

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
**Федеральное государственное автономное образовательное учреждение  
высшего образования**

«Национальный исследовательский Нижегородский государственный  
университет им. Н.И. Лобачевского»

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Институт экономики и предпринимательства  
(факультет / институт / филиал)

УТВЕРЖДЕНО  
решением ученого совета ННГУ  
протокол от  
«14» декабря 2021 г. № 4

Рабочая программа дисциплины (модуля)

**Международный менеджмент**

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(наименование дисциплины (модуля))

Уровень высшего образования

**бакалавриат**

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(бакалавриат / магистратура / специалитет)

Направление подготовки / специальность

**38.03.01 «Экономика»**

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(указывается код и наименование направления подготовки / специальности)

Направленность образовательной программы

**Мировая экономика (преподавание на английском языке)**

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(указывается профиль / магистерская программа / специализация)

Квалификация (степень)

**бакалавр**

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(бакалавр / магистр / специалист)

Форма обучения

**Очная**

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(очная / очно-заочная / заочная)

Нижегород

2022 год

### 3. Место дисциплины в структуре ООП

*Дисциплина относится к части, формируемой участниками образовательных отношений*

№ варианта	Место дисциплины в учебном плане образовательной программы	Стандартный текст для автоматического заполнения в конструкторе РПД
2	Блок 1. Дисциплины (модули) Часть, формируемая участниками образовательных отношений	Дисциплина <i>Б1.В.09 Международный менеджмент</i> относится к части ООП направления подготовки <i>38.03.01 Экономика</i> , направленность <i>Мировая экономика</i> (преподавание на английском языке, формируемой участниками образовательных отношений).

### 4. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	
ПК-1 Способен ориентироваться в основных теоретических и прикладных аспектах международных финансово-экономических отношений и внешнеэкономической деятельности, учитывать данный фактор при обосновании управленческих решений по разработке направлений развития компании	ПК 1.1. Обосновывает управленческие решения с учетом международных финансово-экономических параметров развития компаний, финансовых институтов и рынков	31 (ПК 1.1) Знает перечень международных финансово-экономических параметров развития компаний, финансовых институтов и рынков У1 (ПК 1.1) Умеет определять управленческие решения, которые при обосновании требуют учета международных финансово-экономических параметров развития компаний, финансовых институтов и рынков В1 (ПК 1.1) Владеет навыками оценки международных финансово-экономических параметров развития компаний, финансовых институтов и рынков	Собеседование, тестовые задания, кейс-задачи
	ПК 1.2. Принимает обоснованные управленческие решения на основе анализа эффективности различных вариантов	31 (ПК 1.2) Знает направления влияния международных финансово-экономических параметров развития компаний, финансовых институтов и рынков на эффективность управленческих решений У1 (ПК 1.2) Умеет выявлять международные финансово-экономические параметры развития компаний, финансовых институтов и рынков, влияющие на эффективность различных вариантов управленческих решений В1 (ПК 1.2) Владеет навыками оценки международных финансово-экономических параметров развития компаний, финансовых институтов и рынков, влияющих на эффективность различных вариантов управленческих решений	Собеседование, тестовые задания, кейс-задачи
ПК-7 Способен собрать необходимые для	ПК 7.1. Собирает данные для проведения научного	31 (ПК 7.1) Знает структуру и источники данных, необходимых для проведения научных исследований	Собеседование, тестовые задания, кейс-задачи

научного исследования данные, проанализировать их, подготовить информационный обзор и/или аналитический отчет, используя отечественные и зарубежные источники информации	исследования, проводит их анализ	У1 (ПК 7.1) Умеет осуществлять сбор данных, необходимых для проведения научных исследований по тематике международного менеджмента В1 (ПК 7.1) Владеет навыками анализа данных, необходимых для проведения научных исследований по тематике международного менеджмента	
	ПК 7.2. Готовит информационный обзор и/или аналитический отчет, на основе отечественных и зарубежных источников информации	З1 (ПК 7.2) Знает принципы подготовки информационных обзоров и аналитических отчетов в рамках научных исследований У1 (ПК 7.2) Умеет готовить информационные обзоры в рамках научных исследований по тематике международного менеджмента В1 (ПК 7.2) Владеет навыками подготовки информационных обзоров в рамках научных исследований по тематике международного менеджмента	Собеседование, тестовые задания, кейс-задачи

## 5. Структура и содержание дисциплины

### 3.1. Трудоемкость дисциплины

	<b>очная форма обучения</b>
<b>Общая трудоемкость</b>	<b>5 ЗЕТ</b>
<b>Часов по учебному плану</b>	<b>180</b>
<b>в том числе</b>	
<b>аудиторные занятия (контактная работа):</b>	
- занятия лекционного типа	32
- занятия семинарского типа	16
<b>КСР</b>	2
<b>самостоятельная работа</b>	94
<b>Промежуточная аттестация – экзамен</b>	36

### 3.2. Структура и содержание дисциплины «Международный менеджмент»

#### Содержание дисциплины (модуля)

Наименование и краткое содержание разделов и тем дисциплины (модуля),  форма промежуточной аттестации по дисциплине (модулю)	Всего (часы)	В том числе				
		Контактная работа (работа во взаимодействии преподавателем), часы из них				Самостоятельная работа обучающегося, часы
		Занятия лекционного типа	Занятия семинарского типа	Занятия лабораторного типа	Всего	
Unit 1. International management: main notions	24	8	4		12	12
Unit 2. International strategic management	60	12	6		18	42
Unit 3. MNCs organisational principles	60	12	6		18	42
В т.ч. текущий контроль	2		2		18	
В т.ч. промежуточный контроль	36					

Практические занятия организуются, в том числе в форме практической подготовки, которая предусматривает участие обучающихся в выполнении отдельных элементов работ, связанных с будущей профессиональной деятельностью.

Практическая подготовка предусматривает: решение прикладных кейс-задач по профилю профессиональной деятельности и направленности образовательной программы.

На проведение практических занятий (семинарских занятий /лабораторных работ) в форме практической подготовки отводится 4 часа.

Практическая подготовка направлена на формирование и развитие практических навыков в соответствии с профилем ОП в рамках профессиональных задач и компетенций:

обоснование управленческих решений по выработке перспективных направлений развития организации на внутреннем и внешних рынках: компетенция ПК-1;

подготовка информационных обзоров, аналитических отчетов: компетенция ПК-7.

Текущий контроль успеваемости реализуется в рамках занятий семинарского типа в форме коллоквиума.

## **6. Учебно-методическое обеспечение самостоятельной работы обучающихся**

Самостоятельная работа студента является неотъемлемой частью процесса изучения дисциплины «Международный менеджмент». Самостоятельная работа призвана развить у студентов способность разбираться в обширном потоке информации, вычленять главное, видеть преемственность действий и событий, проблемные аспекты мировой экономики и международных экономических отношений в их взаимосвязи с остальными формами и подсистемами международных отношений, уметь их анализировать, оценивать возможные варианты развития событий, что повышает эффективность получаемых в ходе лекционных занятий знаний и аналитических навыков.

Студент, приступающий к изучению учебной дисциплины, получает информацию обо всех формах самостоятельной работы по курсу с выделением обязательных форм и специальных, в том числе по выбору.

Успешное изучение дисциплины возможно при самостоятельной систематической работе студентов над нормативной и учебной литературой. Успешное изучение данной дисциплины возможно только при правильной организации самостоятельной работы студента. Желательно ознакомиться с рекомендованной в программе курса литературой и иными источниками информации, дающими дополнительные знания по пройденному в рамках лекционных занятий материалу. При необходимости следует изучить содержание нормативно-правовых актов по заданной теме.

При изучении отдельных проблем курса «Международный менеджмент», особенно теоретического характера, желательно проведение сравнения учебного материала, изложенного в различных учебниках и монографиях, подготовка докладов, направленных на развитие компетенций по типу «уметь» и «владеть навыками».

Основные форматы самостоятельной работы в рамках курса – выполнение традиционных работ по подготовке к практическим занятиям, подготовка к коллоквиуму (собеседованию) в рамках проведения текущей аттестации, подготовка докладов по актуальным проблемам тем, изучаемых в рамках дисциплины курса.

Кроме того, по данной дисциплине в перечень форм самостоятельной работы включены следующие виды:

1. участие в научных студенческих конференциях и семинарах;
2. анализ статистических и фактических материалов по заданной теме, проведение расчетов, составление схем и моделей на основе статистических материалов;
3. поиск (подбор) и обзор литературы и электронных источников информации по индивидуально заданной проблеме курса.

Текущие консультации студентов по вопросам выполнения заданий по самостоятельной работе и подведение итогов по специальным формам самостоятельной работы проводятся во время плановых аудиторных консультаций преподавателя, а также в электронной форме.

Студент должен понимать, что только он сам, самостоятельно, путем добросовестного усвоения содержания лекций, изучения учебной и дополнительной литературы, смысла и содержания самих правовых норм и практики их применения, путем вдумчивой и добросовестной подготовки к занятиям, может приобрести прочные и глубокие знания по курсу, которые необходимы не только для получения знаний, отвечающих требованиям высшего образования, но и для применения их на практике.

Текущие консультации студентов по вопросам выполнения заданий по самостоятельной работе и подведение итогов по специальным формам самостоятельной работы проводятся во время плановых аудиторных консультаций преподавателя, а также в электронной форме.

Контрольные вопросы и задания для проведения текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведены в п. 5.2.

Для обеспечения самостоятельной работы обучающихся используется электронный курс International Management, созданный в системе электронного обучения ННГУ - <https://e-learning.unn.ru/course/view.php?id=5259>.

## **7. Фонд оценочных средств для промежуточной аттестации по дисциплине «Международный менеджмент» включающий:**

### **7.1. Перечень компетенций выпускников образовательной программы с указанием результатов обучения (знаний, умений, владений), характеризующих этапы их формирования, описание показателей и критериев оценивания компетенций на различных этапах их формирования**

Уровень сформированности компетенций (индикатора достижения компетенций)	Шкала оценивания сформированности компетенций						
	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено		зачтено				
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки.	Минимально допустимый уровень знаний. Допущено много негрубых ошибок.	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько незначительных ошибок	Уровень знаний в объеме, соответствующем программе подготовки, без ошибок.	Уровень знаний в объеме, превышающем программу подготовки.

<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки.	Продemonстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме.	Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания, в полном объеме, но некоторые с недочетами.	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме, но некоторые с недочетами.	Продemonстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме.	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов
<u>Навыки</u>	Отсутствие владения материалом. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки.	Имеется минимальный набор навыков для решения стандартных задач с некоторыми недочетами	Продemonстрированы базовые навыки при решении стандартных задач с некоторыми недочетами	Продemonстрированы базовые навыки при решении стандартных задач без ошибок и недочетов.	Продemonстрированы навыки при решении нестандартных задач без ошибок и недочетов.	Продemonстрирован творческий подход к решению нестандартных задач

### Шкала оценки при промежуточной аттестации

Оценка	Уровень подготовки
<b>превосходно</b>	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», продемонстрированы знания, умения, владения по соответствующим компетенциям на уровне, выше предусмотренного программой
<b>отлично</b>	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «отлично», при этом хотя бы одна компетенция сформирована на уровне «отлично»
<b>очень хорошо</b>	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «очень хорошо», при этом хотя бы одна компетенция сформирована на уровне «очень хорошо»
<b>хорошо</b>	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «хорошо», при этом хотя бы одна компетенция сформирована на уровне «хорошо»
<b>удовлетворительно</b>	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно»
<b>неудовлетворительно</b>	Хотя бы одна компетенция сформирована на уровне «неудовлетворительно», ни одна из компетенций не сформирована на уровне «плохо»
<b>плохо</b>	Хотя бы одна компетенция сформирована на уровне «плохо»

## 7.2. Типовые контрольные задания или иные материалы, необходимые для оценки результатов обучения

### 5.2.1 Контрольные вопросы

Вопрос	Код компетенции
1. Reactive reasons and proactive reasons for going global.	ПК-1
2. The evolution of international business: main stages.	ПК-1
3. Basic strategic (relative to market and type of competitive advantage) and operational choices (entry mode) in international management.	ПК-1
4. Economic environment variables assessment. Clusters.	ПК-7
5. The challenge of international management.	ПК-1
6. The cultural context of international management and foreign market's choice.	ПК-1
7. Initiation of internationalization: internationalization and non-internationalization.	ПК-1
8. Generic M. Porter strategies: cost leadership, differentiation, focusing.	ПК-1
9. Cost leadership factors.	ПК-1
10. Differentiation potential.	ПК-1
11. Capabilities, competencies, and routines.	ПК-1
12. The Uppsala model and the born global companies.	ПК-1
13. Offshore business.	ПК-1
14. Industrial types following their internationalisation perspectives and modes.	ПК-7
15. International environment scanning process. A foreign market selection criteria.	ПК-1
16. Global megatrends, its relevance for internationalisation.	ПК-7
17. MNC structure and management.	ПК-7

### 5.2.2. Типовые тестовые задания для оценки сформированности компетенции ПК-1,3

- Strategic decisions in international management include a choice of national markets to compete in (select one): a) true; b) false.
- An example of multidomestic industry where internationalisation occurs mainly through foreign direct investment is (select one): a) car production; b) diamond mining; c) hotels; d) dairy products industry.
- Resource-seeking as internationalisation purpose refers to a situation of (select one): a) accessing to all types of production resources that are cheaper or more available in specific foreign markets; b) using growth opportunities in sales, preferably in leading national markets; c) diminishing political or economic risks by doing business in more countries; d) tax and offshore benefits, relaxed labour and environment restrictions offered by other jurisdictions.
- The Concessionary Era (1914-1945) was a growth period in the history of international business (select one): a) true; b) false.
- The home-country factors favourable for internationalisation in a reactive way (select one): a) presence of clusters; b) advantage of "made in"; c) favourable macroeconomic situation in the home country, for example, positive trade balance; d) small size of the national market.
- The host-country factors favourable for entry (select one): a) stagnation; b) small size; c) presence of strong clusters in the industry a company compete; d) favourable macroeconomic situation, for example, GDP growth.
- Systemic approach to global business environment analysis implies a net division between external and internal environment; a single firm is a subsystem (under the form of black box) of the environment (select one): a) true; b) false.
- Macroanalysis of political factors of a specific national environment may include a study of (select one): a) national technical requirements; b) propensity to consummation and savings; c) monetary and fiscal policies; d) level of local terrorism.
- The list of common factors favourable for trading and investment internationalisation should

include (select one): a) GDP growth; b) relaxed regulation of labour relations; c) favourable corporate and income national taxation beyond customs duties; d) presence of local solid input suppliers.

10. The 'market responsiveness' drivers affecting the internationalisation strategies are cultural differences, regionalisation trends, growing awareness of national interests and values (check one answer): a) true; b) false.

### 5.2.3. Типовые задания/задачи для оценки сформированности компетенции ПК-1,3

Case 1. Read the case and answer the questions

*Hunter boot Ltd: the iconic British brand is moving into exclusive fashion*

The hunter boot brand ([www.hunter-boot.com](http://www.hunter-boot.com)) has become a symbol of British country life and celebrity fashion. Hunter boots, designed over 150 years ago, were initially created to deal with Britain's rugged and unpredictable weather. Today, Hunter is firmly established as a fashion brand beloved by Hollywood celebrities.

Arthur Wellesley, the first duke of wellington, instructed his shoemaker, Hoby of St James Street, London, to modify his eighteenth-century boot. They designed the boots in soft calfskin leather, removed the trim, and cut closer around the leg. It was hard to wear the new boots in battle, but it was said that the duke of wellington wore the boots at the famous battle of waterloo in 1815. The boots were dubbed 'wellingtons' or 'wellies', and the name stuck.

Wellingtons quickly caught on with patriotic British gentlemen eager to emulate their war hero. The original Wellington boots were made of leather; however, in America, where there was more experimentation in shoemaking, producers were beginning to manufacture using rubber. one such entrepreneur, Mr Henry Lee Norris, moved to Scotland searching for a suitable site to produce rubber footwear.

Eventually, he found it on the farm of the castle Mill in Edinburgh. Norris began his boot-making company, the North British rubber company (the company changed its name to the hunter rubber company in 2004), in 1856. Committed to fit, comfort, durability, and performance, Hunter Wellington boots bear two rare and coveted stamps of the British royal family's approval.

Production of the wellington boot was dramatically boosted with the advent of World War I, due to the demand for a sturdy boot suitable for the conditions in flooded trenches. This made the wellies a functional necessity.

By the end of World War I, the North British rubber company had produced more than 1.8 million pairs of boots for soldiers. Shoe production ran 24 hours a day.



Again the wellington made a significant contribution during World War II. At the outbreak of war in September 1939, although trench warfare was not a feature, those forces assigned to clearing Holland of the enemy had to work in terrible flooded conditions. By the end of the war, the wellington had become popular among men, women and children for wear in wet weather. The boot had developed to become far roomier with a thick sole and rounded toe. Also, with the rationing of shoes at that time, labourers began to use them for daily work.

The company's most famous welly, the original Green Wellington, was made over 50 years ago in the winter of 1955. it was launched alongside the royal hunter – another boot that remains in hunter' range today.

From 1966 to 2005, several ownership changes took place, and in 2006, the Hunter Rubber Company was placed into administration due to cash flow problems. Despite a reported turnover of over £5 million, accountants from KPMG said the firm suffered from high manufacturing costs,



including fuel costs. They made a loss from the expansion of their business to the US. Hunter reported a loss of £600,000 from September 2003 to the end of February 2005. In 2006, a private consortium led by lord Marland, Peter Mullen and Julian Taylor bought hunter out of administration and hunter Boot ltd was born. After a rapid restructuring of the company, new supply routes and distribution partners were found in the UK and the US. The Hunter portfolio was rationalised to core products exhibiting the key skills and tradition of the company.

Hunter re-established itself as a significant player in the traditional country and leisure footwear market in the UK in the aftermath of the 2006 acquisition and positioned itself as a strong contender in the US – opening showrooms on Seventh Avenue in New York and Carnaby street in London. A new management team was also put in place.

One Hunter Wellington tall boot is made from 28 individual parts. Each part is individually tailored and assembled by hand to support specific aspects of the foot, calf and ankle. Hunters continue to be made and finished by hand from natural rubber. Because of this degree of ‘handmade’ in the production of hunter boots, the management moved manufacturing from Scotland to China to cut production cost.

Retail prices were also increased by 20 per cent, and modern ranges in selecting colours and textures were added.

A breakthrough for Hunter in fashion, as opposed to farms, came in 2006 when Kate Moss was seen wearing an original pair in black at the Glastonbury music festival. Since then, the hunter boot has become a familiar sight among celebrities, on catwalks and high streets, and in the countryside.

In September 2008, following the 2008 Olympics in Beijing, China, Hunter Boot ltd sent specially made gold wellington boots to every member of the Great Britain Olympic team who had won a gold medal at the Games.

In 2010 the UK Prime Minister David Cameron bought pink and purple pairs of hunter boots for his US trip as gifts for Barack Obama’s daughters.

#### ***Hunter Boot Ltd today***

Since the downturn in 2006, Hunter has rapidly expanded its sales and profits, as seen in Table 1.

Hunter has since seen substantial growth with international distribution in 30 countries. Hunter was moving into alliances with exclusive fashion designers in January 2009. Hunter announced that it would be collaborating with London-based luxury fashion designer Jimmy Choo for a limited-edition black Wellington boot, embossed with signature Jimmy Choo crocodile print and containing gold rivets leopard-print lining. Another boot was then launched in 2011. The boots cost £250 and were sold exclusively online at [www.jimmychoo.com](http://www.jimmychoo.com) (the original version usually costs around £80).

Table 1

Hunter Boot Ltd’s οικονομικά περφορμανς, 2008–2010

	Millions of £		
	2010	2009	2008
Sales (% for export)	56.3 (57.9%)	25.7 (48.6%)	18.2 (48.4%)
Cost of sales	29.6	13.6	8.4
Gross profit	26.7	12.1	9.8
Pre-tax profit	15.9	4.1	3.5
Profit after tax	11.0	2.8	2.5
Number of employees	56	41	43

Jimmy Choo and Hunter Boot ltd received a tremendous reaction from customers; the online waiting list opened on 1 May, and by 16 May, more than 4,000 fashion-conscious customers had already joined it. Today, the luxurious wellington boots have become a classic lifestyle item at Jimmy

Choo. They can be purchased regardless of the season, not only in traditional black but also in several variations.



In March 2012, J. Mendel and Hunter – two iconic brands dating back to the nineteenth century – joined forces in a unique collaboration to produce the most glamorous Wellington boots: exclusive to North America. These limited-edition boots brought together the luxurious look and feel of J. Mendel with the timeless functionality of Hunter Boot. The boots went on sale in November 2012 and retail at \$585 (£366) to \$795 (£497) at Saks, Nordstrom, Gorsuch and hunter-boot.com.

Hunter Boot Ltd has always been highly dependent on the celebrity factor. It has become something of a sport to collect photographs of celebrities wearing different hunter boots. here are some examples of the hunter brand preferred by some celebrities:

- Jennifer Aniston – Original Black Hunter wellies
- Drew Barrymore – Original Navy Hunter wellies
- Kate Moss – Original Black hunter wellies
- Sandra Bullock – Original navy hunter wellies
- Alexandra Burke – Short original Black hunter boots
- Kings of Leon (Group) – Wateraid hunter wellies
- Angelina Jolie – Original Red Hunter wellies
- Madonna – Original Navy Hunter wellies
- Gwyneth Paltrow – Original Aubergine Hunter wellies
- Kelly Rowland – original red hunter wellies.

Sources: based on [www.Hunter-boot.com](http://www.Hunter-boot.com); bevan2bade's Blog: 'Hunter Wellington Boots and Celebrities' (<http://bevan2bader.blogs.experienceproject.com/770875.html>). Hollensen, Svend (2013-09-06). Global Marketing: Leeds University Business School (Page 50). Prentice-Hall. Kindle Edition.

Case questions:

- 1) Which facts from the article were for you  
well-known  
completely new  
unbelievable?
- 2) Indicate the industry type following the pattern of internationalisation. Please, argue your choice.
- 3) Indicate the company's internationalisation purpose (-s). On what occasion and how has it been done?
- 4) Indicate the company's operational choices (trade, technology transfer, investment), indicating respective countries.
- 5) What are the main reasons for the recent international marketing success of Hunter Boots?
- 6) Recently Hunter has added outerwear (leather footwear and handbags) to their international product range. What are the pros and cons of extending the product range in this way? What marketing phenomenon does it reflect. Should Hunter Boots ltd include other products like eyewear and watches?

- 7) Would the Hunter Boots be successful in your country? What are the pros and cons of the business environment macro-level factors of such development?

Case 2. Read the case and answer the questions

***Zumba: a dance phenomenon is going global***

It is the opening day at the fifth annual Zumba ([www.zumba.com](http://www.zumba.com)) conference in 2012, a five-day event in Orlando, Florida, where 8,000 Zumba instructors from across the world have gathered in shiny neon crop-tops and cargo pants. By 10 a.m., there are clear signs of the excitement buzzing through the hall; people dressed in luminous green and pink are jiggling up and down in anticipation.

Once the room is packed to capacity, the speaker takes to the stage, and the crowd breaks out in excitement.

Greeting them this morning is the company's CEO and co-founder, Alberto Perlman. Dressed for business in a shirt and glasses, Perlman is often referred to as the brains behind the business partner and co-founder, Alberto 'Beto' Perez.

Once the applause has settled, Perlman – who worked in IT before joining the company 11 years ago – greets the crowd in the steamy conference hall: 'We are the United nations of Zumba!' he shouts, and once again, the audience roars. 'Anyone who's here for the first time stands up,' he continues. 'Now, those standing on the right of those who are here for the first time, stand up, turn to your neighbour and hug them. That's a Zumba welcome!'

Today, Zumba Fitness has become the most extensive branded fitness programme globally, with about 12 million people taking Zumba classes weekly at 110,000 locations in at least 125 countries. In the US alone, there are some 82,500 locations that offer courses from Zumba-certified instructors (so-called Zlins – see later).

***How it all started***

Perez fell in love with dancing at seven while watching a video of the 1978 movie Grease, starring John Travolta. At 16, he was teaching aerobics classes for \$1 an hour. One day, he forgot his prepared music. He had in his backpack a cassette tape of merengue and salsa music that he had recorded off the radio.

His morning class was full of mothers who had dropped their kids off at school. 'I can't say, "Hey sorry, I forgot my music",' Perez said. 'I say to the people, "I have a new class I prepared for a long time."' It was not true. I improvised for one hour.' He soon moved to the Colombian capital of Bogotá, where he continued those classes and became a choreographer for Sony Music and Shakira.

In 1999, Perez went to the US for the first time. He pounded the pavement on South Beach, going from gym to gym. Nobody was interested in this new dance exercise class by a man who couldn't speak English.

On his fourth trip to Miami, he landed a job at the swanky Williams Island Spa in a development where several Colombians lived. Some had even taken classes with him in Bogotá.

Within a year, Perez was in demand, teaching 22 classes all over south Florida. Simultaneously, Alberto Perlman and Alberto Aghion, both entrepreneurs in their mid-20s and natives of Colombia, were looking for a new business venture after the dot-com bubble had burst, bringing down their internet company, Spyder labs, an incubator for internet start-ups related to Latin America.

Zumba Fitness was founded in Aventura, Florida, in 2001 by the ‘three Albertos’ Perez and boyhood friends Perlman and Aghion. The trio’s original plan was simple: produce VHS workout tapes and DVDs of Perez’s popular south Florida classes to sell around the country on infomercials.

To create a demonstration video to show to investors, the three stayed up all night laying down boards to make a dance floor on the beach outside a Sunny Isles Hotel. About 200 of Perez’s students paid \$20 each for the class, raising an additional \$4000.

When the infomercial began running on TV, people rang the call centre in Ohio to buy the videos, and a few also asked how to become Zumba instructors.

Those callers were forwarded to Zumba’s office – at Aghion’s home. After a few 2 a.m. wake-up calls, Aghion realised this was another business opportunity.

### ***The business model***

Since 2001, when Perlman, Perez and Aghion first started trying, initially quite unsuccessfully, to sell DVDs of their euphoric, latino-inspired dance workouts, their brand has gone global.

Today Zumba (which is a registered trademark) is everywhere: 12 million weekly participants take to the dancefloor (and church halls and community centres and tin shacks) in more than 110,000 locations in 125 countries across the world – and after the US, Britain is Zumba’s biggest market. With Zumba now the most extensive branded fitness programme globally, the possibilities for its creators have proved limitless.

Its adoption can explain part of the Zumba programme’s popularity by celebrities all over the world. Jennifer Lopez and Kirstie Alley are known to take Zumba classes as part of their workout routines, while Jackie Chan has been caught on video performing the exercises. Other celebrity fans of Zumba include Emma Watson, Victoria Beckham and Halle Berry.

Zumba Fitness also has dramatically benefited from Internet advertising and social media. Many people discovered Zumba via YouTube videos. Zumba Fitness started a Facebook page about a year ago, and now has more than three million fans. Zumba is mentioned every 11 seconds in social media platforms.

Alongside traditional Zumba classes, there is also Zumbatomic for kids, Zumba Gold for the mature student, Aqua Zumba, Zumba Toning, Zumba Gold Toning, Zumba in the Circuit and now Zumba Sentao, a new body-busting Zumba workout with chairs. Zumba may look easy but it involves loud music, gyrating with chairs and imaginary lassoes, and leaves participants after an hour’s class both whooping with joy and on the verge of collapse. The physical results are fierce, with participants burning as much as 2,000 calories an hour while throwing their bodies around to loud music.

Zumba Fitness makes its money on its instructors’ academy, instructors’ courses, monthly fees from instructors in its network and its brand merchandise. The company has built its hip, colourful clothing and footwear, workout DVDs, two video games, original music and a lifestyle magazine, Z-Life.

With instructors across the world charging, on average, between US\$8 and US\$16 (£5–£10) per person for an hour’s packed-out session, serious cash is changing hands, and yet the classes only make up a tiny fraction of this fast-expanding empire. To date, more than 10 million copies of the four different Zumba Fitness DVDs have been sold worldwide. Zumba was the first branded fitness programme to launch a video game on all three major gaming platforms: Wii, Xbox and PS3. Their best-selling video game has sold more than six million copies and dominated the video-game charts for nearly 40 weeks.

The clothing range is a vital part of Zumba's growing business model, which seems to be not so much about diversification as about creating an entirely self-sufficient brand. When in 2002 they launched their DVDs, and people started seeing them and asking how they could become instructors, they found their training programme; when, five years later, they had the idea of selling a few clothing items to publicise their brand, they put 500 T-shirts and 500 cargo pants on sale online – they sold out within a month. They decided there was something in it. Rather than licensing their clothing range, Zumba chose to keep that in-house as well. Their market research is cheap: instead of focus groups, members of their 25-strong clothing team go out to Zumba events, see what the people are wearing and how they customise their clothes, and then repackage those ideas back to the consumers. It works. The clothing range, which launched in 2007, has fast become a phenomenon in itself. In 2011 Zumba had revenue of \$10 million in clothes sales. The company sold three million units in 2012, compared with 1.8 million units in 2011.

### ***The real cash-cow – the ZINs***

Zumba has access to a captive global audience of 12 million people a week through its network of instructors, the so-called ZIns (members of the Zumba® Instructor network), of whom there are now 30,000 around the world. In 2005 the Zumba Academy was launched to license instructors to teach Zumba classes.

ZIns are affiliated instructors who pay around \$30 a month for membership and, in return, get their literature and cards printed by one of the brand's many sponsors, as well as new choreography and CDs, and the chance to sell the clothes for a small profit. To become a ZIn, the potential Zumba instructors have to pay around \$480 to do a day's training, then pay for insurance and various other costs, including ongoing training. Signing up to become a ZIn also provides access to a particular social networking site, giving members instant links to fellow fanatics worldwide.

Zumba does not charge licensing fees to gyms or fitness centres – this is all taken care of by the ZIns who act as independent business entrepreneurs.

Sources: based on [www.zumba.com](http://www.zumba.com); Noel P. (2012), Zumba Instructor

Certification, [www.ehow.com/about\\_6304817\\_zumba-instructorcertification.html](http://www.ehow.com/about_6304817_zumba-instructorcertification.html); Clark, C. (2012) 'Zumba's Latin rhythms on the move in the fitness world', The Seattle Times, 20 February 2012,

[http://seattletimes.com/html/business/technology/2017556695\\_](http://seattletimes.com/html/business/technology/2017556695_)

Hollensen, Svend (2013-09-06). Global Marketing: Leeds University Business School (Page 96). Prentice-Hall. Kindle Edition.

### **CASE QUESTIONS:**

- 1) Which facts from the article were for you well-known

completely new  
unbelievable?

- 2) Indicate the industry type following the pattern of internationalisation. Please, argue your choice.
- 3) Indicate the company's internationalisation purpose (-s). On what occasion has it been done.
- 4) Indicate the company's operational choices (trade, technology transfer – licensing or franchising investment), indicating all business types met at the case.

- 5) What markets are the most attractive for Zumba's international business currently? And potentially? Please, indicate the criteria to search such markets. What nature, social, economic, political, etc., do they have?
- 6) Which external and internal factors (sources) of competitive advantage affect the international success of Zumba? Please, provide at least two factors of each type accompanying them by the examples from the text.
- 7) Why has Zumba's global business model been so successful? Is this success unique or reproducible by other entrepreneurs? Argue your choice.

Case 3. Read the case and answer the questions

***Hello Kitty: can the cartoon cat survive the buzz across the world?***

In 1974, employees at the Japanese design company Sanrio created Hello Kitty ([www.sanrio.com/characters/HelloKitty/](http://www.sanrio.com/characters/HelloKitty/)), the small, rounded cartoon cat with a red bow between her ears and no mouth, and they could never have dreamt that she would become the global megastar she is today. Sales of Hello Kitty merchandise now account for approximately one-third of Sanrio's about €720 million annual turnover (2012), and her face adorns 50,000 products, sold in more than 60 countries. Sanrio conducts its business operations through 26 subsidiaries. It has operations in Japan, the US, Brazil, Germany, Taiwan, South Korea, Hong Kong and China.



***History***

Hello Kitty was created with the focus of being a small gift, whatever the product is. The unique selling proposition (USP) has always been 'small gift, big smile'.

Hello Kitty's creator started as the Japanese equivalent of Hallmark cards. Shintaro Tsuji founded Sanrio in 1960; Tsuji, a qualified chemist, lost his mother when he was 13 and spent an unhappy childhood with reluctant relatives. He attended a kindergarten run by a Canadian missionary and saw for the first time the custom of birthdays, which were not traditionally celebrated in Japan. He decided he would use his company to foster the culture of gift-giving.

The little half-Japanese, half-English cat has become so globally recognised that it is, perhaps, inevitable that the Japanese board of tourism has appointed her as their official tourism ambassador to China and Hong Kong. This is not the first time the world has looked to Hello Kitty to perform an ambassadorial role; she has been US children's ambassador for UNICEF since 1983.

As an experiment in 1971, in the wake of student riots, the company began printing rounded, cutesy images on previously blank writing stationery and, in 1974, Hello Kitty was first drawn. She was drawn without a mouth, which later made her the perfect cross-cultural representative. She wasn't given a mouth because she speaks from the heart. She's Sanrio's ambassador to the world and isn't bound to any particular language.

Hello Kitty was made partly English because foreign (especially English) associations were viral when she was first drawn. The Hello Kitty stationery (pencils, pencil cases, ballpoint pens, paper) and diaries were a hit among schoolgirls during the 1980s, and the company soon branched out into other fancy goods.

In the 1990s, Hello Kitty had a renaissance as it was re-marketed as a 'retro' brand. Shops, run by the outlet label Vivitix, marketed Hello Kitty to teens and adults, appealing to their sense of nostalgia.

As eight-year-olds, they would have used Hello Kitty pencils and pencil cases in the classroom; in their late teens and early 20s, they reached for Hello Kitty satchels and make-up mirrors. Hello Kitty stands for the innocence and sincerity of childhood and the simplicity of the world. Women and girls worldwide are happy to buy into the image of the trusting, loving childhood in a safe neighbourhood that Hello Kitty represents. They don't want to let go of that image, so as they grow up, they hang on to Hello Kitty out of nostalgia – as if by keeping a symbolic object, they can somehow keep hold of a fragment of their childhood self.

Although initially conceived as a character that would appeal to pre-teen girls, Hello Kitty is no longer regarded as being for children. Along with the likes of Coca-Cola and Nike, she has become a brand phenomenon.

Hello Kitty is technically just one character who inhabits an entire, fictional world dreamt up by Sanrio. She lives in cyberspace (on the fondant-coloured Sanriotown website, [www.sanrio.com/characters/HelloKitty/](http://www.sanrio.com/characters/HelloKitty/)). Hello Kitty has her birthday, 1 November (which makes her a Scorpio) and, as her English heritage befits, she lives in London with her parents and twin sister, Mimmy. Her many hobbies include travelling, music, reading and 'eating yummy cookies her sister Mimmy bakes'.

Other characters who share Hello Kitty's world include Dear Daniel, Kathy, Tippy and Thomas.

Sanrio's theme park, Puroland, opened in 1990; it features Sanrio's most popular characters, with Hello Kitty as its star draw. With annual figures of 1.5 million visitors worldwide, it is one of Japan's most popular visitor attractions.

Hello Kitty even became an animated character. She first appeared on the American-animated Hello Kitty's Furry tale theatre, shown on US television throughout 1987. Another series ran in 1991.

When Hello Kitty was first marketed to the US, the cultural differences meant that changes to the Japanese version had to be made. Sanrio's market research showed that American consumers responded best to pink and purple kitties and worst to anything blue, yellow or red. The American audience also took against one of Hello Kitty's friends, a tiny snail, which had to be eliminated from the merchandise.

However, Sanrio got it right in the end, and now there are no differences in the American and Japanese merchandise lines. Indeed, when Sanrio tried to customise Hello Kitty for its Taiwanese and Hong Kong markets, putting her in local dress and local surroundings, the products did not sell. Her mixed English-Japanese heritage was part of her charm.

### ***Hello Kitty business today***

Its primary business is making and marketing what it calls social communication gifts. The company also operates restaurants, and two theme parks in Japan, produces movies and publishes books and magazines – all based on its multitude of cute characters.

Sanrio licenses or sells thousands of items – including Hello Kitty stationery, school and desk accessories, clothing, cosmetics and room decor – that turn up for sale worldwide. Over 4,000 stores sell the products in the Americas alone, including some 200 Sanrio boutiques.



There are more than 50,000 licensed Hello Kitty products available in 60 countries worldwide. There are 500 new Hello Kitty products launched worldwide each month, and 500 products are discontinued. The idea is to change the product range to match different and emerging marketing, business and cultural trends worldwide. In China, Sanrio operates about 100 shops.

Mobile phones are attractive products for the Hello Kitty brand about licensing: children are now using mobiles as teenagers and adults. Mobiles or smartphones are objects that everyone carries with them, and they are always visible.

In May 2008, Sanrio announced the formation of the global Consumer Products division to build on its efforts in licensing, new product development and co-branding partnerships. To that end, it has formed a partnership to open a theme park in Taiwan. Sanrio already operates a pair of Hello Kitty theme parks in Japan and hopes to cut similar deals.

### ***Marketing and advertising***

While the licensing partners may advertise Hello Kitty's products, Sanrio relies purely on its partners' marketing and word of mouth. Hello Kitty doesn't rely on animations, films, or film shows to be promoted and is probably one of the world's only brands that rely solely on its partners' advertising and word of mouth.

### ***Licensing***

Typically licensing is done as a very technical and commercial deal. However, Sanrio is very involved with the creative side. Its decisions to work with certain licensee partners are more about creating Hello Kitty products that appeal to the loyal consumer and protect what the brand stands for.

### ***Competition***



Sanrio does not tend to worry much about competition, as Hello Kitty has been out there as a brand for more than 30 years. However, Sanrio respects newcomers such as Don Ed Hardy, an American tattoo artist born and raised in southern California. Hardy is recognised for incorporating Japanese tattoo aesthetic and technique into his work. For example, in 2004, French fashion designer

Christian Audigier licensed the rights to produce the high-end Ed Hardy clothing line, which is based on Hardy's imagery (Varley, 2009).

### ***Sales development***

The company's sales in Japan and the US have been declining, while the products have grown in popularity in Europe, Asia and Brazil. The declining trend in some parts of the world may be due to the softening economy and financial crises. Traffic at its two theme parks is also down despite the addition of new attractions. The company blamed a reduction of group discounts for this decline.

Despite the current problems, Sanrio is confident that the Hello Kitty phenomenon is not over yet.

Overall, the Hello Kitty appeal is impossible to ignore. Her celebrity friends list in the highly photographed entertainment industry includes Lady Gaga, who posed in a ball gown made of Hello Kitty plush and showed off a bouquet of miniature Hello Kitty roses. Heidi Klum has been seen publicly doing her make-up in front of a compact Hello Kitty mirror.



Hello Kitty is also adored by others who are still young at heart, such as Nicki Minaj, Victoria Beckham and Mariah Carey.

Despite the current problems, Sanrio is confident that the Hello Kitty phenomenon is not over yet. Only the future will tell whether the speechless but iconic cat will be heard in the coming decades. Still, currently, its brand equity serves as a solid business platform for Sanrio.

#### Case questions

1. Which facts from the article were for you -well-known completely new unbelievable?
2. Indicate the industry type following the pattern of internationalisation. Please, argue your choice. sheltered, global, multidomestic, trading
3. Do you think that Hello Kitty will continue to rule the world? What are the pros and cons?
4. What are the reasons that Hello Kitty is licensed to so many different product manufacturers?
5. Suggest a future licensing strategy for Hello Kitty.
6. Which screening criteria did the Sanrio use in their international expansion activities to your mind?
7. Why has Hello Kitty's global business model been so successful? Is this success unique or reproducible by other entrepreneurs or cartoons heroes? Argue your choice.

Source: based on [www.sanrio.com](http://www.sanrio.com), [www.sanrio-europe.com](http://www.sanrio-europe.com) and other public sources; adapted from Walker, E. (2008) Top Cat: how 'Hello Kitty' conquered the world – Japan's new tourism ambassador, The Independent, 21 May, Copyright © The Independent, [www.independent.co.uk](http://www.independent.co.uk).

Hollensen, Svend (2013-09-06). Global Marketing: Leeds University Business School (Page 395). Prentice Hall. Kindle Edition.

#### Критерии оценки текущих заданий (кейс–задач)

Критерии оценки	Количество баллов
Превосходно	Студенты правильно отвечают на все поставленные вопросы и корректно выполняют все задания, в том числе творческие
Отлично	Студенты отвечают на все поставленные вопросы и выполняют все задания, допускают ошибки (не более одной грубой или двух поверхностных в зависимости от типа задания)
Очень хорошо	Студенты выполняют все задания, допускают ошибки (не более одной грубой и двух поверхностных в зависимости от типа задания)
Хорошо	Студенты выполняют не все задания (пропускают не более одного), допускают ошибки (не более одной-двух грубых и ряд поверхностных в зависимости от типа задания)
Удовлетворительно	Студенты выполняют не все задания (пропускают более одного, однако выполняют большую их часть), допускают ошибки (не более одной-двух грубых и ряд поверхностных в зависимости от типа задания)
Неудовлетворительно	Студенты выполняют меньшую часть заданий, допускают ошибки (более одной грубой и ряд поверхностных в зависимости от типа задания)
Плохо	Студенты выполняют меньшую часть заданий, допускают ошибки в каждом выполненном задании

## **8. Учебно-методическое и информационное обеспечение дисциплины «Международный менеджмент»**

а) основная литература:

1. Горбунова М.Л. Международный менеджмент: Учебно-методическое пособие. . (M.L. Gorbunova INTERNATIONAL MANAGEMENT. Tutorial). Фонд электронных образовательных изданий ННГУ. Рег.номер (Registration Number) 1595.17.07
2. Carpenter, M.A., Dunung, S.P. International Business. Publisher: [Saylor Foundation](https://open.umn.edu/opentextbooks/textbooks/international-business), 2011. <https://open.umn.edu/opentextbooks/textbooks/international-business>
3. ЭУК International Management, созданный в системе электронного обучения ННГУ - <https://e-learning.unn.ru/course/view.php?id=5259>.

б) дополнительная литература:

1. Dirk Morschett, Hanna Schramm-Klein Strategic International Management (2010) <https://link.springer.com/book/10.1007/978-3-8349-6331-4>
2. Eun Sup Lee Management of International Trade (2012) <https://link.springer.com/book/10.1007/978-3-642-30403-3>
3. Raghunath S., Elizabeth L. Rose International Business Strategy (2017) <https://link.springer.com/book/10.1057/978-1-137-54468-1>
4. Motohashi, Kazuyuki (2015) Global Business Strategy: Multinational Corporations Venturing into Emerging Markets ISSN 2192-4333 ISSN 2192-4341 (electronic). Springer Texts in Business and Economics Tokyo: Springer Open, 2015. - 265 p.

в) программное обеспечение и Интернет-ресурсы

1. The official web site of the International Monetary Fund – URL: <http://www.imf.org/>
2. The official web site of the World Trade Organization – URL: <http://www.wto.org/>
3. The official web site of World Bank – URL: <http://www.worldbank.org/>
4. UN Comtrade Database – URL: <https://comtrade.un.org/data>
5. World Integrated Trade Solution – URL: <https://wits.worldbank.org/>
6. MS Windows 7 (лицензия на ГОУ ВПО ННГУ им. Н.И. Лобачевского, идентификатор 47276400),
7. Microsoft Office 2007 Профессиональный + (лицензия на ГОУ ВПО ННГУ им. Н.И. Лобачевского, идентификатор 47729513),
8. Kaspersky Endpoint Security 10 for Windows (лицензия на ГОУ ВПО ННГУ им. Н.И. Лобачевского, №1096-160712-081443-850-73)

## **9. Материально-техническое обеспечение дисциплины «Международный менеджмент»**

Помещения представляют собой учебные аудитории для проведения учебных занятий, предусмотренных программой, оснащенные оборудованием и техническими средствами обучения: компьютером, проектором или ЖК-телевизором, акустической системой и микрофоном (при необходимости), а также доской.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ОС ННГУ по направлению

38.03.01 «Экономика», профиль «Мировая экономика».

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М.Л. Горбунова

Программа одобрена на заседании методической комиссии Института экономики и  
предпринимательства протокол № 0 от 00.00.0000 .