for the oral exams. No make-ups for country quizzes.

Submission of  
Papers

You must turn in your papers both as hard copy and electronically via [www.turnitin.com](http://www.turnitin.com) by the required deadline. **One letter grade will automatically be deducted if submitted after class and for EACH day of late submission.**

Academic Honesty<sup>[1]</sup>/  
Plagiarism

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructors reserve the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. There will be no second chances. For additional information please refer to the California State University San Marcos Catalog.

**NOTE: All materials submitted for a grade in for this course are subject to review by plagiarism detection systems such as Turnitin.com.**

**Any plagiarism found will result in an automatic grade of "F" for this course, and will be reported to the Dean of Students for disciplinary action. Each team member is held jointly and individually responsible for all team materials submitted for grading. See <http://www.turnitin.com/> for additional information about Turnitin.com.**

ADA

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me personally in order to ensure confidentiality.

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<sup>[1]</sup> From CSUSM Senate Resolution on Syllabus Guidelines



## Schedule

- 8/31 Class orientation and Syllabus discussion
- 9/2 Discussion of Country Project
- 9/7 Labor Day (no class)
- 9/9 Chapter 1; Finalization of Country Project Teams
- 9/14 Chapter 2
- 9/16 Chapter 2 (cont'd)
- 9/21 **Short Quiz**, Chapter 3
- 9/23 Country Project research session with Ann Fliegen
- 9/28 Case Analysis
- 9/30 Country Intro, Team #1
- 10/5 Chapter 4
- 10/7 Country Intro, Team #2
- 10/12 Country Intro, Team #3
- 10/14 Country Intro, Team #4
- 10/19 Country Intro, Team #5
- 10/21 Each team works independently on its group case report during class in consultation with instructor
- 10/26 Chapter 5
- 10/28 Chapter 6
- 11/2 Chapter 7
- 11/4 Review Session, Chapters 1-7
- 11/9 **Midterm Quiz**
- 11/11 Veteran's Day (no class)
- 11/16 Chapters 9 & 10
- 11/18 Case China/Guanxi

11/23 Team presentation

11/25 Team presentation

11/30 Team presentation

12/2 Team presentation

12/7 Team presentation

12/9 Final Class; **Country Project paper due**

12/14-12-18: Final Exam period (no class)

**Note:** This Syllabus may be slightly revised during the semester. If a revision occurs, students will be notified promptly

## **ADDENDUM**

### **Emerging (EM) Country Project**

This project is composed of four parts:

**PART I: Political/legal/sociological/cultural makeup of the EM country**

**PART II: Economic environment of the EM country**

**PART III: Opportunities/risks and trends in the EM country**

**PART IV: Entry mode and strategies for the EM country**

### **PART I: Political/legal/sociological/cultural makeup of the EM country**

Political/legal/sociological/cultural analysis: The data suggested in this analysis includes information that helps the firm make market-planning decisions. However, its application extends beyond product and market analysis to being an important source of information for someone interested in understanding business customs and other important cultural features of the country.

The information in this analysis must be more than a collection of facts. In preparing this material, you should attempt to interpret the meaning of cultural (a.o.) information. With that said, your country analysis should contain at least one (1) paragraph on each of the following areas:

- I. Brief discussion of the country's relevant history
- II. Geographical setting
  - a) Location
  - b) Climate
  - c) topography
- III. Social institutions
  - a) Family
    - i) The nuclear family
    - ii) The extended family
    - iii) Dynamics of the family
      - (1) Parental roles
      - (2) Marriage and courtship
  - b) Education
    - i) The role of education in society
      - (1) Primary education (quality, levels of development, etc.)
      - (2) Secondary education (quality, levels of development, etc.)
      - (3) Higher education (quality, levels of development, etc.)
    - ii) Literacy rates
  - c) Political System
    - i) Political structure
    - ii) Political Parties
    - iii) Stability of government
    - iv) Special taxes
    - v) Role of local government
  - d) Legal System

- i) Organization of the judiciary system
    - ii) Code, common, socialist, or Islamic-law country?
    - iii) Participation in patents, trademarks and other conventions
  - e) Organizations
    - i) Group behavior
    - ii) Social classes
    - iii) Clubs, other organizations
    - iv) Race, ethnicity and subcultures
  - f) Business customs and practices
- IV. Religion and aesthetics
  - a) Religion and other belief systems
    - i) Orthodox doctrines and structures
    - ii) Relationship with the people
    - iii) Which religions are prominent?
    - iv) Membership of each religion  
Any powerful or influential cults?
  - b) Aesthetics
    - i) Visual arts (fine arts, plastics, graphics, public arts, colors etc.)
    - ii) Music
    - iii) Drama, ballet, and other performing arts
    - iv) Folklore and relevant symbols
- V. Living conditions
  - a) Diet and nutrition
    - i) Meat and vegetable consumption rates
    - ii) Typical meals
    - iii) Malnutrition rates
    - iv) Foods available
  - b) Housing
    - i) Types of housing available
    - ii) Do most people own or rent?
    - iii) Do most people live in one-family dwellings or with other families?
  - c) Clothing
    - i) National dress
    - ii) Types of clothing worn at work
  - d) Recreation, sports, and other leisure activities
    - i) Types available and in demand
    - ii) Percentage of income spent on such activities
  - e) Social security
  - f) Health Care
- VI. Language
  - a) Official language(s)
  - b) Spoken versus written language(s)
  - c) Dialects

VII. *Executive Summary - Part I*

After completing all of the sections, prepare a *two-page* (maximum length) summary of the major points and place it at the front of Part I. The purpose of an executive summary is to give the reader a brief glance at the critical points of your report. Those aspects of the culture (a.o.) a

reader should know to do business in the country but would not be expected to know, or would find different based on his or her home country, should be included in this summary.

## **PART II: Economic environment of the EM country**

There are two broad categories of information: general economic data that serve as a basis for an evaluation of the economic soundness of a country and information on channels of distribution and media availability. The guideline focuses only on broad categories of data and must be adapted to the particular company and its product needs. With that said, write at least one paragraph for each of these sections.

- I. Introduction
- II. Population
  - a) Total
    - i) Growth rates
    - ii) Number of live births
    - iii) Birth rates
  - b) Distribution of population
    - i) Age
    - ii) Sex
    - iii) Geographic areas (urban suburban, and rural density and concentration)
    - iv) Migration rates and patterns
    - v) Ethnic groups
- III. Economic statistics and activity
  - c) Gross national product (GNP or GDP)
    - i) Total
    - ii) Rate of growth (Real GNP or GDP)
      - (1) GDP per capita, PPP
      - (2) Average family income
  - d) Distribution of wealth
    - i) Income classes
    - ii) Proportion of the population in each class
    - iii) Is the distribution distorted?
  - e) Minerals and resources
  - f) Surface transportation
    - i) Mode
    - ii) Availability
    - iii) Usage rates
    - iv) Ports.
  - g) Communication systems
    - i) Types
    - ii) Availability
    - iii) Usage rates
  - h) Working conditions
    - i) Employer-Employee relations
    - ii) Employee participation
    - iii) Salaries and benefits
  - i) Principal industries

- i) What proportion of the GNP does each industry contribute?
  - ii) Ratio of private to publicly owned industries
- j) Foreign Investment
  - i) Opportunities?
  - ii) Which industries?
- k) International trade statistics
  - i) Major exports
    - (1) Dollar value
    - (2) Trends
  - ii) Major imports
    - (1) Dollar value
    - (2) Trends
  - iii) Balance-of-payments situation
    - (1) Surplus or deficit?
    - (2) Recent trends
  - iv) Exchange rates
    - (1) Single or multiple exchange rates?
    - (2) Current rate of exchange
    - (3) Trends
- l) Trade restrictions
  - i) Embargoes
  - ii) Quotas
  - iii) Import taxes
  - iv) Tariffs
  - v) Licensing
  - vi) Customs duties
- m) Extent of economic activity not included in cash income activities
  - i) Counter trades
    - (1) Products generally offered for counter trading
    - (2) Types of counter trades requested (i.e. barter, counter purchase, etc.)
    - (3) Foreign aid received
- n) Labor force
  - i) Size
  - ii) Unemployment rates
- o) Inflation rates

#### IV. Developments in science and technology

- a) Current technology available (computers, machinery, tools etc.)
- b) Percentage of GNP invested in research and development
- c) Technological skills of the labor force and general population

#### V. Channels of distribution (macro analysis)

This section reports data on all channel middlemen available within the market. Select a specific channel as part of your distribution strategy for your marketing plan

- a) Retailers
  - i) Number of retailers
  - ii) Typical size of retail outlets
  - iii) Customary markup for various classes of goods
  - iv) Methods of operation (cash/credit)
  - v) Scale of operation (large/small)
  - vi) Role of chain stores, department stores specialty shops

- b) Wholesale middlemen
  - i) number and size
  - ii) Customary markup for various classes of goods
  - iii) Method of operation (cash/credit)
- c) Import/Export agents
- d) Warehousing
- e) Penetration of urban and rural markets

#### VI. Media

This section reports data on all media available within the country or market. Select specific media as part of the promotional mix and strategy for your marketing plan.

- a) Availability of media
- b) Costs
  - i) Television
  - ii) Radio
  - iii) Print
  - iv) Other media (cinema, outdoor etc.)
- c) Agency assistance
- d) Coverage of various media
- e) Percentage of population reached by each of the media

#### VII. *Executive summary – Part II*

After completing the research for this report, prepare a two-page (maximum) summary of the major economic points and place it at the front of Part II

### **PART III: Opportunities/risks and trends in the EM country**

Company objectives may vary from market to market and from time to time; the structure of international markets also changes periodically and from country to country; and the competitive, governmental, and economic parameters affecting market planning are in a constant state of flux. These variations require international executives to be specially flexible and creative in their approach to strategic planning. Write at least one (1) paragraph on each in each of these areas.

#### I. Introduction

#### II. The Product

- a) Evaluate the product as an innovation as it is perceived by the intended market.
  - i. Relative advantage
  - ii. Compatibility
  - iii. Complexity
  - iv. Trialability
  - v. Observability
- b) Major problems and resistance to product acceptance based on the preceding evaluation

#### III. The Market

- a) Describe the market(s) in which the product is to be sold
  - i. Geographical region(s)

- ii. Forms of transportation and communication available in that (those) region(s)
- iii. Consumer buying habits
  - a. Product-use patterns
  - b. Product feature preferences
  - c. Shopping habits
- iv. Distribution of the product
  - a. typical retail outlets
  - b. Product sales by other middlemen
- v. Advertising and promotion
  - a. Advertising media usually used to reach your target market(s)
  - b. Sales promotions customarily used (sampling, coupons, etc.)
- vi. Pricing strategy
  - a. Customary markup
  - b. Types of discounts available
- b) Compare and contrast your product and the competition's product(s).
  - i. Top regional and local EMF's as competitors
    - a. Strengths/weaknesses
    - b. Short/long-term threats
  - ii. Competitor's product(s)
    - a. Brand name
    - b. Features
    - c. Package
  - iii. Competitor's prices
  - iv. Competitor's promotion and advertising methods
  - v. Competitor's distribution channels
- c) Market size
  - i. Estimated industry sales for the planning year
  - ii. Estimated sales for your company for the planning year
- d) Government participation in the marketplace
  - i. Agencies that can help you.
  - ii. Regulations you must follow

#### IV. Executive Summary – Part III

Based on your analysis of the market, briefly summarize (two-page maximum) the major problems and opportunities requiring attention in your marketing mix, and place the summary at the front of the Part III

#### **PART IV: Entry mode and strategies for the EM country**

- I. Objectives for market entry
  - a) Market-seeking motive
    - i. Attaining economy of scale
    - ii. Product portfolio expansion
  - b) Efficiency-seeking motive
    - i. Local production/local market
      - 1) Labor-intensive production
      - 2) Knowledge-intensive production
  - c) Resource-seeking motive



- i. Securing raw materials
- ii. Low cost production inputs
- d) Factors affecting entry method
  - i. Transfer of experience
  - ii. Uniform global image
  - iii. Control and coordination
  - iv. Cost of entry
  - v. Cultural affinity or lack thereof
  - vi. Timing of entry
    - 1) First-mover advantage
    - 2) Latecomer advantage

## II. Entry Mode

- a) Trade-based entry mode
  - i. Exporting
  - ii. Indirect exporting
  - iii. Bidding for global tenders
  - iv. Outsourcing
- b) Contractual entry mode
  - i. Licensing
    - 1) Type of licensing (field of use)
    - 2) Cross-licensing
  - ii. Franchising
  - iii. Technology transfer
  - iv. Management contracts
  - v. Contract manufacturing or subcontracting
  - vi. Turnkey projects
  - vii. Strategic alliance
- c) Investment entry mode
  - i. Marketing subsidiary
  - ii. Joint venture
  - iii. Wholly-owned subsidiary
    - 1) Acquisition
    - 2) Greenfield investment

## III. Executive Summary – Part III

Based on your analysis of the entry mode and strategy, briefly summarize (two-page maximum) the major considerations and conclusions and place the summary at the front of Part IV.

## Appendices

## References

When referencing sources in your Export Project paper, you can use the MLA or the APA approach. **Either approach is okay as long as you are consistent (!) throughout the entire paper. Just listing a web URL is not acceptable!**

One easy way to do: put the author's name and date after the citation (*author name, 2011*) and then in the list of *References* at the end of the paper, you need to list the actual reference with all the necessary information for someone to find it.