



**JINDAL GLOBAL
BUSINESS SCHOOL**
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



O.P. Jindal Global University
A Private University Promoting Public Service
NAAC Accreditation - 'A' Grade

Jindal Global Business School
Course Outline

Course Title	International Marketing
Core or Elective	Elective
Program and Batch	IBM-4, IBM-5, MBA-2
Semester & Academic Year	Fall 2026
Credits	1.5
Discipline/Area	Marketing
Name of the Faculty Member/Course Instructor	Shumaila Chandni
Contact Details of the Faculty Member	shumaila.chandni@jgu.edu.in
Contact Details of Support Staff	jgbs-co@jgu.edu.in
Faculty Member's Open Office Day/s & Time	TBA

Introduction to the Course

This course is aimed at developing the skills that are required by a Marketing Manager working in an international backdrop. We will explore the opportunities and challenges associated with marketing across borders. The cultural, economic, political, and technological settings in various countries will be evaluated for their impact on marketing. There will be a discussion on the relationship between global marketing and global business strategy. It will be discussed how to analyze customers and competition on a worldwide scale. In the global context, strategies and methods for establishing each of the four "P's" will be reviewed, including developing 1) product, service, and branding policies, 2) advertising, promotion, and communications plans, 3) distribution routes, and 4) price policies. We'll look at methods for determining how much marketing should be globalized versus localized. This course will look at key marketing considerations both globally and in each of the world's major regions. Students interested in marketing, global and international business, international relations and business, communications and business, and international studies would benefit from this course.

Course Learning Objectives

At the end of the course, students should be able to

1. CLO1- Describe the nature of international marketing and its value for modern business with particular emphasis on the globalization of modern business;
2. CLO2- Explain the basic concepts, principles and practices associated with international marketing management;
3. CLO3- Increase knowledge and skills to help develop international market entry strategies;
4. CLO4- Analyse international marketing situations and make appropriate decisions.

Programme Competency Goals

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Technological Agility: Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies
		2. Understand future technologies in business domain
2	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues
		4. Demonstrate sensitivity towards ethical issues
		5. Demonstrate sensitivity towards social issues
3	Effective communication: Ability to effectively exchange ideas and information	6. Address societal issues
		7. Present their ideas with clarity
		8. Prepare an organized and logical business document
4	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	9. Use technology for effective communication
		10. Identify main issues of business problems
		11. Examine information from different sources

		12. Draw inferences from analysis
		13. Evaluate alternatives
		14. Summarize and conclude
5	Leadership: Ability to take initiative, inspire and collaborate with others	15. Take initiative
		16. Contribute effectively in groups

PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO 3, PLO 4, PLO 5, PLO 6	PCG2	A2, A3, A4
PLO7	PCG3	A1, A3, A4
PLO8	PCG3	A3, A4
PLO9	PCG3	A1,A3
PLO10	PCG4	A3, A4
PLO11	PCG4	A3
PLO12, PLO13	PCG4	A2, A3, A4
PLO14	PCG4	A3, A4
PLO15	PCG5	A1, A3
PLO16	PCG5	A3

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1 Class Participation	10%	Individual	Continuous	PLO7, PLO9, PLO15
A2 In-class Quiz	30%	Individual	3, 5, 7	PLO3, PLO4, PLO5, PLO6, PLO12, PLO13
A3 Group Project	30%	Group*	4, 7	PLO3, PLO4, PLO5, PLO6, PLO7, PLO8, PLO9, PLO10, PLO11, PLO12, PLO13, PLO14, PLO15, PLO16

A4 Endterm Examination	30%	Individual	In the JGU Examination period/week	PLO3, PLO4, PLO5, PLO6, PLO7, PLO8, PLO10, PLO12, PLO13, PLO14
------------------------------	-----	------------	--	--

Note:

* *The students will form themselves into groups of 4-6 members each. Any student who does not do so until the **end of the third session** will be put into a separate group by the faculty member.*

Description of Assessments:

Evaluation Item	Description
A1. Class Participation	It covers the ongoing class discussion. The mentioned pre-reads in the manual are important for fruitful takeaways from the class in terms of enrichment as well as credits. CP can be gained through constructive participation in the class. This assessment will continue throughout the semester. General conduct in the classroom and the amount of contribution in class proceedings – to be measured by the instructor. Participation and submission of a write-up about the Guest Lecture session would have a significant weightage.
A2. In-class Quiz	<ul style="list-style-type: none"> • I will announce at least two in-class quizzes – the target is to have three quizzes. • Assuming we have ‘<i>n</i>’ quizzes, I will take the marks of the best (<i>n-1</i>) quizzes for final grading. • This is to take care of a missed quiz due to various reasons, or bad marks one quiz.
A3. Group Project	<p>Your major project for this course requires that you analyze, compare and explain the international marketing strategy for any particular brand. Please let me know the brand and country that your group has chosen, by the <u>end of Week-2</u>. Specifically, you are required to identify and comment on:</p> <ol style="list-style-type: none"> 1. The marketing objectives for the product 2. A profile of your selected country 3. A description of the industry in that country 4. A competitive analysis and market evaluation 5. Segmentation strategy 6. The positioning of the product 7. Product policy 8. Pricing policy 9. Distribution Policy 10. Advertising Strategy (including media choice) 11. Other Promotional Tools <p>For all of these you need to make a comparison between the strategies used in your selected country and any other foreign country; you need to explain (<i>using theories discussed in the class</i>) why differences in marketing</p>

	strategies exist in different markets. Please see Appendix-A for some more guidelines about the project.
A4. End-Term assessment	The end term examination will be of 30 marks of 1.5 hours duration . This will be an invigilated exam according to the mode, modalities and process as decided by CoE.

You will prepare for your projects group-wise. At the end of the term, each team member might be asked to grade other member's participation in the coursework as well; this is something known as a peer-to-peer review (P2P review). The final grade may be adjusted downward (we will discuss in the class, if required) if, any team member has been free-riding, according to the other group members.

Important: Please start working with your assigned groups as soon as they are announced.

Rubrics for Assessments (A3)

	Poor (0)	Acceptable (0-49)	Good (50-74)	Excellent (75-100)
Analysis (40%)	Unclear.	Clear.	Clear.	Very clear.
	Not attempted or entirely or significantly plagiarized from other sources.	Some application of research theories to topic, little or no detail/ explanation.	Frequent application of research theories to topic showing some detail/ explanation.	Consistent and highly insightful application of research theories to topic. Plentiful detail/ clearly explained.
Logical Flow (30%)	Organization of ideas not clear.	Organization of ideas generally unclear.	Organization of ideas clear.	Organization of ideas extremely clear.
	No assumptions listed.	Some assumptions listed.	Appropriate assumptions listed.	All appropriate assumptions listed.
	Superficial or incorrect analysis in one or more areas.	Correct analysis in each area.	In-depth analysis in each area.	In-depth analysis in each area.
Language (20%)	The writing and vocabulary are simplistic or trite, or is not appropriate for a Master's project.	The writing and vocabulary are acceptable for a Master's project.	The writing and vocabulary are appropriate for a Master's project.	The writing and vocabulary are top-class for a Master's project.
	The sections are barely arranged and do not have a flow	The sections are somewhat arranged and have some flow	The sections are properly arranged and have a reasonable flow	The sections are soundly arranged and have a very good flow
	Writing has multiple grammatical or writing errors	Writing has few grammatical or writing errors	Writing has hardly any grammatical or writing errors	Writing has no grammatical or writing errors
References	References are	Some references (>5)	Higher number	Multiple references

(10%)	missing, incomplete, or incorrectly cited.	are given and correctly cited in the body of the report and included on a separate reference page in APA format.	references (5-9) are given and correctly cited in the body of the report and included on a separate reference page in APA format.	(>15) are correctly cited in body of the report and on a separate reference page in APA format.
-------	--	--	---	---

Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. To participate effectively in class, the student should come prepared to the class by reading in advance the sections of the textbook that will be covered in the session, as well as any other material handed by the instructor, including the cases. Here the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning ‘what to do’, the cases will also be used as examples of real-world phenomena where issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students’ and managers’ different experiences.

Textbook / Other Readings

Textbook:

The required textbook for the course is:

Green, Mark C. and Keegan, Warren J. (2020) Global Marketing (10th Ed.). Harlow, UK: Pearson Education Limited.

Chapters from this book are assigned as required readings in the class schedule below. Please read the chapters and cases before coming to class for an engaging classroom discussion. Cases and any other reading material assigned for reading will be uploaded on a shared folder (or the e- learning platform, as suitable).

Session Plan

Session Details		PLOs covered
Session 1 & 2	An Introduction to International Marketing	PLO3, PLO4, PLO5, PLO6, PLO7, PLO10, PLO15
Objective of the session	In these sessions, I will introduce the course to you and take you through the evaluation components. I will also lay down the ground rules that we will follow. Further, you will know why it is important to study International Marketing. We will use the product/market growth matrix to explain the various ways a company can expand globally, and see how companies in global industries pursue competitive advantage.	
Subtopics to be covered	<ul style="list-style-type: none"> Why studying international marketing is important? 	
	<ul style="list-style-type: none"> How companies in global industries pursue competitive advantage. 	
	<ul style="list-style-type: none"> The driving and restraining forces affecting global integration today 	
Readings	Text Book Chapter 1	
Case Title and	Case 1: McDonald’s Expands Globally While Adjusting Its Local	

Number	Recipe	
Pedagogy	Lecture, caselets, and class discussion	
Session 3	The Global Economic Environment	
Objective of the session	This session will comprise of comparing and contrasting the main types of economic systems that are found in different regions of the world, and going through the categories of economic development used by the World Bank, and identify the key emerging country markets at each stage of development. We will also look at the significance of balance of payments statistics for the world's major economies.	PLO3, PLO4, PLO5, PLO6, PLO7, PLO10, PLO15
Subtopics to be covered	<ul style="list-style-type: none"> Identify and briefly explain the major changes in the world economy over the last few decades. Explain the categories of economic development used by the World Bank and WTO and identify the key emerging country markets at each stage of development. 	
Readings	Text Book Chapter 2	
Case Title and Number	N.A.	
Pedagogy	Lecture, and class discussion	
Session 4	Social and Cultural Environments	
Objective of the session	In this session, we will define culture and identify the various expressions and manifestations of culture that can impact global marketing strategies. We will also look at the key aspects of high- and low-context cultures, and the major dimensions of Hofstede's social values typology. It is also important to understand how the self-reference criterion can affect decision making in global companies, something we will delve into in session#6.	PLO3, PLO4, PLO5, PLO6, PLO7, PLO10, PLO11, PLO15
Subtopics to be covered	<ul style="list-style-type: none"> Understand the meaning of "culture" and identify the various manifestations of culture that can impact global marketing strategies. Compare and contrast the key aspects of high- and low-context cultures. Explain how critical the self-reference criterion can be for global marketers. 	
Readings	Text Book Chapter 4	
Case Title and Number	Case 2: Dubai's Evolution from a Fishing Village to the Host of Expo 2020	
Pedagogy	Lecture, caselets, and class discussion	
Session 5 & 6	Segmentation, Targeting, and Positioning in an International Marketing setting	
Objective of the session	Identify the variables that global marketers can use to segment global markets and examine the criteria that global marketers use to choose specific markets to target. We will also see how global marketers use a product-market grid to make targeting decisions. Next, I will take you through the three main target market strategy options, and the various positioning options available to global marketers.	PLO3, PLO4, PLO5, PLO6, PLO7, PLO10, PLO15
Subtopics to be	<ul style="list-style-type: none"> Identifying the variables that global marketers can use to 	

covered	segment global markets and choose specific markets to target.	
	<ul style="list-style-type: none"> • Compare and contrast the main target market strategy options in a global context. 	
	<ul style="list-style-type: none"> • Describe the various positioning options available to international marketers 	
Readings	Text Book Chapter 7	
Case Title and Number	Case 3: The “Bubbling” Tea Market	
Pedagogy	Lecture, caselets, and class discussion	
Session 7 & 8	Global Market-Entry Strategies	
Objective of the session	In this session, we will compare and contrast the various global market-entry strategies: Licensing, Investment, and Strategic Alliances.	PLO3, PLO4, PLO5, PLO6, PLO7, PLO10, PLO15
Subtopics to be covered	<ul style="list-style-type: none"> • Explain the advantages and disadvantages of using licensing as a market-entry strategy. 	
	<ul style="list-style-type: none"> • Compare and contrast the different forms that a company’s foreign investments can take. 	
	<ul style="list-style-type: none"> • Discuss the factors that contribute to the successful launch of a global strategic partnership and the challenges involved 	
	<ul style="list-style-type: none"> • Use the market expansion strategies matrix to explain the strategies used by international marketers. 	
Readings	Text Book Chapter 9	
Case Title and Number	Case 4: Jaguar’s Passage to India	
Pedagogy	Lecture, caselets, and class discussion	
Session 9 & 10	The Global Marketing Mix: Product (Brand and Product Decisions in Global Marketing)	
Objective of the session	Through these sessions, we will review the product concepts that underlie a successful global marketing product strategy and compare and contrast local products and brands, international products and brands, and global products and brands. Further, we will also outline the importance of “country of origin” as a brand element, and go through the strategic alternatives that marketers can utilize during the global product planning process.	PLO3, PLO4, PLO5, PLO6, PLO7, PLO10, PLO15
Subtopics to be covered	<ul style="list-style-type: none"> • Explain the basic product concepts 	
	<ul style="list-style-type: none"> • Explain the basic branding concepts 	
	<ul style="list-style-type: none"> • Discuss the needs-based approach to product planning 	
	<ul style="list-style-type: none"> • Explore “country-of-origin” as a brand element 	
	<ul style="list-style-type: none"> • Explain the different strategic alternatives in Global Marketing 	
<ul style="list-style-type: none"> • New products in Global Marketing 		
Readings	Text Book Chapter 10	
Case Title and Number	N.A.	
Pedagogy	Lecture, and class discussion	
Session 11	The Global Marketing Mix: Pricing	PLO3, PLO4,

Objective of the session	This session is dedicated to understand pricing -related decisions for the global marketer. We will review the pricing concepts that underlie a successful global marketing pricing strategy, and identify the different pricing strategies and objectives that influence decisions about pricing products in global markets. We will also look at some of the tactics global companies can use to combat the problem of gray market goods.	PLO5, PLO6, PLO7, PLO10, PLO15
Subtopics to be covered	<ul style="list-style-type: none"> Identify the different pricing strategies and objectives that influence decisions about pricing products in global markets. Summarize the various Incoterms and environmental factors that affect the final price of a product. 	
Readings	Text Book Chapter 11	
Case Title and Number	N.A.	
Pedagogy	Lecture, and class discussion	
Session 12	The Global Marketing Mix: Promotion (Communication)	PLO3, PLO4, PLO5, PLO6, PLO7, PLO10, PLO15
Objective of the session	In this session, we will touch upon the various communication tools that are available to the Global Marketer – Advertising, Public Relations, Sales Promotion, Personal Selling, and Special Forms of Marketing Communication	
Subtopics to be covered	<ul style="list-style-type: none"> Advertising in global markets (versus that in a one-country market) Compare and contrast publicity and public relations at an international level and discuss cases of global companies that have recently been impacted by negative publicity. Understand how international marketers employ sales promotion techniques marketers. 	
Readings	Text Book Chapters 13 and 14	
Case Title and Number	N.A.	
Pedagogy	Lecture, and class discussion	
Session 13	Guest Lecture	PLO3, PLO4, PLO5, PLO6, PLO7, PLO10, PLO15
Objective of the session	A specially invited industry speaker will share their tips for budding international businesspersons.	
Subtopics to be covered	<ul style="list-style-type: none"> The speaker's experience with different international marketing strategies, in different markets. 	
Readings	N.A.	
Case Title and Number	N.A.	
Pedagogy	Lecture, and class discussion	
Session 14	The Global Marketing Mix: Place (Distribution)	PLO3, PLO4, PLO5, PLO6, PLO7, PLO10, PLO15
Objective of the session	In this session, we will identify and compare the basic structure options for consumer and industrial channels, and look at some guidelines that companies should follow when establishing channels and working with intermediaries in global markets.	
Subtopics to be	<ul style="list-style-type: none"> Examine the guidelines international companies should 	

covered	follow when establishing channels and working with intermediaries in global markets. <ul style="list-style-type: none"> Explore the different categories of retail operations that are found in various parts of the world. 	PLO3, PLO4, PLO5, PLO6, PLO7, PLO10, PLO15
Readings	Text Book Chapter 12	
Case Title and Number	N.A.	
Pedagogy	Lecture, and class discussion	
Session 15	Course summary and wrap up	
Objective of the session	In the last session of the course, we will wrap up by drawing connections between the different ideas discussed in the course.	
Subtopics to be covered	<ul style="list-style-type: none"> Overview of different concepts covered until now. 	
Readings	N.A.	
Case Title and Number	N.A.	
Pedagogy	Lecture, and class discussion	

*Elective Endterm Examinations may take place in the last week of classes.

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Disclaimer: This course outline including assessments, mode, nature and weightage of assessments, sessions, sequence of sessions and/or readings may be revised during the semester if such need arises.

Appendix-A

Further details of the group project

For doing the project, you will need to research the marketing policies for the particular product in another country. While I would not expect that you would be able to get detail on all of the areas mentioned in the list, you should be able to make comments on some of the areas highlighting where differences exist. For example, I do expect that you will be able to compare advertisements for the product from your selected country and any other foreign country and comment on the differences therein.

I **do not** expect the impossible, or for you to travel around the world assessing the marketing strategy of the product in all markets. There may be cases where you find it difficult to gather information, for example with regard to distribution policy, however in such cases I would still expect you to make comment on some of the difficulties that the product may face in this regard with respect to international markets.

Reports should have ***sections on introduction, methodology, findings, conclusions, etc.***, and must be double-spaced in 12- point font, with 2.5cm margins on four sides, and should be within 4000 words AND 20 pages (excluding cover page, content page, references, and appendices)

Other important points

Please **avoid plagiarism** at all costs. Please acknowledge your sources of information appropriately. **The inclusion of references is required** (you can use “Insert Footnote” function in MS Word or choose your reference style, like the APA style). Please note that JGU’s similarity/ plagiarism rules apply for all submissions.

Report professionalism makes good content even better. Regardless of the quality of your content, the report needs to reflect the time and effort you have invested. The report should look professional and follow a coherent structure. It should be well written, free of typos and grammatical errors, and nicely formatted. Here are some suggestions to make it look nice (but feel free to do more):

- Proofread and then proofread again (!)
- Numbered pages
- Labeled appendices (if necessary)
- Charts, graphs, and images with labels where appropriate

You may need some assistance or advice with your project. Please don’t hesitate to contact me for help if you need it. ***I am more impressed with students who seek assistance at an early stage and can show that they have made some efforts of their own before approaching me.***