

Instructor's Manual

Global Marketing

Seventh edition

Svend Hollensen

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Companion Website

For open-access **student resources** specifically written to complement this textbook and support your learning, please visit www.pearsoned.co.uk/hollensen



Lecturer Resources

For password-protected online resources tailored to support the use of this textbook in teaching, please visit www.pearsoned.co.uk/hollensen

PREFACE

Introductory comments

The textbook *Global Marketing* has been written for instructors teaching courses or executive education programmes in International or Global Marketing.

The book is structured according to five main decision phases that companies face in the global marketing process.

The schematic outline of the book in Figure 1 shows how the different parts fit together.

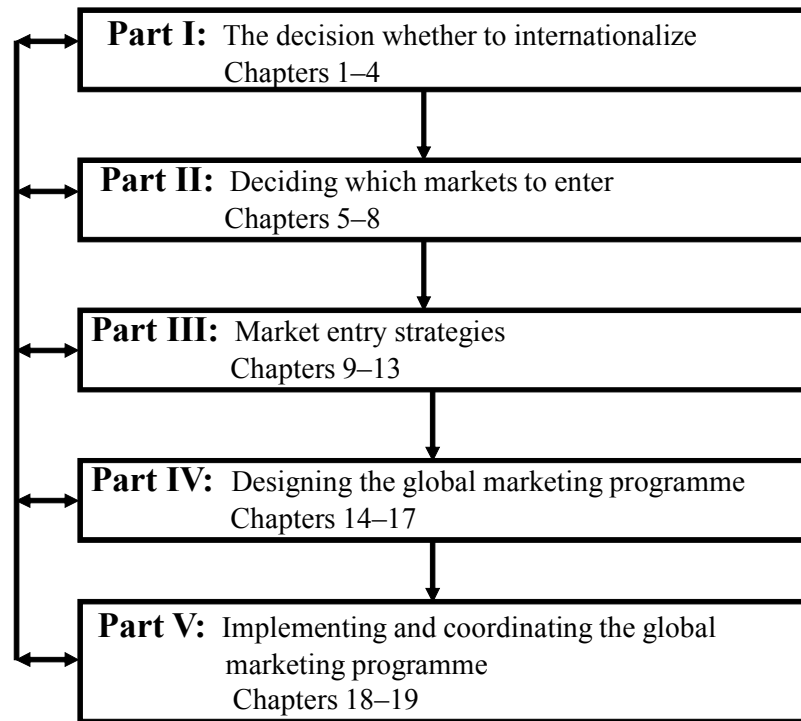


Figure 1: Structure of the book

This Instructor's Manual (IM) has been especially prepared for adopters of the textbook.

The principal objective of the IM is to help instructors create an exciting, informative and successful classroom experience for their students. The material has been written to allow you the flexibility to design a course tailored to your own objectives, methods and conceptual framework.

This IM helps busy marketing lecturers in their job of teaching the subject. It is not intended to suggest that there is only 'one way' of using the textbook, 'one way' of analysing the case

studies and discussion questions and 'one way' of teaching global marketing. In short, it is intended to supplement your creative skills in teaching marketing. Together with the textbook and the PowerPoint slides (with figures and tables from the textbook) that are provided free of charge if you have adopted the textbook, the IM forms a package of materials designed to facilitate course development and execution.

The IM is divided into three sections:

Part I: Some teaching guidelines

- Different levels of learning
- Teaching objectives
- Teaching methods
- Case study as teaching/learning method
- Case summaries
- Sample syllabus

Parts II, III and IV: Teaching notes on cases

Teaching notes on the 38 chapter cases (two for each chapter) and 20 part cases (four for each part) are included in the book. These case notes are not intended to be exhaustive, but are rather starting points for the instructor's own preparation.

Part V: Brief answers to 'Questions for discussion'

Brief guides to answering the 'Questions for discussion' at the end of each chapter.

The 'Questions for discussion' can be used in a variety of ways. They can be used as essay questions to test students' knowledge and understanding of the subject matter. Some of them may form the focus of a tutorial discussion. Also, you may wish to encourage students to use them as self-administered tests of knowledge and understanding of each chapter as they read the textbook.

I hope that you will find this material helpful, and that it will assist you in developing a course that meets your needs and the objectives of your students.

I look forward to receiving your comments on the textbook itself and also on the Instructor's Manual.

Svend Hollensen
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Part I

Some teaching guidelines

Different levels of learning

Learning concerns change behaviour through a permanent change in knowledge, skills or attitudes. The lecturer in international marketing may have different sets of teaching objectives including the development of:

- **Knowledge:** Understanding the basic material. The lecturer may encourage the understanding of the many, often conflicting, schools of thought and facilitate the gaining of insight into the assumptions, possibilities and limitations of each theory or model.
- **Skills:** A higher level of learning – Learn how to simultaneously perform a number of elements requiring understanding of the entirety rather than the individual component.
- **Attitude:** Ability to –
 - evaluate the usefulness of some specific practice;
 - instil a critical, analytical, flexible and creative mindset.

Hence, a learning situation must encourage students to be critical, challenge them to be analytical, force them to be mentally flexible and demand creativity and unconventional thinking. In short, students cannot be instructed, but must learn the art of strategy by thinking and acting for themselves. The role of the lecturer is to create the circumstances for this learning. We therefore refer to this type of teaching as facilitative.

Teaching objectives

When translating the teaching objectives, approach and format into a course set-up, the lecturer must consider a large number of ‘design variables’. In other words, international, global marketing course structures can significantly differ from one another on quite a few dimensions. Some design variables can be determined by the lecturer, while others must be taken as given. Some of the most important ones are:

- *Course scope.* Professors/lecturers must decide whether to cover all chapters in the book and whether to skip, or even add, particular articles.
- *Class session sequence.* The order in which topics will be covered must also be determined. Following the chapters in their numerical sequence is a logical choice. So, it is probably ideal for most students to study the text in the order in which it is presented. As a general suggestion, instructors who assign chapters in an order that differs from the text order should consider explaining to students briefly but explicitly the logic for the selected structure. The instructor who sees the ‘big picture’ can have

very good reasons for selecting a particular order, but students going through the material for the first time may wonder what the special value of the structure might be.

- *Class session length.* The length of class sessions can vary from 45 minutes to more hours, although this is usually not determined by the lecturer.
- *Class session frequency.* The number of class sessions can vary (typically 10–20 sessions two hours each) but is usually also difficult to influence.
- *Class session density.* Class sessions can be clustered into a compact module of 2–5 days (intensive courses for management) or can be spread, so that teaching takes place intermittently – 1 to 3 times a week – over a longer period of time (typically a semester).
- *Class session preparation.* Some lecturers request students to perform activities prior to a class session, for instance to prepare readings, a case and/or an assignment. Other lecturers integrate these activities into the class sessions.
- *Class session structure.* Each class session can be a mix of activities ranging from listening and discussions to ‘role playing’ and assignments. All of these activities can be plenary, in small groups or individual. Each can involve different levels of student–lecturer interaction.
- *Course cases.* Lecturers also need to determine which specific end of part cases will be used.
- *Course assignments.* Besides class session related work, lecturers can also assign other duties, such as the writing of a seminar, desk research on the internet or field research. These assignments can be carried out in groups or individually.
- *Course examination.* It must also be determined how the students’ progress will be evaluated. Exams can be written or oral, open or closed book, individual or group work and can vary in number, length, weight and level.

Teaching methods

There are many different teaching methods in use. The most popular are lecturing, case studies, internet exercises, research projects and class discussions. Other more specialized approaches, such as ‘role playing’, are also used. The principal factor on which they differ is the extent to which they allow involvement by the participant. In selecting a teaching method, you must attempt to connect the method with the objectives of the course. The selected teaching method must also respect the background (educational, social and cultural) of the students.

Lecturing, where theories and models are presented, is suitable for large audiences where participation is not possible because of the numbers.

My suggestion for a course design based on the textbook (sample syllabus) is primarily based on a combination of lectures (theory) and case studies. In this connection, there are four types of teaching from which lecturers can choose:

- *Theory only.* A classical university course is one that revolves around the theory, whereby no use is made of cases. It is used if case teaching is too difficult – for example, if one professor must teach a group of more than 100 students.
- *Theory first, then case.* Many lecturers prefer to supplement a discussion of the theory with a case analysis. Commonly, they will spend a class session or the beginning of a class session with a presentation and/or class discussion based on the theory. After this initial exploration, the lecturer will turn to the case as an exercise for gaining a deeper understanding. This teaching format is usually employed if professors prefer to have a well-structured, theory-driven case discussion. The key questions are how the theories can be applied and what their limitations are?
- *Case first, then theory.* The opposite teaching format is to start with a practical strategic management issue, in the form of a case or otherwise. The class discussion will then focus on understanding the strategic issue and seeking a course of action. Only after the students have finished the case and have developed a ‘feel’ for the issue does the lecturer place it in a broader theoretical context. In other words, the theoretical discussion is grounded in the class’s practical case analysis. This teaching format is usually employed if lecturers prefer an exploratory, theory-seeking case discussion. The key questions are what can be learnt from this specific situation and can these lessons be generalized and transferred to other situations?
- *Theory and case simultaneously.* Finally, some lecturers try to combine the theory-driven and case-driven teaching formats by intertwining the two. They will often start with a short theoretical introduction to the topic and then launch into the case. The case discussion will often require a short theoretical intermezzo for clarification and conclusion, after which the case discussion is resumed. At the end of the case discussion, the theoretical insights are consolidated by means of a final overview. This teaching format is usually employed if lecturers place much emphasis on students’ ability to move skilfully from general principle to practical situations and vice versa.

As stated earlier, there is no best way to teach ‘marketing management’ – no teaching format that is best under all circumstances. The most appropriate format will depend on such variables as the number of students, their level and abilities, the skills of the lecturer and the time available. The most important thing is to make a choice that fits with the circumstances and to follow this choice through, in a consistent manner.

Case study as a teaching/learning method

A case study is normally a description of a situation, which may be factually based or fictional, that the student has to analyse in order to make recommendations and answer some specific questions. The cases in the textbook can vary from a very short and simple case to lengthy and complex ones.

The reasons for including case study material in this text are twofold. I hope that it will help develop analytic ‘Global Marketing’ skills and decision-making and action-learning skills among students while illustrating how marketing models can be applied to ‘real-life’ situations. The students also learn to create and defend recommendations for marketing action.

Participants may, however, get the wrong impression of the 'real-life' situation. They may fail to realize that decisions taken in the classroom are different from those that have to be made in a live situation where the circumstances and the information available are different. What does matter, however, is that students know what they would do if faced with similar circumstances. Case studies emphasize diagnostic skills and develop confidence in understanding the problems to be solved.

The following case summaries contain weblinks to nearly all the case companies in the book. With these links, the students may be able to go into details about the international marketing function (and other important functions) in a case company. Some of the case companies also provide links to their industry organizations, where students might gain further knowledge about the industry in which the company operates.

The actual organization in the case study part of the course is based on personal experience. I certainly do not intend to suggest a 'best' method. From my experience, based on talks with colleagues, four methods of using case studies appear to be common:

1. Students prepare an individual written analysis, which is evaluated by the teacher.
2. Small groups discuss the case situation (with or without set questions).
3. A group of students presents a case analysis and a recommended course of action to the class, and its merits are debated.
4. The tutor leads the discussion from the beginning of the teaching session, perhaps starting by asking one student to give his/her views on a key issue of the case. If the students know beforehand that this will happen, it may give an added spur for them to prepare the case adequately.

I would like to emphasize that these are not the only approaches to organizing a case study session, nor are they necessarily the best; each person should experiment to find out which method works for them in which situation.

It is always a good idea to let a group update the information in the case, by going to the website of the company. In this way, the tutor and the rest of the class can get a clear picture of what happened in the case company, after its case was written.

Students' learning objectives of case studies

- Awareness of/acquaintance with...?
- Knowledge of...? To what depth and breadth?
- Ability to identify and bring together relevant data?
- Judgement skills in the face of inadequate data?
- Ability to analyse that data?
- Competence in the use of specific methods or techniques of analysis?
- Perception and ability to draw inferences?

- Creativity in formulating recommendations for actions?
- Recognition of the problems that might arise in implementing the recommendations?
- Presentation and communication skills?

Seen from the tutor's (lecturer's) perspective, there are the following possible case discussion strategies:

The tasks of the tutor	Possible case discussion strategies
Ask questions	Tutors need to develop their questioning skills so that the session is marked by a high level of student participation Goes into depth (why?) Other aspects (what else?) Limitations (what if?) On facts, values and concepts Committing/non-committing Open ended/narrow Easing/frustrating
Make comments	Subject-oriented/process-oriented
Use chalk-board	Tutor (yes/no) Students (yes/no) Everything/selectively Random/ordered Pre-prepared
Use other teaching aids	Before/during/after (what happened?) Invite managers of case-companies as guest lecturers
Use other techniques	Role-playing, voting
Add resources	Case data, knowledge, concepts New company/industry data from the internet
Conclude	Yes/No to the main questions Summarizes/Synthesizes

Procedure for case analysis (for students)

The following framework can be used for case analysis

Step 1: Read the case thoroughly with a view to understanding the key international marketing issue illustrated by the case.

- Discriminate between information which is relevant and that which is superfluous and/or ambiguous.
- Select and apply relevant theoretical marketing models.

Step 2: Define clearly and concisely the basic problems in the case (some of the questions in this textbook's cases are already formulated, but these questions are only guiding and do not necessarily cover all basic problems). Identify main issues, for example, increased international competition, changes in underlying consumer tastes. Do not be confused with 'symptoms' – for example, declining market share and lower profitability. Identify the key decision to be made, for example, how to expand internationally, how to position the product, how to increase international competitiveness, etc.

Step 3: Use the information and facts provided in the case to analyse the situation:

- The market, demand (buyer) competition, etc.
- Company strengths and weaknesses, external opportunities and threats (SWOT analysis).

Step 4: Based on the analysis in Step 3, identify possible alternative strategy solutions to cope with the problem defined in Step 2. State the assumptions, which are made in order for the strategies to work. Evaluate the pros and cons of each alternative. This should form the main focus of your attention.

Step 5: Recommend a course of action selecting the alternative proposed in Step 3. Which would you consider most appropriate to solve the problem identified in Step 2 taking into consideration the analysis made in Step 3? Include some specifics regarding how the recommendations may be implemented by the marketing team.

Step 6: Edit your recommendations based on the latest web information that you can access by going to the company's website.

If the case study is made as a written report: write clear, well-structured and convincing reports.

Case summaries

Description of Chapter cases and Part cases in 'Global Marketing':

Table 1: Chapter case studies – overview

The video case studies can be viewed at www.pearsoned.co.uk/hollensen

Table 1		Chapter case studies: overview (the video case studies can be viewed at www.pearsoned.co.uk/hollensen)			
Chapter	Case study title, subtitle and related websites	Country/area of company headquarters	Geographical target area	Target market	
				B2B	B2C
Chapter 1 Global marketing in the firm	Case study 1.1 Green Toys, Inc. A manufacturer of eco-friendly toys is going international www.greentoys.com	US	US, World	✓	✓
	Case study 1.2 Hunter Boot Ltd The iconic British brand is moving into exclusive fashion www.hunterboots.com	UK	World		✓
	Video case study 1.3 Nivea (8.56) www.nivea.com	Germany	World		✓
Chapter 2 Initiation of internationalization	Case study 2.1 LifeStraw Vestergaard-Fransen transforms dirty water into clean drinking water www.vestergaard.com	Switzerland	World (developing countries)	✓	✓
	Case study 2.2 Elvis Presley Enterprises Inc. (EPE) Internationalization of a cult icon www.elvis.com	US	World		✓
	Video case study 2.3 TOMS Shoes www.toms.com	US	World (developing countries)		✓
Chapter 3 Internationalization theories	Case study 3.1 Zumba A dance phenomenon is going global www.zumba.com	US	World	✓	✓
	Case study 3.2 DreamWorks Classics Internationalization of Postman Pat http://classics.dreamworksanimation.com	UK	World		✓

Table 1		<i>Continued</i>			
Chapter	Case study title, subtitle and related websites	Country/area of company headquarters	Geographical target area	Target market	
				B2B	B2C
	Video case study 3.3 Reebok (9.09) www.reebok.com www.adidas-group.com	US	World	✓	✓
Chapter 4 Development of the firm's international competitiveness	Case study 4.1 Nintendo Wii Nintendo's Wii took first place in the world market – but it didn't last www.nintendo.com	Japan	World	✓	✓
	Case study 4.2 DJI Technology Co. Ltd A Chinese 'born global' is dominating the world market for drones with its Phantom www.dji.com	China	World	✓	✓
	Video case study 4.3 Nike (14.03) www.nike.com	US	World		✓
Chapter 5 Global marketing research	Case study 5.1 Teepack Spezialmaschinen GmbH Organizing a global survey of customer satisfaction www.teepack.com	Germany	World	✓	
	Case study 5.2 LEGO Friends One of the world's largest toy manufacturers moves into the girl's domain www.lego.com	Denmark	World		✓
	Video case 5.3 BMW i3 The electric car www.bmw.com	Germany	World		✓
Chapter 6 The political and economic environment	Case study 6.1 G-20 and the economic and financial crises What on earth is globalization about? Protests during a meeting in Brisbane, Australia, November 2014 www.theguardian.com/world/g20-brisbane-2014	US	World	✓	✓
	Case study 6.2 Danfoss Power Solutions Which political/economic factors would affect a manufacturer of hydraulic components? www.powersolutions.danfoss.com	Denmark, US, Germany	World	✓	

Table 1		<i>Continued</i>			
Chapter	Case study title, subtitle and related websites	Country/area of company headquarters	Geographical target area	Target market	
				B2B	B2C
	Video case study 6.3 Debate on globalization No website available	US	US	✓	✓
Chapter 7 The sociocultural environment	Case study 7.1 Cirque du Soleil Inc. The show that revolutionized the circus arts is expanding its global scope www.cirquedusoleil.com	Canada	World		✓
	Case study 7.2 IKEA catalogue Are there any cultural differences? www.ikea.com	Sweden, Holland	World		✓
	Video case study 7.3 Allergan The maker of Botox and breast implants www.allergan.com			✓	✓
Chapter 8 The international market selection process	Case study 8.1 Tata Nano International market selection with the world's cheapest car www.tatamotors.com	India	World (emerging countries)	✓	✓
	Case study 8.2 Philips Lighting Screening markets in the Middle East www.philips.com	Holland	World		✓
	Video case study 8.3 Oreo (Mondelēz) www.oreo.com	US	World		✓
Chapter 9 Some approaches to the choice of entry mode	Case study 9.1 Jarlsberg The king of Norwegian cheeses is deciding on entry modes into new markets www.jarlsberg.com	Norway	World	✓	✓
	Case study 9.2 Ansell condoms Is acquisition the right way to gain market shares in the European condom market? www.anselleurope.com www.lifestyles.com	Australia, Belgium	Europe, World		✓
	Video case study 9.3 Understanding entry modes into the Chinese market No website available	World	China	✓	

Table 1		<i>Continued</i>			
Chapter	Case study title, subtitle and related websites	Country/area of company headquarters	Geographical target area	Target market	
				B2B	B2C
Chapter 10 Export modes	Case study 10.1 Lysholm Linie Aquavit International marketing of the Norwegian Aquavit brand www.linie.com	Norway	Germany, the rest of the world	✓	✓
	Case study 10.2 Parle Products An Indian biscuit manufacturer is seeking agents and cooperation partners in new export markets www.parleproducts.com	India	World	✓	✓
	Video case study 10.3 Honest Tea www.honesttea.com	US	World, US		✓
Chapter 11 Intermediate entry modes	Case study 11.1 Hello Kitty Can the cartoon cat survive the buzz across the world? www.sanrio.com	Japan	World	✓	✓
	Case study 11.2 Kabooki Licensing in the LEGO brand www.legowear.dk	Denmark	World	✓	✓
	Video case study 11.3 Marriott (9.36) www.marriott.com	US	World	✓	✓
Chapter 12 Hierarchical modes	Case study 12.1 Polo Ralph Lauren Polo moves distribution for South-east Asia in-house www.ralphlauren.com	US	World, Asia	✓	✓
	Case study 12.2 Durex Condoms SSL will sell Durex condoms in the Japanese market through its own organization www.durex.com	UK	World	✓	✓
	Video case study 12.3 Starbucks www.starbucks.com	US	World	✓	✓
Chapter 13 International sourcing decisions and the role of the subsupplier	Case study 13.1 ARM Challenging Intel in the world market of computer chips www.arm.com	UK	World	✓	

Table 1		<i>Continued</i>			
Chapter	Case study title, subtitle and related websites	Country/area of company headquarters	Geographical target area	Target market	
				B2B	B2C
	Case study 13.2 Bosch Indego How to build B2B and B2C relationships in a new global product market – robotic lawnmowers www.bosch.com	Germany	World	✓	✓
	Video case study 13.3 Kone elevators and escalators www.kone.com	Finland	World	✓	
Chapter 14 Product decisions	Case study 14.1 Danish Klassic Launch of a cream cheese in Saudi Arabia www.arla.com (regarding the Puck brand)	Denmark	Saudi Arabia Middle East	✓	✓
	Case study 14.2 Zippo Manufacturing Company Has product diversification beyond the lighter gone too far? www.zippo.com	US	World	✓	✓
	Video case study 14.3 Burberry branding www.burberry.com	UK	World		✓
Chapter 15 Pricing decisions and terms of doing business	Case study 15.1 Harley-Davidson Does the image justify the price level? www.harley-davidson.com	US	US, Europe		✓
	Case study 15.2 Gillette Co. Is price standardization possible for razor blades? www.gillette.com	US	World	✓	✓
	Video case study 15.3 Vaseline pricing strategy www.vaseline.com	US	US, World		✓
Chapter 16 Distribution decisions	Case study 16.1 De Beers Forward integration into the diamond industry value chain www.debeers.com	South Africa, UK, Luxembourg	Europe, World	✓	✓
	Case study 16.2 Tupperware The global direct distribution model is still working www.tupperware.com	US	World	✓	✓
	Video case study 16.3 DHL www.dhl.com	Germany	World	✓	

Table 1		<i>Continued</i>			
Chapter	Case study title, subtitle and related websites	Country/area of company headquarters	Geographical target area	Target market	
				B2B	B2C
Chapter 17 Communication decisions	Case study 17.1 Helly Hansen Sponsoring fashion clothes in the US market www.hellyhansen.com	Norway	US	✓	✓
	Case study 17.2 Morgan Motor Company Can the British retro sports car brand still be successful after 100 years? www.morgan-motor.co.uk	UK	World (Europe and US)	✓	✓
	Video case study 17.3 BMW Motorcycles www.bmwmotorcycles.com www.bmw.com	Germany	US, World	✓	✓
Chapter 18 Cross-cultural sales negotiations	Case study 18.1 ZamZam Cola Marketing of a 'Muslim' cola from Iran to the European market www.zamzamrefreshment.com	Iran	Europe, Middle East	✓	✓
	Case study 18.2 TOTO The Japanese toilet manufacturer seeks export opportunities for its high-tech brands in the US www.toto.co.jp/en/				
	Video case study 18.3 Dunkin' Donuts www.DunkinDonuts.com www.dunkinbrands.com				
Chapter 19 Organization and control of the global marketing programme	Case study 19.1 Mars Inc. Merger of the European food, pet care and confectionery divisions www.mars.com	US	World	✓	✓
	Case study 19.2 Henkel Should Henkel shift to a more customer-centric organization? www.henkel.com	Germany	World	✓	✓
	Video case study 19.3 McDonald's www.mcdonalds.com	US	World	✓	

Table 2: Part case studies (including Part Video cases) – overview

Table 2		Part case studies: overview			
Part	Case study title, subtitle and related websites	Country/area of company headquarters	Geographical target area	Target market	
				B2B	B2C
Part I The decision whether to internationalize	Part video case study Uber www.uber.com	US	World		✓
	Case study I.1 Zara The Spanish retailer goes to the top of world fashion www.inditex.com/en	Spain	World	✓	✓
	Case study I.2 Manchester United Still trying to establish a global brand www.manutd.com	UK	World, US	✓	✓
	Case study I.3 Adidas The No. 2 in the global sportswear market is challenging the No. 1, Nike www.adidas.com	Germany	World	✓	✓
	Case study I.4 Cereal Partners Worldwide (CPW) The no. 2 world player is challenging the no. 1, Kellogg www.generalmills.com/en/Company/Businesses/international/joint-ventures www.nestle.com/asset-library/documents/media/news-and-features/2011-february/cpw-brochure.pdf	Switzerland, US	World	✓	✓
Part II Deciding which markets to enter	Part video case study HondaJets Honda enters the small-sized business jet market http://www.hondajet.com/	Japan	World	✓	
	Case study II.1 SodaStream Managing profitable growth in an increasingly competitive global environment www.sodastream.com	Israel	World	✓	✓
	Case study II.2 The female Health Company (FHC) The Female condom is seeking a foothold in the world market for contraceptive products www.femalehealth.com	US	World (governmental organizations)	✓	✓
	Case study II.3 Zalando How can the online apparel retailer turn financial losses into positive profits? www.zalando.com	Spain	World		✓