MARKETING TO EUROPE AND RUSSIA  <4>
This course is based on the academic research of
PROFESSOR JEFF FADIMAN, PH.D.
This course satisfies the electives required for a concentration (major, minor) in marketing and international business.

I.  THE PROFESSOR:
   Jeff Fadiman is COB Professor of Global Marketing to High Risk Regions at SJSU. His research covers Africa, Asia, Islamic Nations and Europe. He publishes in three disciplines: Global Business, Tropical History and Global Relations. In consequence, he speaks fluent Swahili, German and French, as well as basic Zulu, Spanish and Malay-Indonesian. His 40 publications include books, monographs and articles. Three of these were selected by “Choice”; one appeared in Harvard Business Review.

   In 1989, he was named Outstanding Graduate Teaching Professor, MBA program, COB. In 1995 (and again, in 2002), he trained diplomats assigned to Africa, at the U.S. Department of State. In 1996, he was awarded a second Fulbright Scholarship, and taught at the University of Zululand, South Africa. In 1998, he was nominated (by the COB) as Outstanding Teaching Professor, SJSU. In 1999, he was named Outstanding Undergraduate Teaching Professor, COB.

   Fadiman is the founder of “Africa’s Children Need Guardian Angels”. He currently acts as “Guardian Angel” to an estimated 1000 children in ten rural (“bush”) primary schools, two secondary schools, and one AIDS orphan group—in both Tanzania and Zimbabwe. He does this by “adopting” specific schools, joining the teaching staff, teaching the students, learning the problems, then helping teachers solve them—one by one. These schools lack everything that brings education to life: books, paper, pens, desks, chairs, and even water. Their problems are not academic; they are real. On occasion, Jeff invites selected students to visit Africa & teach. Invariably, the opportunity becomes both a life-transforming and career-changing experience.

2. THE COURSE
   This is not a textbook course; it does not seek textbook (“correct”) answers. There are no “correct” answers in global business, just uncertain options. Nor is this a course in abstract academic theory. There is no room for it in global business, where overseas Americans face real (not academic) problems that require practical solutions. In consequence, this course is practical, research-based, problem-oriented and politically incorrect. It will explore new and often unconventional ways Americans can use to market overseas. It operates on four levels:

A. European Marketing Methods
   US business schools teach US marketing methods. That is nice, but not enough. There are alternatives to U.S. ways of marketing. Europeans have developed alternative marketing methods they have polished and refined for over 1000 years. Surely, they must have much to teach Americans. We will study
those that may work for us.

B. European Area Studies (Market Settings)

Americans need more than business knowledge to market successfully in Europe. Yet, U.S. Education teaches next to nothing of its geography, ecology, histories, cultures, religions, commerce or current affairs. As a result, most Americans ignore the region. 75% of Congress have no passports; they have never been abroad. Only 2% of US graduating US students go on to graduate school abroad—and 90% of them only to the U.K. or France.

Nonetheless, to do business in Europe we must become Euro-specialists—conversant with the ecology, history, society, religions, current affairs (and thus, the product needs) of those with whom we do business. This marketing course is thus a course in European area studies, with an additional focus on “high-risk” regional markets.

C. European Commercial Risks

Euro-Marketing carries business risks, for which Americans are unprepared. Some regions bribe. Some are corrupt. Some smuggle—both products and people. Some have Mafia. Some are Communist, Neo-Nazi, or split by civil war. Millions of immigrants are creating vast, new market segments. Business texts ignore these problems, thus never prepare us to deal with them. This course does.

D. American Business Writing

Every course in business should be a course in US Business Writing. What use is learning, if you cannot express what you have learned—in person and on paper? There will be no true-false examinations, or any other high school testing method that requires you do no more than recognize key words and check a box. European business counterparts work hard to master both the written English language and its American variant. They expect the same of you!

To do that, however, requires an ability to write American Business English (ABE) in such fashion that your colleagues and clients will wish to read it. Thus, in this course, both U.S. and foreign students will receive advanced ABE training. To pass, you must BOTH master the commercial content AND be able to express it in readable form. Do not take the course unless you wish to do both.

3. THE TOPICS:
Lectures/discussions will be drawn “from among” the following topics, each focused on one stage in launching a first-time overseas 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 overseas assignment—two years in a European country you know nothing about. You are the “company point man/woman”—the first in your firm to go abroad and launch its initial foreign venture. Your initial reaction may be pure joy;
your next reaction, however, may be low-level terror. You must now make (at least) 12 core decisions regarding how this project will be launched.

1. EURO-MARKET ENTRY: DEFINE POTENTIAL CLIENTELE
   --Marketing to low-contact clientele (Nthn Europe/e.g. Sweden)
   --Marketing to High-Contact Clientele (Sthn Europe/e.g. Greece)
   --Europe’s minority markets (Turks, Arabs, “Roma”, Africans, etc.)
2. RESEARCH YOUR REGION
   -- Western/Eastern Europe
   --The Germanic Market
3. HOW TO START
   --Potential Problems: Develop Questions
     ----Western Russia, Siberia
4. DEVELOP CONTACTS
   --What to ask: (Project questions, potential contacts, on-site problems, on-site risks)
5. FORM "TRUST” RELATIONSHIPS
   --How to enter High Contact markets (Mediterranean Europe)
6. RESEARCH THE RISKS
   --Marketing to a Smuggler State (Albania)
   --Marketing to a Communist State (Belarus)
   --Marketing in Neo-Nazi regions (Hungary)
   --How to Deal with Mafia (Russia)
7. LEARN TO BRIBE (Bribery as a business tool)
   --How to bribe a Belarus (or anyone else) (Albania)
8. HOW TO COPE WITH CORRUPTION (The Balkans)
9. HOW TO COPE WITH BUREAUCRACY (Spain)
10. SEGMENT THE MARKETS
    --Marketing to Euro-Islam
11. LEARN BLACK MARKET MARKETING (Serbia)
12. WHITE MARKET MARKETING: Make your sales
    --French or Foe: Marketing to Gallic Markets

SPECIAL LECTURES
a. EARTH: 2015-2085: PLANET-WIDE CATASTROPHE OR GREEN CAREER?
b. How To Get Assigned Abroad while trapped in San Jose.

4. THE BOOKS (all paperback/no textbook!)
   Note: Since one semester is too short to study Europe, expect to read “part” of each assigned book. Finish them as your overseas career unfolds.
   1. Richmond, Yale: From Nyet to Da: Understanding the Russians
   2. Broome, Benjamin, “Exploring The Greek Mosaic”
   3. Richmond, Yale: From Da to Yes: Understanding East Europeans (Through Amazon, IF available)
5. Hall, Edward T. and Mildred: Understanding Cultural Differences: Germans, French and Americans
6. Wattley-Ames, Helen: Spain is Different

COURSE READER: Marketing to East/West Europe: At Maple Press

Note: Each book is thin, fast reading and “popular” (not scholarly). Each is small enough to fit in a backpack and read on the run. You can also buy them as needed, rather than all together And no, don’t memorize them for tests. What value is that to anyone?

5: THE ASSIGNMENTS/THE GRADES
   --Participation: Inquiry or comment: A
   Reflective Response: B
   Passive note taking: C

TO PARTICIPATE, YOU MUST BE PRESENT, ON TIME AND INTELLECTUALLY ACTIVE. QUESTION! COMMENT! CONTRIBUTE!
PASSIVE NOTE TAKING IS NOT ENOUGH.

6.: YOUR TIMING:
   LATE? Each class begins on time. You expect it of me; I expect it of you. Be here on time. If I call role and get no reply, I mark you absent. If you then appear, I greet you warmly, but do not change the “absent.”
   ABSENT? Absence (whether yours or mine) detracts from the quality of each class. My absence stops learning. Your absence deprives us of comments, thus lowering the intellectual quality of discussion. It also deprives you of a chance to improve your commercial speaking skills by voicing opinions before peers. In consequence, EACH absence affects your participation grade. Those who participate receive higher marks. No excuse is accepted, unless written by your doctor, child's doctor or boss.

7.: MAKING CONTACT:
   TELEPHONE: I teach two classes, not four. Thus, I have only four office hours. Moreover, every minute of every office hour can be filled with students. THIS STOPS THE PHONE. IF IT RINGS, I DO NOT ANSWER.

   I DO THIS FOR EXCELLENT REASONS. In ALL non-Western cultures, as well of those in both Eastern and Southern Europe, it is considered impolite to keep visitors waiting while YOU make or answer phone calls. AMONG THESE PEOPLES, HUMAN CONTACT TAKES PRECEDENCE OVER ELECTRONIC COMMUNICATION. Since I do business with them, I follow their rules. My office visitor is my guest. He/she comes before any phone call. Thus, if you call (during office hours) when someone is visiting, do NOT assume I am out of the office. Rather, assume I have guests, leave a message and expect a return call.
EMAIL/TEXTING etc.: Similarly, recent research suggests that most Americans prefer electronic to either telephone or personal contact. This is particularly true for those in Silicon Valley. In contrast, most African, Arab, Latin American, Russian, East European, Mediterranean, Persian, Oceanic, Caribbean and Asian peoples prefer personal (face to face, then phone) contact to email. If you wish to work with these people commercially, you may find it useful to follow their preferences. I do, so practice on me. If you have queries, issues, comments, or advice, do not email me. Rather, talk to me—in person or by phone. You will learn more from me (and I, from you) by building human relationships, than by electronic messaging.

JAF