INTERNATIONAL RISK MARKETING: AFRICA AND THE ISLAMIC WORLD

Based on the academic research of PROFESSOR JEFFREY FADIMAN, M.A., PH.D., ED. (British)

Bus 133C satisfies the electives required for a concentration (major, minor) in marketing and International Business

1. The Professor:

Jeff Fadiman is Professor of Global Marketing. Twice a Fulbright Scholar, he publishes in three disciplines: Global Marketing, African History and World Relations. He has 42 academic publications, including five books. His first Global business article appeared in Harvard Business Review. Both this and a sequel have been republished in ethics texts across the USA. He speaks Swahili, German and French and is learning Zulu & Spanish. He has presented his research in Africa, Europe and across the USA, including the U.S. Department of State.

In 1989, he was named Outstanding Graduate Teaching Professor, COB, SJSU. In 1995 and 2002, he trained diplomats assigned to Africa at the U.S. Department of State. In 1996, he was the first U.S. Fulbright Scholar to teach at the University of Zululand, South Africa. In 1998 and 1999, he placed second as Outstanding Teaching Professor, SSJU. In 1999, he was named Outstanding Undergraduate Teaching Professor, COB, SJSU.

Fadiman is the founder of “Africa’s Children Need Guardian Angels”. He acts as “Guardian Angel” to 1134 children in one AIDS orphanage, ten primary and two secondary schools, in Tanzania and Zimbabwe. He does this by “adopting” specific schools, becoming one of the teachers, ascertaining the problems, then helping African teachers solve them—one by one. These schools lack everything to make education come alive: Books, pens, pencils, paper, chairs, tables, food and water. These children need help. These problems are not “academic” they are real. On occasion, Fadiman invites selected students to come to Africa & teach these kids. It is a life-transforming, career-changing experience—for them and for you.

2. The Course:

This is not a textbook course. It does not seek textbook answers. Nor does it deal with abstract academic theories. Americans abroad face real (not academic) problems, thus seek practical solutions. This course, therefore, goes far beyond textbooks. It is practical, problem-oriented and politically incorrect. It will explore new and often unconventional ways Americans can use to market to African and Islamic clientele. We work on four levels:

A. AFRICAN, ISLAMIC MARKETING METHODS:

US BUSINESS SCHOOLS TEACH US MARKETING METHODS. THIS IS “NICE”, BUT NOT ENOUGH. There are alternatives to US Ways of marketing.
Africans, Arabs, Persians, Turks, etc. have developed other methods—business techniques they have polished and refined for over 2000 years. Surely they have much to teach Americans. We will analyze those that may prove of greatest value, then learn to use specific third world methods to enter selected third world markets.

B. AFRICAN, ISLAMIC BUSINESS SETTINGS (Area Studies)

Americans need more than business knowledge to market successfully in Africa and the Islamic World. Notwithstanding, American education teaches virtually nothing of Third World geography, ecology, histories, cultures, religions, etc. Most Americans are virtually unaware of world geography. Most members of Congress have no passports, suggesting they have never been abroad. Ex-President Bush once referred to Africa as a "country", thereby suggesting he knew very little about it. Most US business schools have only one global business course, based on one standard text, thus implying there are no other business alternatives.

In consequence, many US business students cannot even locate the countries to which they hope to market. Current research suggests that 25% cannot locate China, Congo, Senegal, Somaliland, Indonesia or Iraq. Many do not know who fought in World War II. Others (each semester) describe Israel as an Arab nation. Still others do not differentiate between Indians and Pakistani’s, Palestinians and Israeli’s, or Arabs, Persians and Turks. Today, to display this level of ignorance is business suicide.

To enter Third World markets, Americans must become conversant with Third World geography, history, religion, ecology, society, psychology and THEREBY THE MARKETING NEEDS of potential clientele. This marketing course, therefore, is also a course in Area studies, with a focus on the commercial settings of those high-risk African and Islamic markets that every US global marketer must know.

C. AFRICAN/ISLAMIC BUSINESS RISKS:

Marketing to Africa/Islamic World carries business risks for which we have no parallels within the USA, and thus real no experience in coping with them. These include bribery, corruption, smuggling, crime, terrorism, disease, anti-Americanism and ecological catastrophe. None of these are analyzed (or even mentioned) in US business textbooks. Yet, without risk analysis, how can we develop expertise? This course examines specific real-world risks you will encounter abroad and equally specific ways to counter them.

D. AMERICAN BUSINESS WRITING:

This is a course in American business writing, as every U.S. business course should be. What use is learning if you cannot express what you have learned? There will be no true-false tests or any other form of passive testing that requires nothing more than to recognize key words from a textbook and check a box. It is pointless to merely absorb commercial knowledge, unless you can also express it both professionally and personally on paper. This course will thus provide additional training in written Business English. Every examination will be written. Exams will be graded on both commercial content and Business English. Do not take the course unless you wish to study both.

3. LECTURE AND DISCUSSION TOPICS:
Lectures/discussions will be drawn from among the following topics, each focused on one stage in launching a Third World marketing venture.

INITIAL SITUATION: This course is not about how corporations operate abroad. It is about how YOU operate abroad! You are three years older, have earned an MBA and have just been offered your first Third World Assignment in an African or Arab country you know nothing about. You will be the “company point man/woman”—the first in your firm to go abroad and launch its initial foreign venture. Your first reaction may be pure joy—followed by low-level terror. You will, after all, be alone and solely responsible for everything going right. Thus, you must now make (at least) 10 key decisions concerning each stage in the launch of this project.

A. DEFINE POTENTIAL CLIENTELE
   a. Marketing to low-contact clientele
   b. Marketing to high-contact clientele

B. SURVEY THE MARKET/RESEARCH YOUR REGION
   a. Is Africa not just high-risk, but a closet millionaire?
   b. Meet Southern Africa

C. HOW TO START:
   a. African (Arab) Market Entry Criteria. (Sth Africa)
   b. What to Know before you go (Zimbabwe, Botswana)

D. DEVELOP CONTACTS, HERE AND ABROAD
   a. What to ask/who to see

E. FORM ‘SPECIAL’ RELATIONSHIPS (Uthoni)
   b. How to work with African elites.

F. RESEARCH THE RISKS
   a. Career Alternative: How to become a risk analyst.

G. LEARN HOW TO BRIBE
   a. How to bribe in Botswana—or anywhere else in Africa
   b. How to deal with third world bureaucracy

H. INITIAL MARKET PENETRATION:
   a. “Black market” marketing

I. SEGMENT THE MARKET
   a. MARKETING TO ISLAM: Moslem Markets. How to market to religion
   b. SEGMENTING MOSLEM MARKETS: Libreral, Conservative, Fundamentalist
   c. ANTI-AMERICAN CLIENTELE: Market to fundamentalists? (ISIS)

J. DO YOUR MARKETING: MAKE SOME SALES
   a. THE FEMALE MARKET: Marketing to Moslem Women (product promotion)
   b. THE RURAL MARKET: Marketing to Peasants (Pricing, credit, payment)
   c. FRAGMENTED MARKETS: (eg: Israel/Palestine)

K. SPECIAL EVENTS:
5. THE BOOKS: (ALL PAPERBACKS) (NO TEXT BOOK)
These books are short, fit in backpacks and make fast reading. They are written for a mass audience (not a captive student market) thus must be good.

A. Books
2. Achebe, Chinua: No longer at Ease (Fiction: Bribery in Africa)
3. Nydell, Margaret: Understanding Arabs (meaning, Arab men)
5. Mitchell, Charles: Passport South Africa

B. Course pack (Background readings)
African/Islamic Area Studies: Maple Press, 481 E. San Carlos St.

6. TIMING
PUNCTUALITY: Each class begins on time. That is what you expect of me. I expect the same of you. Be here on time. If I call role and you do not answer, you will be marked absent. If you then appear, I will greet you warmly, but not change the “absent” mark. If you leave early, I will mark you absent.

ABSENCE: detracts from the quality of class. Each time I am absent detracts from that quality. You too! Your absence (including leaving early) deprives us of your participation, thereby lowering the quality of intellectual debate. It deprives you of yet another chance to improve your use of Business English--both orally, (in class) and on paper. Each absence will therefore affect the class-participation portion of your final grade. No excuse will be accepted unless written by your doctor or business supervisor.


7. MAKING CONTACT
OFFICE HOURS: I teach two classes, not four. Thus I have fewer office hours. My office hours are T-Th 11:30 -12:15 and Wed: 4-5 My phone is 924 3527. However, every minute of an office hour is often filled with students. That stops me from answering the phone. In most of the (non-western) world, including Asian, African, Latin-American, Persian, and Arabic speaking peoples, it is impolite to keep visitors waiting while YOU answer phone calls. To these peoples (i.e. the people with whom YOU hope to do business), human contact takes precedence over electronic contact. In consequence, so do I. My office visitor is my guest! If you phone while someone is visiting, do NOT assume I am away from my office. Rather, assume I am working with a guest, leave a message and I will phone back, ideally within 48 hours.
EMAIL: Recent research suggests that most Americans prefer electronic contact (email) to personal contact (phone, face-to-face). In contrast, most Sth European, Asian, African, Latin, Persian and Arab speaking peoples prefer personal (phone, face-to-face) to electronic contact (email). If you wish to deal with these peoples commercially, you may decide to do the same. I do deal with them (their way), so practice on me! If you have questions, issues or seek advice, do not email me. Talk to me, in person or by phone. You will learn more from me (and I from you) by making contact than electronic messaging.

JAF