

UNLV Lee Business School
MKT 456 – International Marketing

Course Format and Learning Objectives:

The course “International Marketing” necessitates some memorization of basic terms and concepts, but memorization and regurgitation are not primary objectives of this class.

At the end of this class, students will:

- Be able to apply key concepts of international marketing to real-life scenarios
- Have developed analytical skills in international marketing
- Will be able to assess international markets as it relates to marketing
- Will be able to show a global, market-oriented mindset

Course Philosophy and Pedagogy

“Education is not about filling buckets, it is about lighting fires.”
Yeats

Completing this course will not necessarily be easy or devoid of frustration. Given the radical changes occurring in the global business environment, there are fewer and fewer hard and fast rules and established procedures that ensure business success. This reality will become obvious as the course unfolds.

Successful managers/leaders in today’s business world must be comfortable discussing abstract and concrete business/marketing issues and problems. Unfortunately, university education frequently is remiss in giving students these necessary skills. This course is designed to enhance those individual and team skills vis-à-vis marketing case/topic analyses, class discussions and other challenges. Rarely will the instructor simply just give a lecture. Instead more Socratic and interactive methods that force students to think and to rethink will be used.

The schedule of the course is given below in the course outline, but invariably some topics are covered in more detail than others as a function of student needs and interests.

Study Materials:

No specific textbook is required. A possible Textbook:
Keegan, Warren and Mark Green (2015): Global marketing. New Jersey: Prentice Hall.

Other International Textbooks are also helpful. The lecture is self-standing and does not regurgitate one specific textbook. That is, the textbook is not a substitute for the lecture. You are encouraged to read up on subjects discussed in class regardless of what textbook you use.

Selection of additional readings such as:

Bloomberg
Financial Times
Business Horizons
Journal of Macromarketing
Business Week

How to Get Started:

1. Students should form teams of up to 6 students each. If you don't select your team yourself, you will be assigned to a team.
2. For your convenience, changes of the schedule, most lecture notes, and upcoming events are posted on my web page:
<http://faculty.unlv.edu/nill/>

Grading:

The student's grade will be determined on the following basis:

Quizzes	40%
Exam	25%
Team Project	
First Presentation	10%
Second Presentation and Final Report	25%

Quizzes:

Quizzes and short assignments focusing on the textbook, lecture, and cases as outlined in the syllabus will be given at the beginning of some class sessions. These will be short and may involve multiple-choice questions.

Exam:

The exam will cover the marketing framework and the analytical tools discussed in class. This exam will consist of open questions and quantitative and qualitative analyses of short marketing problems.

Tentative Schedule Fall 16

BEH 124 4:00-5:15

Week 1

- 8/30 Course Introduction. Why go global?
- 9/1 Country Selection and Market Entry Decision
Syllabus: Section about team project

Week 2

- 9/6 Current trends in international markets; the impact of globalization
- 9/8 Current trends in international markets; the impact of globalization (Cont.)

Week 3

- 9/13 Special. I Topic: Brexit; The European Union: What does it mean? Who participates? Who benefits?
- 9/15 Guest Speaker

Week 4

- 9/20 Global Business Strategy. Strategic Planning Tools
- 9/22 Global Business Strategy Application:
Case Discussion: Aldi

Week 5

- 9/27 Cultural Environment of Global Markets
- 9/29 Legal Environment of Global Markets

Week 6

- 10/4 Guest Speaker: Stacy Standley
Managing Director BG India LLC
- 10/6 Guest Speaker

Week 7

- 10/11 Assessing Global Markets. Marketing Research.
- 10/13 Discussion of Group Project

Week 8

- 10/18 Preparation for Project off campus
No Class. Campus is busy with Presidential Debate
- 10/20 Presentations

Week 9

- 10/25 Presentations
- 10/27 Financial Aspects of Marketing. Basic Contribution Analysis
Case Discussion: Chic Fashion

Week 10

- 11/1 Currency Exchange Risk
Case Discussion: Hofbrau
- 11/3 Determinants of exchange rates.

Week 11

11/8 Pricing Strategies

Case Discussion: Stella Artois

11/10 Promotional Strategies in Global Markets.

Week 12

11/15 Promotional Strategies in Global Markets Application

Case Discussion: Red Bull

11/17 Guest Speaker

Week 13

11/22 Ethics in Global Markets Review

11/24 Thanksgiving

Week 14

11/29

12/1 Presentations

Week 15

12/6 Presentations

12/8 Presentations

12/13 Final Exam 6:00 – 8:00

Team Project:

Each student team will formulate a marketing strategy for marketing a product or service in a foreign market. The project report and presentation will be graded according to the criteria noted in Appendixes A and B.

The team project consists of two parts: First presentation and Second Presentation including final report:

First Presentation:

Student teams have to give a presentation of no more than 7 minutes and hand in a brief outline including the most important data and a list of references. The student teams will be evaluated by the class and the instructor, using the evaluation sheet in appendix A.

The presentation should cover the following topics:

1. **Product Selection.** Select either a consumer or industrial product or service. It is, however generally desirable not to consider commodities, e.g. wool, steel, or products for which limited data are available, e.g. TV programming, insurance, small family owned companies, etc.
2. **Situation Analysis of Home Market.** Introduce the company and the product or service you selected in terms of size, resources, and market position. If available, some numbers about sales, profits, number of outlets etc. might be helpful to characterize the company.
Briefly analyze how the selected product or service is doing in its home market. At a minimum, the following questions should be considered. What are the company's core competencies and how do they translate into competitive advantage? How is the product positioned? What is the competitive environment?
3. **Establish International Objectives.** Define the corporate objectives of the company with regard to international markets. Why do you think it might make sense for the company to do business in foreign countries? To which degree should the company get involved with international business? How much risk can the company take to enter foreign markets? You could consider the degree of involvement in international markets relative to company size and resources.
4. **Region Selection:** Student teams are free to select a region in the world where potential opportunities for marketing the selected product exist. "Region" can be defined as, for example, South America. Or it may be a set of five or six countries in Southeast Asia. Your selection should be based on personal preferences and interests. The only limitation is that you cannot pick countries where your product/service is already marketed. For example, if your product is Starbucks and you picked the region "Eastern Europe", you should exclude all countries in that region where Starbucks is already doing business.
5. **Country Selection:** Students have to select a country in their "region" that offers the highest chances of success for marketing their product/service. You should compare the countries in your region in terms of economic, industry, market, social,

and cultural forces that are relevant for the success of your product. In other words: In which country do you think your product will have the best chances? You may use several screens (criteria to weed out countries) to cut out countries that seem not to be good candidates for your product. For example:

a. The first screen could concentrate on the country level, and consist of indicators relating to the general business environment, as for example, political risk, GDP/capita, market size, rate of inflation, GDP growth, average income per capita, etc. The specific indicators should be tailored to the product selected as well as the company's objectives. You should indicate the relative importance of each indicator for the success of your product. For example, the indicators average income per person and population size might be highly relevant if you try to market cell phones to countries in the EU (countries with a fairly low standard deviation in income per capita and a product with a large target market.) The same indicators might not be very relevant if you were to market the new Daimler Benz Maybach model to China (a country with high standard deviation in income per capita and a very small target market; the Maybach sells for more than \$ 300 000).

b. The second screen could relate to product market data. This should include data relating to product sales, growth rate, product usage, as well as data relating to sales and growth of competing and substitute products. As far as possible information relating to the presence and market share of key competitors should also be collected.

The cultural fit of the product should be analyzed. What are relevant cultural differences of the countries for the success of your product? Be sure to focus on cultural factors that are important for the success of your product. For example, if you are trying to sell Burgers in India, cultural factors such as eating habits and certain aspects of the religion might be highly relevant. These factors are not important if you are marketing computers in Eastern Europe.

c. The final screen, which should be conducted in relation to two to three countries, might consist of an economic analysis and information relating to the market infrastructure in the country and the ease of market entry and developing a market presence. Depending on the specific product or service, this might include information relating to distribution channels and access, media costs and availability, product and pricing regulation, marketing presence and strategy of key competitors. This stage may also entail collection of qualitative information, journal or press articles, and interviews with nationals, industry or country experts to make a final assessment of market potential.

Final Report and Presentation:

Student teams have to hand in a final written report, which includes the results of the First Presentation of no more than 25 double-spaced pages (not including tables and appendices). Also, student groups are asked to present the essence of their project in front of class in no more than 20 minutes. The presentations will be evaluated by the class and the instructor, using the evaluation sheet in appendix B.

The main objective of the final report is to develop a business plan for your product in the selected country. The recommendations by students should also include a thorough discussion of potential advantages and disadvantages, as well as risks and

opportunities. Therefore, the final recommendation could also be not to implement the plan. The marketing plan entails:

1. **Market and Industry Analysis.** Data relating to the product market in the selected country will need to be collected. This should include data relating to overall trends in the market; i.e. sales, rate of market growth, likely future developments, emergence of new market segments, entry of competition, etc.
2. **Plan Development.** Based on this information, together with an assessment of company strengths and weaknesses and objectives, a strategic marketing plan should be developed. The following questions should be addressed: Can the original core competencies of the company be used for the new market? Should additional core competencies be developed for the new market? What is the competitive advantage of your product or service in the new market? Is the competitive advantage sustainable? The core of this strategy is the selected market positioning, vis-à-vis potential customers and competition, in terms of the target market/segments and customer benefits. This provides guidelines for proposed tactics, i.e. product (should the product be adapted?), distribution, price and promotional policy. Accordingly, a strategic plan should then be drawn up. This should include details of product positioning and any product modifications, pricing strategy (including trade discounts, freight and distribution costs), distribution channels, i.e. use of import agents, wholesales, vs. direct dealings with mass- distribution, or direct distribution, and promotional strategy, including a media plan, advertising copy, sales promotion and personal selling strategy). The specifics will depend on the type of product as well as the country selected.
3. **Financial Projections.** Evaluate the financial implications of your marketing strategy. Will the plan make money? You may use any of a number of financial measures to assess the economic attractiveness of your plan. At a minimum, you should perform a break-even analysis and projected operating profit analysis for several years. You will need to determine the variable and fixed cost components relevant to your project.

Peer Rating:

Since good teamwork is essential to the success of your project, the contribution of individual members will be assessed using peer ratings. Each team member should submit two peer-rating forms (for the first presentation and the second presentation including the final report). These forms are to contain an evaluation of each team member with the exception of yourself. The forms for submitting your rating of team members are included as Appendix C1 for the team effort until the first presentation and C2 for the team effort leading to the final paper and presentation.

The peer rating is based on a point system with a maximum of 100 points per team member. You should evaluate your team members based on a consideration of the following:

1. Willingness to attend meetings.
2. Willingness to get assigned tasks completed on time.
3. Contribution of ideas in meetings.
4. Cooperation with other team members.
5. Quality of the individual's work.
6. Individual's overall contribution to case reports and completion of the group project.

100 points (the maximum) reflect a fully acceptable contribution to the team effort. If a team member earned less the 100 points (the maximum), you should provide a brief explanation. Your personal score is calculated as follows:

Score for the presentation X average peer score. For example, your group score for the first presentation is 80. Your four team members gave you 100, 100, 90, and 90. Accordingly, your personal score for the first presentation is:

$$((100 + 100 + 90 + 90) / 400) \times 80 = 76$$

APPENDIX A

Evaluation Criteria for Presentation 1

	Max Points	Points given			
		Group	Group	Group	
Group					
Presentation Content					
Situation Analysis of home market	20	_____	_____	_____	-
International Objectives	10	_____	_____	_____	-
Country Selection	20	_____	_____	_____	-
Cohesive/Well organized/Logical flow of presentation	10	_____	_____	_____	-
Conclusions and recommendations logically followed from analysis	5	_____	_____	_____	-
Overall, they were convincing	5	_____	_____	_____	-
Presentation Style					
Presenters knew the material	10	_____	_____	_____	-
Presenters made professional appearance And kept audience interested	10	_____	_____	_____	-
Use of visual aids contributed to audience's understanding	10	_____	_____	_____	-
TOTAL POINTS		_____	_____	_____	-

APPENDIX B

Evaluation Criteria for Presentation 2

	Max Points	Points given			
		Group	Group	Group	Group
Group					
Presentation Content					
Market and Industry Analysis	15	_____	_____	_____	_____
Plan Development (core competency, competitive advantage, target market, positioning, market entry Strategy, marketing mix, etc.)	25	_____	_____	_____	_____
Financial Projections (sales forecast, break even, projected operating profit)	15	_____	_____	_____	_____
Cohesive/Well organized/Logical flow of presentation	5	_____	_____	_____	_____
Conclusions and recommendations logically followed from analysis	5	_____	_____	_____	_____
Overall, they were convincing	5	_____	_____	_____	_____
Presentation Style					
Presenters knew the material	10	_____	_____	_____	_____
Presenters made professional appearance And kept audience interested	10	_____	_____	_____	_____
Use of visual aids contributed to audience's understanding	10	_____	_____	_____	_____
TOTAL POINTS		_____	_____	_____	_____

APPENDIX C
Peer Rating Form 1

The peer rating is based on a point system with a maximum of 100 points per team member. You should evaluate your team members for their efforts leading to the first presentation based on a consideration of the following:

1. Willingness to attend meetings.
2. Willingness to get assigned tasks completed on time.
3. Contribution of ideas in meetings.
4. Cooperation with other team members.
5. Quality of the individual's work.
6. Individual's overall contribution to case reports and completion of the group project.

If a team member earned less than 100 points (the maximum), you should provide a brief explanation.

	TEAM MEMBER NAMES	POINTS
1.		
2.		
3.		
4.		
5.		
6.		

Additional Comments:
(Use reverse side if necessary)

Signature and date of the team member doing evaluation

UNLV Policies

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has

satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library—Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.