

## Module 4: International Marketing

| <b>Module title</b>  |  |  |  |
|--|--|--|--|
| International Marketing  |  |  |  |
| <b>Module NFQ level</b>  | <b>Module number / reference</b>   | <b>ECTS Value</b>                                | <b>Duration</b>                            |
| 9  | MSC-PBM-IM   | 5  | 12 Weeks                                   |
| <b>Parent programme(s). Principal programme title, and embedded(s) if relevant</b>   |  | <b>Stage of parent programme</b>                 | <b>Semester No.</b>                        |
| Master of Science in Pharmaceutical Business Management  |  | 1  | 1 or 2                                     |
| Postgraduate Diploma in Science in Pharmaceutical Business Management  |  | 1  | 1 or 2                                     |
| Certificate in Pharmaceutical Business Management  |  | 1  | 1 or 2                                     |
| <b>Teaching and Learning modes</b>   |  | <b>Proportion (% of Total Directed Learning)</b> |  |
| Classroom / Face to Face   |  | <b>80%</b>                                       |  |
| Workplace  |  |  |  |
| Online   |  |  |  |
| Other (Identify)   |  | <b>Blended: 20%</b>                              |  |
| <b>Entry requirements (statement of knowledge, skill and competence)</b>   |  |  |  |
| Learners should normally hold an honours (NFQ Level 8) degree in a cognate or non-cognate discipline or equivalent qualification, from an approved tertiary/or professional institution. |  |  |  |
| <b>Maximum number of learners per instance of the module</b>   |  | <b>100</b>                                       |  |
| <b>Average (over the duration of the module) of the contact hours per week</b>   |  | <b>3</b>   |  |
| <b>Pre-requisite module title(s) (if any)</b>  |  | N/A  |  |
| <b>Co-requisite module title(s) (if any)</b>   |  | N/A  |  |
| <b>Is this a capstone module? (Yes or No)</b>  |  | No   |  |
| <b>Module-specific physical resources and support required per centre (or instance of the module)</b>  |  |  |  |
| Lecture room with internet access, audio-visual equipment and white board. Moodle Area.  |  |  |  |
| <b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>                                |  |  |  |
| <b>Role e.g. Tutor, Mentor etc</b>   | <b>Qualifications &amp; experience required:</b>   |  | <b># of Staff with this profile (WTEs)</b> |
| Lecturer   | Lecturing staff are required to hold at least a master's degree in Marketing or in Management and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development). |  | 0.25                                       |

| <b>Analysis of required learning effort</b>  |  |              |
|--|--|--------------|
| <b>*Effort while in contact with staff</b>   | <b>Minimum ratio teacher / learner</b> | <b>Hours</b> |
| Classroom and demonstrations                 | 1:100                                  | 24           |
| Mentoring and small-group teaching           | 1:20                                   | 12           |
| Other (specify)                              |  |              |
| <b>Independent Learning</b>                  |  |              |
| Directed e-learning (hours)                  |  | -            |
| Independent Learning (hours)                 |  | 89           |
| Other hours (specify)                        |  | -            |
| Work-based learning hours of learning effort |  | -            |
| <b>Total Effort (hours)</b>                  |  | <b>125</b>   |

| <b>Allocation of Marks</b>     |                              |                           |                                 |                               |              |
|--------------------------------|------------------------------|---------------------------|---------------------------------|-------------------------------|--------------|
|                                | <b>Continuous Assessment</b> | <b>Supervised Project</b> | <b>Proctored Practical Exam</b> | <b>Proctored Written Exam</b> | <b>Total</b> |
| <b>Percentage Contribution</b> | 100%                         | -                         | -                               | -                             | <b>100%</b>  |

### **1.1.1 Module aims and objectives**

This module aims to provide learners with the knowledge, skills and competencies required to develop effective global marketing programmes. Emphasis will be placed on understanding the opportunities and challenges that both global and local markets present. This will enable learners to develop international marketing plans that are sensitive to the demands of global integration and need for market responsiveness. Learners will also develop their research and investigative skills. This will allow them to make informed decisions around whether to internationalise, which markets to enter and market entry strategies. Analytical and planning skills will be reinforced via extensive use of case studies, in-class exercises, class discussions, and research and appraisal of international markets. Throughout, the impact of the internet on global marketing is addressed with recommendations on how technology can be leveraged to enhance marketing programmes. Learners will also develop advanced cross-cultural negotiation and communication skills and competence in both oral and visual presentation.

### **1.1.2 Minimum intended module learning outcomes**

On successful completion of this module the learner will be able to:

- MIMLO 4.1 Apply advanced knowledge and understanding of key concepts, theories, frameworks, models and cases relating to global marketing.
- MIMLO 4.2 Determine the core global marketing management issues needed to generate and apply practical marketing strategies within the contemporary business environment.
- MIMLO 4.3 Execute advanced marketing activities to leverage the need for global integration and market responsiveness.
- MIMLO 4.4 Develop strategic and integrated marketing campaigns in real-life contexts within a culturally diverse team.
- MIMLO 4.5 Leverage digital technology to more effectively reach and communicate with consumers across the field of global marketing and in the development of marketing programmes.

### 1.1.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

Marketing is vital for companies who wish to grow. But knowing how best to expand into international markets is complex. There are numerous examples of companies who have failed to achieve their international potential and often this has been linked to poor marketing. Companies who succeed in their global pursuits view international markets as opportunities rather than hindrances and see international customers not as a burden, but as an opportunity to build their global brand.

This module aims to give learners the knowledge and skills to forge a successful career as an international marketing professional. It will provide learners with a solid underpinning of the theories, frameworks and models of international marketing combined with a strong sense of global awareness and cultural sensitivity essential for today's business world. It will endeavour to give them the skills to discriminate between markets and enable them to select those that present the greatest opportunities. It also aims to give learners the skills to developing appropriate marketing plans and programmes and to determine whether a global, local or global approach to marketing is best.

In this context, this module supports the achievement of the following MIPLOs (per each award):

| Programme Title  | MIPLOs achieved                    |
|--|------------------------------------|
| MSc in Pharmaceutical Business Management              | (i), (ii), (v), (vi), (vii), (x)   |
| PgDip in Science in Pharmaceutical Business Management | (i), (ii), (iv), (v), (vi), (viii) |
| Certificate in Pharmaceutical Business Management      | (i), (ii), (iv), (v), (vii)        |

### 1.1.4 Information provided to learners about the module

This module aims to introduce learners to the role of marketing in international business, and to improve learner knowledge and understanding of the various approaches used. It examines concepts, theories, and practices around these and the application of these to real 'life' situations which are relevant to learners now and in their future working lives.

The module draws on material from a variety of sources – academic works, case studies, documentaries, etc., to achieve a multi-layered scaffolded approach to developing an understanding of marketing in modern organisations. The module is structured to help learners learn more about the topic through blended learning, including attending lectures, reading case studies and notes, completing short activities, watching video clips, and assessment activities.

### 1.1.5 Module content, organisation and structure

#### Module Curriculum

#### **DISCRIMINATING BETWEEN MARKETS AND MARKET ENTRY STRATEGY**

##### **The Decision about Whether to Internationalize**

- Understanding global versus international marketing concepts
- Theories of internationalisation
- Developing the global marketing plan

##### **Market Selection Strategies**

- Conducting Global Market Research (traditional and evolving techniques e.g. social listening and crowdsourcing)
- Evaluating international political and economic environmental factors

- Cultural theory and examination of cultural convergence versus divergence
- Technological trends impacting marketing (e.g. mobile, virtual reality, machine learning)
- Market selection frameworks.

### **Market Entry Choices**

- Evaluation of different market entry choices (e.g. FDI, export, strategic alliance)
- Steps in the exporting process
- Strategic alliance evaluation framework

## **DEVELOPING THE INTERNATIONAL MARKETING MIX STRATEGY**

### **Global Marketing Programmes**

- Global product important decision making
- Global pricing important decision making
- Integrated marketing communications decisions
  - Emerging trends in digital marketing (e.g. mobile, virtual reality, personalisation and digital content creation)
  - Branding in an era of social media
- Implementing and coordinating global marketing programmes
  - Issues of culture and negotiation
  - Setting marketing metrics and marketing budgets

### **Indicative Teaching Plan**

#### **Part A: DISCRIMINATING BETWEEN MARKETS AND MARKET ENTRY STRATEGY**

Lectures 1-5 will cover the main theories of internationalisation and address the issues of whether and how the firm should internationalise. These lectures will explore frameworks for selecting between markets and market entry options. Through an in-class activity, learners will apply these tools and make both a country and market entry strategy recommendation to their peers. Padlet will be used as a technology enabled learning tool to facilitate this exercise. During the first four weeks, learners will also form a cross-cultural team and carry out research on a case-study organisation that wishes to grow internationally. They will then be required to write a report recommending which market the company should enter. Learners will present their recommendations in Lecture 6. They will be required to explain the cultural, political and economic environment of the chosen market and defend why they made their choice. They will also be required to make recommendations on how to enter the market, for example, through export, joint venture or foreign direct investment.

#### **Part B: DEVELOPING THE INTERNATIONAL MARKETING MIX STRATEGY**

Lectures 7-12 examine each element of the marketing mix. Product, pricing, promotional and distributional strategies will be examined with extensive use of case studies to illustrate best practice. Examples will also be shared of companies who have succeeded and, in some cases, failed in international markets to help learners appreciate the challenges that exist. These lectures will serve as the foundation material for the second assignment, a cross cultural group-based Strategic International Marketing Plan.

The module team believe the contact hours, assessment and total learner effort are reflective of, and appropriate for the module's credit level.

## Indicative Teaching Plan

|                               |  |
|-------------------------------|--|
| <b>Week 1</b>                 | Introduction                                   |
| <b>Weeks 2 &amp; 3</b>        | The Decision About Whether to Internationalize |
| <b>Weeks 4 &amp; 5</b>        | Market Selection Strategies and Entry Choices  |
| <b>Week 6</b>                 | In class presentations                         |
| <b>Weeks 7, 8, &amp; 9</b>    | Marketing Mix                                  |
| <b>Weeks 10, 11, &amp; 12</b> | Global Marketing Programmes                    |

### 1.1.6 Module teaching and learning (including formative assessment) strategy

The module is structured to help learners learn more about the topic through blended learning, including attending lectures, reading case studies and notes, completing short activities, watching video clips, and assessment activities. Throughout, learners will consider different aspects of pharmaceutical marketing such as product development and approval, regulatory requirements, cultural differences, and the application of general marketing approaches within this context; in addition to considering how these apply in real organisations. The module is assessed via continuous assessment (100%).

### 1.1.7 Work-based learning and practice-placement

There is no work based learning or practical placement in the module.

### 1.1.8 E-learning

Griffith College uses Moodle, a virtual learning environment, to support its delivery of e-learning activities in the form of peer-to-peer support based around activities where learners give and receive feedback, forums where learners must contribute, formative quizzes and video links.

### 1.1.9 Module physical resource requirements

A classroom setting is used for the onsite & virtual delivery of the module through a series of 10-12 lectures including assignment and assessment workshops. Supports for learners include course material, lecture notes, activities, short, self-administered questionnaires, case studies and related assessment tasks. These are supplemented with a module set book and online reading materials, PowerPoint presentations, and other activities using Moodle, the College's Virtual Learning Environment (VLE) provide additional support materials to help with self-study.

### 1.1.10 Reading lists and other information resources

#### Core Reference Materials

Albaum, P.G., Duerr, E. and Josiassen, A. (2016) *International Marketing and Export Management*. 8<sup>th</sup> edition. Harlow: Pearson.

Lee, K. and Carter, S. (2012) *Global Marketing Management*. 3<sup>rd</sup> edition. Oxford: OUP Oxford.

#### Additional Resources

Cateora, P, Money, R.B, Gilly, M and Graham, J, (2019) *International Marketing*. 18<sup>th</sup> Edition. New York, NY: McGraw-Hill Education.

Hollensen, S. (2020) *Global Marketing*. 8<sup>th</sup> Edition. London: Pearson.

Keegan, W. J. (2022) *Global Marketing Management: International Edition*. 10<sup>th</sup> Edition. Boston: Pearson.

Kotabe, M. and Helsen, K. 2022. *Global Marketing Management*. 9<sup>th</sup> ed. Hoboken, NJ: John Wiley & Sons.

Morrison, J. (2020) *The Global Business Environment: Towards Sustainability?* 5<sup>th</sup> Edition. London: Palgrave.

#### **e-Resources**

<https://www.cia.gov/library/publications/the-world-factbook>

<https://www.economist.com>

<https://euromonitor.com>

<http://interbrand.com>

<http://mintel.com>

<https://www.marketingweek.com>

<http://www.millwardbrown.com>

<http://info.worldbank.org/governance/wgi/index.aspx#home>

<https://www.ghemawat.com/404>

<https://www.neilsen.com>

#### **Journals**

*Journal of International Marketing*

*Research in International Business and Finance*

*International Marketing Review*

*Journal of International Consumer Marketing*

*Journal of Global Marketing*

*Journal of Global Marketing Management*

#### **1.1.11 Specifications for module staffing requirements**

Lecturing staff should hold a Masters Level (Level 9) qualification in Marketing or in Management, or equivalent professional qualification. Industry experience is beneficial but not a requirement.

Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).

#### **1.1.12 Module summative assessment strategy**

The marks for this module are allocated to a cross cultural group-based Strategic International Marketing Plan, a group-based learner-led session and a proctored examination.

Leveraging the material provided through a written case study, the Strategic International Marketing Plan is a major project. Learners will work as part of a culturally diverse team. They will be required to select a market for which the company will enter. They are required to use the contractible method of market selection or a similar framework to select this market and be able to demonstrate significant research and analysis behind their choice. While a case study will be provided to learners, there is also the option that they can use their employment if appropriate as the focus of the plan.

The learners will then prepare a detailed strategic marketing plan, with a full supportive analysis of the decision making-process, in addition to a full description of the entry strategy and 4 Ps. **Note: An important criterion for teams is that they must be cross-cultural.** This reflects that view that while globalisation has made cross-border marketing easier, it does not mean that all people will necessarily want the same products or think in the same ways. Griffith College learners have a key opportunity to learn about different cultures from their peers and in Marketing this classroom diversity will be leveraged as a significant learning opportunity.

There is an additional group assignment; worth 25%. This is the "Learner-Led Session". Here, learners again will work as part of a culturally diverse team, and present on an important Global Marketing topic. Peer feedback will be provided by the class to the team members. Each team member will then be required to write a reflection piece evaluating the contributions that they made and areas for further development and improvement. The module will be assessed on the basis of 100% continuous assignment, followed by an End of Semester Self-reflection statement worth 10% of overall assignment credits.

| No | Type                         | Description  | Weighting | Learning outcomes assessed |
|----|------------------------------|--|-----------|----------------------------|
| 1a | International Marketing Plan | Select a market and then develop and defend an international marketing plan for the market of choice. Group based. Will include a written report, class presentation and ePortfolio. | 65%       | 2-5                        |
| 1b | Learner-Led Session          | Select from a list of marketing topics and present key insights. Group based   | 25%       | 2-5                        |
| 2  | Self-Reflection              | Critically reflect on the knowledge, skills and competencies developed within the module and identify the implications for future use within the industry.                           | 10%       | 1-5                        |

**Reassessment/Repeat assessment strategy:** Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing components of / this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.

In the event of a learner failing a group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.