

Bus133A: INTERNATIONAL MARKETING/2016

Professor Jeff Fadiman, Ph.D.

This course is based on the academic research of Jeff Fadiman, Ph.D.

133A,B,C and E satisfy the electives required for a concentration in Marketing and International Business

Jeff Fadiman is Professor of Global Marketing, College of Business, San Jose State University. Twice a Fulbright Scholar, he publishes in three disciplines: Global Marketing, African History and World Relations. He has 40 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 pre-primary, ten primary, two secondary schools, and one AIDS orphanage in Tanzania and Zimbabwe. He does this by “adopting” specific schools, becoming one of the teachers, ascertaining the problems, then helping the African teachers to solve them—one by one.

These schools lack everything to make education come alive: Books, pens, pencils, paper, chairs, tables balls, 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, Asian, European and Islamic clientele. We work on four levels:

A. ASIAN, EUROPEAN, 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, Saudi's, Chinese, French, 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 foreign methods to enter selected foreign markets.

**B. ASIAN, EUROPEAN, AFRICAN & ISLAMIC BUSINESS SETTINGS:
(Overseas Area Studies)**

, American education teaches virtually nothing of world geography, ecology, histories, cultures, religions, etc. Most Americans are virtually unaware of events overseas.. Most members of Congress have no passports, suggesting they have never been abroad. Ex-President Bush once referred to Africa as a "country", thus suggesting he knew very little about it. Most US business schools have only one global business course, based on one standard text, thus implying that overseas business methods have little importance.

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 can 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 overseas markets, Americans must become conversant with foreign 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, Asian, European and Islamic markets that every US global marketer must know.

C. ASIAN, EUROPEAN, AFRICAN & ISLAMIC BUSINESS RISKS:

Marketing to high risk regions across the world carries business risks for which we have few parallels within the USA. Thus, we have no experience in coping with them. These include bribery, corruption, smuggling, crime, terrorism, disease, anti-Americanism and ecological catastrophe. **None of these risks 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 therefore provide additional training in proper, written Business English. Every examination will be

written. **Exam grades will be graded on both commercial content and Business English. Do not take the course unless you wish to study 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.

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 been offered your first overseas assignment--two years abroad in a country you know nothing about! You are the “company pointman/woman”—the first in your firm to go overseas and launch its initial foreign venture. Your first reaction may be pure joy—followed by low-level terror. After all, you alone are responsible for the venture’s success. You must now make (at least)13 key decisions, as to how this new project will be launched.

- A. FOREIGN MARKET ENTRY: DEFINE POTENTIAL CLIENTELE
 - a. Marketing to Low Contact Clientele: Nthn Europe (Sweden)
 - b. Marketing to High Contact Clientele: Sthn Europe (Greece)
 - B. RESEARCH THE REGION:
 - a. Africa: Dirt Poor or Buried Treasure
 - b. East and Central Africa: Where to Launch
 - C. SEE PROBLEMS? ASK QUESTIONS
 - a. What to know before you go.
 - D. NEED ANSWERS? MAKE CONTACTS
 - a. How to make contacts—here and there.
 - E. FORM FOREIGN “TRUST” RELATIONSHIPS:
 - a. Quan Xi: When in China, use Chinese methods
 - F. RESEARCH THE RISKS:
 - How to deal with Mafia (Russia)
 - G. LEARN TO BRIBE (Bribery as a business tool)
 - a. How to bribe/be bribed across Asia (Lagay: Philippines)
 - H. COPE WITH FOREIGN BUREAUCRACY
 - a. How to deal with Babudom (India)
 - I: SEGMENT THE MARKET
 - a. How to segment Moslem Markets/ Mainstream vs Fundamentalist Islam
 - b. The Female Market: Marketing to Moslem women (Saudi/Yemen)
 - J. MODIFY YOUR PRODUCT (S. Africa/Zimbabwe)
 - K. PRE-SALES MARKETING: LOCALIZE YOUR IMAGE
 - a. Asianize your Business Image (Thailand)
 - L. MAKE YOUR SALES:
 - a. BLACK MARKET MARKETING (Selling in Zimbabwe)
 - b. WHITE MARKET MARKETING: (Selling in France)
 - c. Selling in Japan: Drinking/Getting Drunk as business tools
- SPECIAL TOPICS:

--EARTH: 2016-2086/ Global Warming: Unprecedented catastrophe or Green Career.

--JOB HUNTING OVERSEAS: How to get assigned abroad, while trapped by dead end work in San Jose.

4. THE BOOKS: (ALL PAPERBACKS) (NO TEXT BOOK!)

These books are short, fit in back packs and make fast reading. They are written for a mass audience (not a captive student market), thus must be good.

A. Books:

1. Passport South Africa: Mitchel, Charles
<Rec: Fadiman, Jeff: Sth Africa's Black Market>
2. Hu & Grove: Encountering Chinese>
3. Nydell, Margaret: Understanding Arabs (meaning, Arab men)
<Lee, Eve: The American in Saudi Arabia>
4. Joshi, Manoj: Passport India
5. Broome, Benjamin: Exploring the Greek Mosaic
6. Carr, Lisa: Modern Day Vikings
7. Engel, Dean & Murakami, Ken: Passport Japan

Passport Books: World Trade Press (800 833 858) www.worldtradepress.com

B. Course Reader

1. Fadiman, Jeff: South Africa's Black Market: How to do Business With Africans. (at Maple Press)

5. YOUR TIMING

PUNCTUALITY: Each class begins on time. That is what you expect of me. I expect the same of you. 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.

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.

GRADING: Midterm=25%, Paper=25%, Participation=25%. Final=25%. Note: 'Participation' analyzes your intellectual in-class contribution: Absent? Late? Out Early? Questions? Comments? Passive? Active? It matters !

6: GRADES:

Written Exams: This is not a high-school style true/false, multiple-choice course. All exams will be written in proper American Business English. Students learn nothing from rote memorizing, then filling in multiple-choice bubbles for correction by scantron. Nor do multiple choice tests let them learn from their errors. I offer one

written midterm, one research paper and one final—each of which does offer the chance to make mistakes, learn from them and thus improve.

Each of these is 25% of the grade. (Midterm=25%, paper=25%, final=25%. The final 25% is based on class Participation.)

Participation: This 25% is based on each student developing the skill of Commercial Inquiry—as compared to Academic Passivity. I teach future marketing-managers—not future clerks. Clerks take notes, then follow orders. Managers, to fully understand the depth of their assignments, must ask focused, relevant questions. I teach future marketing-managers to ask relevant marketing questions. This is a skill, to be learned in the same way one learns public speaking—by overcoming private shyness and promoting your ideas by speaking out. Those who do will receive higher grades than those who simply sit, take silent notes and thus fail to develop this key marketing/management skill.

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, I do the same. 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, texting, etc.) 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 by electronic messaging.

JAF