MKT 430 – International Marketing – Spring 2016
Sec. 001 – T/Th 3:00-4:15 p.m. – MBEB 1110

Instructor: Dr. Jason B. MacDonald  Phone: 426-3837
Office: MBEB 2217  Email: jmacdona@boisestate.edu
Office Hours: T/Th 12:30-1:30 & W 5-6:00

Prerequisite A grade of “C-“or better in MKT 301 and admission to COBE

Course Description

A comprehensive understanding of the issues and challenges inherent in the formulation and implementation of international marketing strategies is provided. Environmental forces affecting international marketing decisions, selection of international target markets, and the design and development of international marketing plans are examined and analyzed.

Required Text

Country Manager: International Marketing Simulation by Lawrence Feick, Martin Roth, Michael Deighan, and Stuart James, 2004, Interpretive Software (approximately $50)

Other materials will be passed out as handouts.

COBE Core Curriculum Student Learning Goals & Objectives

Students in this class will learn or practice the following COBE Core Curriculum concepts, methods, and skills:

- To understand and apply analytical and disciplinary concepts and methods related to marketing and to the international business environment;
- To communicate effectively, such as writing messages and documents that are clear, concise, and compelling;
- To solve problems, including unstructured problems, related to business and economics;
- To resolve ethical issues related to business and economics.

Course Learning Objectives

In addition to these, this course has five major learning outcomes, which are built into the curriculum and the assignments and exams that you will complete this semester. Upon completion of MKT 430, the successful student should be able to:

1) describe the evolution of global marketing;
2) explain the cultural factors that affect global marketing;
3) analyze the economic, legal, and political factors that affect marketing across countries;
4) describe the key regional trading organizations of the world;
5) demonstrate an understanding of how to conduct research in foreign markets
6) discuss the 4 P's of marketing in terms of global marketing;
7) explain the link between marketing and global strategy
COBE CORE CURRICULUM STUDENT LEARNING GOALS AND OBJECTIVES

Students in this class will learn or practice the following COBE Core Curriculum concepts, methods, and skills:

1. Understand and apply analytical and disciplinary concepts and methods related to business and economics:
   - ✔ 1.2. Business Policy and Strategy
   - ✔ 1.6. International environment of business
   - ✔ 1.7. Legal environment of business
   - ✔ 1.8. Management
   - ✔ 1.9. Marketing
   - ✔ 2.1. Communicate effectively: Write messages and documents that are clear, concise, and compelling
   - ✔ 2.2. Communicate effectively: Give oral presentations that use effective content, organization, and delivery
   - ❑ 3. Solve problems, including unstructured problems, related to business and economics
   - ✔ 4. Use effective teamwork and collaboration skills
   - ✔ 5. Demonstrate appropriate principles of responsible business practices
     - ✔ 5.1 Resolve issues related to Individual Responsibility (Business Ethics)
     - ✔ 5.2 Resolve issues related to Corporate Social Responsibility
     - ✔ 5.3 Resolve issues related to Leadership Responsibility (Corporate Governance)
     - ✔ 5.4 Resolve issues related to Environmental Responsibility (Environmental Sustainability)
     - ✔ 5.5 Resolve issues related to Cultural Responsibility (Diversity)

Teaching and Learning Methodology

My approach to teaching combines both theory and practice. Marketing theory is important because it allows us to understand why consumers do what they do and also allows us to predict what will happen in different situations with better accuracy than simply guessing. That said, because many marketing concepts are fairly straightforward, students are commonly lulled into believing that the practice of marketing is relatively easy. After studying marketing, students are typically surprised by the difficulties they encounter when it comes to trying to implement marketing concepts in the real work. In my experience, to be best prepared to work in marketing you need to know what it feels like to make marketing decisions that have consequences. As you can see from the assignments section, there are a number of required exercises in this class that are designed specifically to allow you feel what it is like to make marketing decisions. These exercises can sometimes be very frustrating, draining, and even painful but are almost always very rewarding.
Performance Evaluation

There are a number of reasons for having assignments as part of a marketing course. These are designed to encourage you to explore and understand the subject area of this course more fully. Additionally, providing feedback on your work is a vital element of the learning process during your studies at the COBE.

The learning outcomes of this course will be assessed as follows:

100 pts  **Participation and Preparation:** Students are expected to be prepared to participate in class discussions. Of course, you cannot participate in class if you do not attend and consequently, attendance will represent 50 pts. Beyond attendance, students will be given credit for consistently contributing to class discussion (50 pts).

50 pts  **Mini Cases:** Students are required to submit answers to three mini-cases. These assignments are typically 1 type-written page in length. **Hand written submissions will not be accepted.** For each case, students must make two copies of their answers and submit one of these copies at the beginning of class. Late submissions will not be accepted.

50 pts  **Traveler IQ Challenge:** Success in International Marketing requires a basic understanding of the world. To assess your knowledge of the world, you will be required to take the Traveler IQ challenge at [http://www.travelpod.com/traveler-iq](http://www.travelpod.com/traveler-iq). You must get to the 10th level to get a full grade in this assignment. Level 9 = B, Level 8 = C, Level 7 = D, <Level 7 = 0 pts. A screen capture of your score must be submitted to receive credit. You must submit evidence of your performance (e.g., a screen capture) on or before November 19th. **Please note that you may be required to complete the challenge in my office to verify your score.**

400 pts  **Term Tests:** There will be two term tests. Each test will consist of multiple-choice (70%) and short answer questions (30%). Questions will come from the book, lectures, or both. Both tests are worth 200 pts.

200 pts  **Country Manager (CM) Simulation:** Students will apply course learning in an international marketing simulation. Each student group will act as a marketing team in Allstar Brands, a U.S.-based consumer products company, for a toothpaste brand. The team will make decisions for entering and managing the brand business effectively in Asia. Teams should thoroughly read the manual and instructions for operating the software. Grades will be based on relative performance across a number of metrics such as cumulative net contribution.

50 pts  **CM Quiz:** Each Student will complete a quiz on the Country Manager Simulation manual at the end of the first week. The quiz will be taken online.

50 pts  **Marketing Plan Template:** Each group will submit a Marketing Plan Template that outlines its strategy for entering the Latin American Market. A Marketing Plan Template will be provided.

100 pts  **Country Manager Final Report Presentation:** Each team will present a report that describes its performance and what was learned about being a country manager for a company expanding internationally. The presentation will not exceed 10 minutes and everyone in the group must speak. Presentations will be on November 17th and 19th.

Reward System

As you can see in the Boise State Academic Catalog (pg. 31), an A is for distinguished work relative to your current colleagues and my past students. A grade of B is for superior work; a C is given for average work that is deficient in number of areas. A grade of D indicates that your work has limited value but
there is some hope. A grade of F is the equivalent of a lost sale. If you get an F on anything but a term test, you will receive 0 pts. for the whole assignment.

975-1000 A+  875-899 B+  775-799 C+  675-699 D+  < 600 No Sale!
925-974   A  825-874   B  725-774   C  625-674   D
900-924   A-  800-824   B-  700-724   C-  600-624   D-

Special Needs

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify me after class or during my office hours.

Testing Philosophy

Term test are meant to be a valid and reliable assessment of your understanding of the material and your ability to reason. As not all course material is equally important, you are not required to know all of the material equally well. Consequently, the terms tests are designed to test your knowledge at three different levels: 1) recognition, 2) recall, and 3) application. If a term or concept is not that important, you are only responsible for being able to recognize it. For example, in a multiple choice question you will be given a basic definition and then be required to identify the proper term in a list of five alternatives. If a concept is moderately important, you need to be able to do more than just recognize it, you must be able to recall it. The ability to recall a term or concept shows that you understand or know that term or concept at a higher level than mere recognition. In testing your recall ability, I may give you a definition and a list of alternatives that does not include the term but does include a "None of the above" answer. Selecting the "None of the above" alternative when the correct term is not given is a test of recall. Furthermore, if I include an alternative that is similar to the correct term, but not correct (e.g., atmospheration, a nonsense term for the actual term atmospherics) you should be able to reason that the proper answer is "None of the above". Please note that these types of questions should not designed to be considered "tricky" or "unfair", they are merely tests of your level of understanding and knowledge. If you know it well enough, you should be able to recall it.

For really important concepts, you need to demonstrate a higher level of understanding that suggests an ability to not only recall the term or concept but to also apply it. In this case you will be given questions in the form of scenarios and you will have to identify the proper term or concept. These types of questions are also designed to test your critical thinking and problem solving abilities. Please note that the answers to questions designed to test your critical thinking ability are not supposed to be obvious. If they were, you would not need to think critically to determine the answer.

Approximately 60% of all test questions will be at the recognition level. Another 20-30% will be at the recall level and 10-20% will be at the application level. I rarely, if ever, include test questions on material that was not covered in class.
General Course Policies

Employee vs. Customer Policy

I recognize that you are a paying customer of Boise State but you are paying me to train you on how to be an employee rather than a customer. Consequently, in our relationship, I am the employer and you are the employee. With this in mind, when you perform like a good employee, you will get paid. When you act like a Bad Employee, you will not get paid and may even lose pay. Bad Employee penalties are usually 1% of your overall grade.

Email Policy

If you need to contact me outside of office hours, please email me. I don’t like talking on the phone and rarely answer it. If you need to email me, you must include the class name and section in the subject line. If you do not include this information in the subject line, I may not respond. I try my best to respond to emails within 24 hours. If I do not, please remind me of your email.

I strongly encourage you to ask questions if you are not following something related to the class. But, if you email questions that can be easily answered by, for example, looking at the syllabus, I will decrease your pay by 1% for being a Bad Employee. The following list includes a few examples of Bad Employee Questions:

1. What classroom is our course in? (Interpreted by your employer as “I’m too lazy to look it up so I would rather waste my boss’ time”.)
2. I missed class today, can you send me a summary of what we did? (Interpreted by your employer as “I blew off work and now want my boss to redo everything that he did just for my benefit.”)
3. What are we doing in class tomorrow? (Interpreted by your employer as “I’m too lazy to look it up so I would rather waste my boss’ time”.)
4. Are you going to curve the exams? (Interpreted as by your employer as “I don’t respect your time enough to even bother to read the syllabus.”)
5. When is the final exam? (Interpreted by your employer as “I’m too lazy to look it up so I would rather waste my boss’ time.”)

Exam and Assignment Policy

There will be no makeup exams or extensions. If one exam is missed the points will be added to the final. If more than one exam is missed, the points will be lost. If an assignment is missed or late, the points will be lost. Everyone must take the final exam. Exceptions to these rules will be made only under extreme circumstances.

Academic Honesty

Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. If you are in doubt as to whether or not any of your intended or completed actions are in violation of plagiarism standards, consult your professor.

Class Attendance

The professor reserves the right to assess a grade penalty of up to 150 pts to students who miss more than three classes. If you cannot make it to class on a particular day, you are responsible for e-mailing this information to me before the class begins. The email should have your name, the class title, and the
date you missed in the subject line. If you call me before class, you must also e-mail me the same information so that I can add it to my records. Please note that if you are absent when I give a quiz, you will lose those points even if you have given me prior notification. Also, if you miss a class and do not email me about your absence, you will automatically lose points. Remember, you are an employee. It is not ok to blow off work without contacting your boss.

**Group Conduct**

All group members are expected to act in a professional manner. That means attending group meetings whenever possible and making alternative arrangements when you cannot meet. Given the current state of technology, there is no excuse for poor group participation. If you do not have time to work with your group because of work or family commitments, then you are taking too many courses and you should drop the class. Other group members should not be expected to carry more than their fair share. If a group member is not meeting the expectations of the group, they may be fired from the group. If you are fired, you cannot do the project on your own. However, before firing a group member the group must document (1) the individual's poor performance and (2) the group's efforts to improve that performance. I strongly encourage you to keep minutes for each of your meetings so that you know what decisions were made, who participated, and what you plan to do in future meetings. These minutes will also be very helpful if you have problems with a group member. Please note that the professor must approve any disciplinary action before it is carried out.

**Marketing Professor Profile**

Dr. Jason MacDonald joined the College of Business & Economics in 2000. He is originally from Newfoundland, Canada and received his BBA and MBA from the University of New Brunswick. Jason has a PhD in International Business and Marketing from the University of Texas – Pan American. He also has a CGBP designation (Global Business Professional). In addition to being a faculty member at Boise State, Jason has taught at Dar Al Hekma (Jeddah) and Alfaisal University (Riyadh), Kingdom of Saudi Arabia, the University of Torino, Italy, the University of Missouri – Columbia, the University of Texas – Brownsville, the University of Texas – Pan American, and Memorial University, Newfoundland, Canada.

His research interests are in corporate social responsibility, corporate political activity, Internet marketing strategy, ethics, and social media. Jason has published in a number of top academic marketing journals such as the *Journal of the Academy of Marketing Science*, *Industrial Marketing Management*, the *Journal of Innovation and Learning*, and the *Journal of Strategic Marketing* and has consulted for numerous Fortune 500 and other large corporations such as Hewlett Packard, Micron Technology, SADAD (KSA), and USG.
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