

COURSE SYLLABUS PROPOSAL

VALUE CREATION IN FAST-EMERGING MARKETS

Claude Chailan
EM Strasbourg (France)

June 23 - July 4

Monday - Friday (7:00 am - 10:00 am)

***Saturday (9:00 am - 12:00 m)**



DESCRIPTION

This course provides an overview of the main marketing management concepts and practices in today's developing economies with a special focus on Africa, Latin America and Asia. The course aims at giving participants a sense of the opportunities of international decision-making in the transitional countries' context. After decades of poor economic performance, transitional markets are now the most dynamic markets in the world, despite their volatility. All the players in the business world are trying to capture this growth. Defining a strategy to take advantage of the multiple but complex opportunities offered by these markets is a major challenge to most of companies. The theory behind this course is that, despite the many apparent differences, emerging markets are developing according to common patterns. This course aims to improve the chances of winning in transitional economies by strategically reflecting the waves of opportunities that arise as these countries develop. While seeking to improve their quality of life, individuals follow very similar patterns with respect to their needs and desires around the world, whatever their nationality or cultural background is. As a result, development tends to follow certain predictable trajectories. Understanding these patterns helps to

predict which opportunities are likely to arise, in which markets, and at which moment. Therefore, business practice can be adapted accordingly. Participants will learn how to scan the environment, perform market studies, evaluate buyer and consumer behaviour, launch new products, and choose a coherent marketing-mix strategy in the context of emerging countries. Particular emphasis will be made on the following issues:

- Fast-emerging countries' specific business models
- Marketing at the bottom of the pyramid
- Reaching the middle-class in Fast-emerging economies
- The value of localness and local brands
- Non-market strategies in a Fast-emerging economy setting
- Managing risks in economies in transition

OBJECTIVES

The objective of this course is to develop strategic thinking skills to fully capture the growth of Fast-emerging markets.

The conceptual framework lays the ground to:

Enable students to identify, discuss and solve marketing challenges faced by companies – both local and national ones - when defining their strategies on the markets of countries in economic transition

Identify the main similarities that characterize marketing in emerging economies

Understand the evolution of the base of consumers from the rural poor to the urban middle class as they satisfy their needs and wants

Enable participants to understand the vital role marketing plays in order to catch the business potential offered by emerging and transitional countries growth, and how market-driven policies may allow companies to take advantage of the business potential of developing countries

METHODOLOGY

Teaching methodology emphasizes a practical approach and real-world applications, as well as a focus on best business and industry practices.

This course is **entirely taught online** through a combination of lectures, case studies, readings-based discussions, and team exercises. Student participation in class discussions is encouraged through an interactive online teaching style.

Generally speaking, if you read the assigned materials, actively take part in pertinent discussions, listen to others with respect, and communicate your arguments convincingly you will not have any problem.

Remember that you are welcome to ask for more information. Simply send me an email.

Attendance in every class is expected and recorded, in line with the School regulations.

Critically, note that any absence will negatively affect your score on the participation component of your final grade. Three or more unexcused absences will result in an automatic score of zero on class contribution, and, in all likelihood, a fail mark for the course as a whole.

Class contribution implies moving the debate forward to boost the learning experience of everyone in the virtual classroom, myself included. Therefore, if you have only one thing to prepare, read the assigned materials and come to class on time and ready to voice your recommendations.

Academic honesty. The school administration is responsible for establishing procedures to support and enforce the academic standards of the University; students are responsible for maintaining standards of academic performance and classroom behaviour. In this context, I view any form of academic dishonesty as unacceptable and subject to disciplinary action. This includes free-riding in teamwork.

EVALUATION

The breakdown of the final course grade is the following:

Individual Assignments: 65%, as follows:

a) Final individual exam: 45%

In-class quiz, at the end of the last course session. The quiz will be 30 minutes long. Students are encouraged to read as extensive as possible. Exam questions will be built based on the materials covered in the class PPTs slides, by the recommended reading list (without #), and the case studies and workshop discussed in the classroom.

b) Class Participation INCLUDING readings: 20%

Class participation is based on three factors:

- Answers to questions about the readings to be prepared for each session
- Preparation and participation to the debate following workshops/case studies presentations
- Active participation in the classroom, adding insights to discussions for instance from your own knowledge and experience

Teamwork Assignments: 35%

a) Fast-Emerging Country Market Report (CMR) and presentation: 35%

PRE-REQUISITES

N/A