

International Food and Agribusiness Marketing Strategy
AGEC 526

Fall 2018, TTh 10:30 –11:45pm, RAWL1071

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Course Objectives

This course aims at developing the student’s analytical, decision making, and communication skills as related to marketing management of food systems in the world economy. Students will develop knowledge and skills related to: analyzing a foreign market's potential; analyzing consumers; decision-making with regard to market entry strategies; and evaluating the effects of economic, social, and legal environments on marketing strategy. Economic theory related to marketing will also be briefly introduced.

Text

Kamran Kashani and Dominique Turpin. *Marketing Management: An International Perspective, Case Studies*. Palgrave Macmillan (2002).

Limited copies of the book are available from the instructor for checking out with a minor fee. They are also available from online sources, if you want to buy a copy. About half of the cases are from this book. Additional reading materials will be provided.

Format

The course uses primarily case studies. Theory, concepts and current events will also be introduced in lectures. Discussion, debate and presentation are a major part of the class.

Evaluation and Grading

The evaluation and grading policy will be based on in-class participation, assignments, a mid-term examination, case competition, and a final project. The % grade conversion to letter grade is a guaranteed reference, and the final grades may be curved, only in favor of students.

<u>Weights assigned to each criterion:</u>		<u>Letter grade and % conversion:</u>			
Class Participation	20%	A	93-100%	A-	90-93%
Assignments	20%	B+	87-90%	B	83-87%
Mid-Term Exam	20%	B-	80-83%	C+	75-80%
Competition	10%	C	70-75%	C-	65-70%
Project	<u>30%</u>	D	60-65%	F	below
	100%				

Campus Emergencies

In the unusual event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. To get information about changes in this course, visit the course home page on blackboard, contact the instructor by email, or call her office 4-4245.

Assignments: Case Write-Ups

We have weekly assignments. Most of the time, they are case write-ups, based on a case you read during the week. Everyone will turn in an original economic analysis before the start of class. You may write an “objective analysis” (akin to a consultants’ report), or you may write a business memorandum to the manager making the decision. In either case, you must recommend a plan of action.

Maximum length of these write-ups is *two pages, double-spaced, 12pt font*. They must focus on the target buyers, key problem(s) (preferably focusing on one of the “four Ps”), and potential solutions. Assume that the company managers already know the facts. Do not repeat lots of the facts given in the case assigned, except to cite those facts that support your position. In some cases, data in the case study can be reorganized and presented to support your position (e.g., a calculation of market shares, trends in market shares, financial performance ratios, etc.).

Participation

Class participation will be based on your contributions to the discussion of each case. Preparation of cases is essential as students can be *picked* to open class discussion by describing the case's key issues or answer specific questions.

Two class periods are usually contributed to each case. The first one is open-ended and free-wheeling. The opening of a case is not a play-by-play recount of the facts in the case, but an assessment of the key marketing issues, a ranking of problems, and practical solutions. After a couple of students open the discussion (drawing on their write-ups, of course), the instructor will invite others to agree or disagree with him or her. The second day of discussion is a more structured presentation, guided by the instructor. It may begin with a lecture on a strategic marketing topic, or even some quantitative analysis. Hopefully, a more agreeable solution can be derived with everyone’s inputs.

Individual contribution to the case discussion is not based on the volume of discussion but pertinence, insight, and foundation of the response. Complete silence during discussions is to be avoided. On the other hand, to encourage everyone to participate, please refrain from injecting the majority of the comments about a single case.

Case Competition

One case “competition” is held in the middle of the semester. Teams will be formed at the beginning of the semester. All teams will be given the same case one day before the competition. Four hours are given to teams for preparing the PPT, and a fifteen-minute oral presentation will be given during class in front of judges. This will take two hours in total. We

need to find a time that all can make, and in return the same amount of class time will be released.

Mid-term Examination

The mid-term exam will be a case analysis. You will be given the case the day before the exam date. You are to read the case, take notes on your analyses, and come to the exam prepared to answer questions. The midterm is open notes. The exam will consist of questions related to the case. You will not be allowed to directly turn in prepared answers, spreadsheet, printouts or any other notes prepared before the exam. But, you may use your notes and other information to formulate your answers.

Projects

Instead of a final exam, each student will participate in a group research project. I will assign each of you to a group. The written report is due on the last day of classes.

The project will be a **marketing plan** for selling a new product or service of your choice in a foreign market of your choice. (The geographic market must be foreign to everyone in your group). The project will consist of two major parts, the cultural and economic analysis of a particular country and the marketing plan for that country.

A comprehensive outline of potential information will be distributed. This outline should be used as a guide. Students are encouraged to begin their work early and to consult with the professor throughout the semester with regard to the focus, content, and depth of their research.

Each group will present a 15 minute overview of their project to the class for feedback and suggestions. This will be on November 16. Final projects will be presented in 25 minutes slots during December 5 to 7.

Marketing and International Business Resources

-  Latin American Database: <http://ladb.unm.edu/>
-  World Trade Organization: <https://www.wto.org/index.htm>
-  The World Bank: <http://www.worldbank.org/>
-  United Nations Development: <http://www.undp.org/>
-  International Trade Commission: <http://www.usitc.gov/>
-  Organization of American States: <http://www.oas.org/>
-  Office of the United States Trade Representative: <https://ustr.gov/>
-  **Currency Conversion:** <http://www.xe.com>

COMMUNICATION

Please note that my primary out-of-class method of communication will be via email to your Purdue email address. I recommend checking your Purdue email account at least once every 24 hours.

SPECIAL NEEDS

If you have a disability that requires academic adjustments, please make an appointment to meet with me during the first week of classes to discuss your needs. Please note that university policy requires all students with disabilities to be registered with [Adaptive Programs](#) in the [Office of the Dean of Students](#) before classroom accommodations can be provided.

ACADEMIC INTEGRITY

University policy on academic dishonesty is clear: academic dishonesty in any form is strictly prohibited. Anyone found to be cheating or helping someone else cheat will be referred directly to the Dean of Students for disciplinary action. Penalties are severe and may include dismissal from the University. The risks associated with cheating far outweigh the perceived benefits. Academic dishonesty includes citing someone else's work as your own, using "cheat sheets" or sharing your answers with someone else. If you are unsure whether your planned action constitutes academic dishonesty, seek clarification from your instructor. Other information regarding your rights and responsibilities as a student is contained in the Purdue University [Code of Conduct](#). Writing assignments for this course will be checked for originality using the iThenticate software.

“As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.” ___Purdue Honors Pledge