

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Marketing**  
**with effect from Semester B in 2017/18**

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**Part I Course Overview**

**Course Title:** International Marketing

**Course Code:** MKT4605

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B4

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* CB2601 Marketing

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* CB4601 Global Marketing

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

This course aims to provide students with an understanding of marketing concepts and analytical processes in international marketing operations. The focus is to foster and sustain students' skills as professional international marketing analysts and problem solvers.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs <sup>#</sup>  | Weighting*<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|---|-------------------------------|---|----|----|
|     |   |                               | A1  | A2 | A3 |
| 1.  | Apply professional knowledge of the basic forms, dimensions, and conceptual frameworks of global marketing.   |                               |   | ✓  |    |
| 2.  | Identify and analyse the dynamic relationship between standardization and localization, that is, "think globally and act locally".  |                               |   | ✓  |    |
| 3.  | Apply professional skills in finding, analyzing, and utilizing data and information in order to determine comparative differences in markets; marketing functions as well as the legal, socio-economic and cultural considerations required in marketing, and suggest solutions to specific and general international marketing problems. |                               |   |    | ✓  |
| 4.  | Advocate to be professional international marketing analysts and problem solvers.   |                               | ✓   |    |    |
|     |   | 100%                          |   |    |    |

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA              | Brief Description   | CILO No. |   |   |   | Hours/week<br>(if applicable) |
|------------------|---|----------|---|---|---|-------------------------------|
|                  |   | 1        | 2 | 3 | 4 |                               |
| Seminar          | Important knowledge of international marketing is explained and delivered through lectures.   |          |   | ✓ | ✓ |                               |
| Case Discussions | Students are expected to participate and make intellectual contribution at each and every class meeting.  |          |   | ✓ | ✓ |                               |
| Reading          | Students are required to read some assigned articles; and are encouraged to share their insight during classes.   |          |   | ✓ | ✓ |                               |
| Assignments      | In-class or out-class assignments will be given to students to improve their problem solving ability.   |          |   | ✓ | ✓ |                               |
| Group Case Study | Case studies will be provided to students so that they can gain "hands-on" experience in analysing and solving international marketing problems. Students are required to present the analysis of the case study in oral presentation, which can help to strengthen the student's communication skills.   |          |   | ✓ | ✓ |                               |
| Term Project     | <p>The term project, the International Marketing Plan, is to provide students with the opportunity to develop marketing plans, which can reflect students' deep understanding of a foreign country. The plans should also encompass the five decisions of international marketing.</p> <p>Each team has to select a foreign country and document its culture in a country notebook. Then, each team selects a product and develop a marketing plan for its introduction in the foreign country.</p> |          |   | ✓ | ✓ |                               |

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities          | CILO No. |   |   |   | Weighting* | Remarks |
|--------------------------------------|----------|---|---|---|------------|---------|
|                                      | 1        | 2 | 3 | 4 |            |         |
| Continuous Assessment: 60%           |          |   |   |   |            |         |
| 1. Class Discussion and Assignments  |          |   | ✓ | ✓ | 20%        |         |
| 2. Term Project                      |          |   | ✓ | ✓ | 40%        |         |
| Examination: 40% (duration: 2 hours) |          |   |   |   |            |         |

\* The weightings should add up to 100%.

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| 100% |
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## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task                    | Criterion | Excellent<br>(A+, A, A-)   | Good<br>(B+, B, B-)  | Fair<br>(C+, C, C-)   | Marginal<br>(D)  | Failure<br>(F)  |
|------------------------------------|-----------|--|--|---|--|---|
| 1. Class Discussion and Assignment |           | <ol style="list-style-type: none"> <li>1. Always participate and make an intellectual contribution at each and every class meeting.</li> <li>2. Very familiar with the assigned readings, both from the text and additional material.</li> <li>3. Accurately complete all the assignments.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Frequently participate and make an intellectual contribution at each and every class meeting.</li> <li>2. Quite familiar with the assigned readings, both from the text and additional material.</li> <li>3. Accurately complete most assignments.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Occasionally participate and make an intellectual contribution at each and every class meeting.</li> <li>2. Familiar with the assigned readings, both from the text and additional material.</li> <li>3. Accurately complete some assignments.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Seldom participate and make an intellectual contribution at each and every class meeting.</li> <li>2. Marginally familiar with the assigned readings, both from the text and additional material.</li> <li>3. Accurately complete very few assignments.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Not participate and make an intellectual contribution at each and every class meeting.</li> <li>2. Not familiar with the assigned readings, both from the text and additional material.</li> <li>3. Accurately complete no assignments.</li> </ol>  |
| 2. Term Project                    |           | <ul style="list-style-type: none"> <li>• Show quality analysis of the influence of cultural differences in every aspect of international marketing plan.</li> <li>• Demonstrate quality analysis of the five main decisions related to international marketing plan:               <ol style="list-style-type: none"> <li>1. whether to globalize/internationalize,</li> <li>2. which markets to enter,</li> <li>3. how to enter,</li> <li>4. with which marketing program, and</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• Show good analysis of the influence of cultural differences in every aspect of international marketing plan.</li> <li>• Demonstrate good analysis of the five main decisions related to international marketing plan:               <ol style="list-style-type: none"> <li>1. whether to globalize/internationalize, which markets to enter,</li> <li>2. how to enter,</li> <li>3. with which marketing program, and</li> <li>4. how to implement and control the program.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• Show adequate analysis of the influence of cultural differences in every aspect of international marketing plan.</li> <li>• Demonstrate adequate analysis of the five main decisions related to international marketing plan:               <ol style="list-style-type: none"> <li>1. whether to globalize/internationalize which markets to enter,</li> <li>2. how to enter,</li> <li>3. with which marketing program, and</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• Show quality analysis of the influence of cultural differences in every aspect of international marketing plan.</li> <li>• Demonstrate marginal analysis of the five main decisions related to international marketing plan:               <ol style="list-style-type: none"> <li>1. whether to globalize/internationalize</li> <li>2. which markets to enter,</li> <li>3. how to enter,</li> <li>4. with which marketing program, and</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• Fail to show quality analysis of the influence of cultural differences in every aspect of international marketing plan.</li> <li>• Demonstrate poor ability in analyzing the five main decisions related to international marketing plan:               <ol style="list-style-type: none"> <li>1. whether to globalize/internationalize</li> <li>2. which markets to enter,</li> <li>3. how to enter,</li> <li>4. with which marketing program, and</li> </ol> </li> </ul> |

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|  |  | 5. how to implement and control the program. |  | 4. how to implement and control the program. | 5. how to implement and control the program. | 5. how to implement and control the program. |
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| 3. Final Examination |  | <ul style="list-style-type: none"> <li>• Show excellent command of concepts, theories, models, and analytical frameworks related to international marketing</li> <li>• Demonstrate excellent ability to apply theories, conceptual frameworks to tackle current international marketing problems and issues.</li> </ul> | <ul style="list-style-type: none"> <li>• Show good command of concepts, theories, models, and analytical frameworks related to international marketing</li> <li>• Demonstrate good ability to apply theories, conceptual frameworks to tackle current international marketing problems and issues.</li> </ul> | <ul style="list-style-type: none"> <li>• Show acceptable command of concepts, theories, models, and analytical frameworks related to international marketing</li> <li>• Demonstrate acceptable ability to apply theories, conceptual frameworks to tackle current international marketing problems and issues.</li> </ul> | <ul style="list-style-type: none"> <li>• Show marginal command of concepts, theories, models, and analytical frameworks related to international marketing</li> <li>• Demonstrate marginal ability to apply theories, conceptual frameworks to tackle current international marketing problems and issues.</li> </ul> | <ul style="list-style-type: none"> <li>• Show poor command of concepts, theories, models, and analytical frameworks related to international marketing</li> <li>• Demonstrate poor ability to apply theories, conceptual frameworks to tackle current international marketing problems and issues.</li> </ul> |
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**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

International Marketing, Global Marketing, Entry Modes, Standardization, Adaptation, Globalization, Cross-cultural differences, Multi-domestic Marketing, Internationalization, Marketing in Developing Countries, Global Markets, Multi-national Market Groups Global Marketing Management, Global Market Segment, International Marketing Channel, International Advertising, Pricing for International Markets, Negotiating with International Customers

**2. Reading List**

**2.1 Compulsory Readings**

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| 1. | Cateora, Philip R. and John L. Graham, <i>International Marketing</i> , 13 <sup>nd</sup> Edition, Boston, Massachusetts: McGraw-Hill.  |
| 2. | Selected Articles: <ol style="list-style-type: none"><li>1. Theodore Levitt, "The Globalization of Markets," <i>Harvard Business Review</i>, May-June 1983, 92-102.</li><li>2. Pankaj Ghemawat (2001), "Distance Still Matters," <i>Harvard Business Review</i>, (Sep-Oct), 137-147.</li><li>3. Kuemmerle, Walter (2001) "Go Global or No," <i>Harvard Business Review</i>, June, 37-49.</li><li>4. Jenster, Per V. and Hoover, David (1992), "How to Focus Marketing Intelligence to Serve Strategy", <i>Planning Review</i>, 20 (4), pp. 32-36.</li><li>5. "Market Research in China," <i>Hong Kong Industrialist</i>, 2001 (1), 10-21.</li><li>6. Campbell, Andrew and Marcus Alexander (1997), "What's Wrong with Strategy," <i>Harvard Business Review</i>, (Nov-Dec), 42-51.</li><li>7. Whitelock, Jeryl and Carole Pimblett., "The Standardization Debate in International Marketing," <i>Journal of Global Marketing</i>, 199710 (3), 45-66.</li><li>8. McCort, Daniel John and Naresh K Malhotra, "Culture and Consumer Behavior: Toward An Understanding of Cross-Cultural Consumer Behavior in International Marketing," <i>Journal of International Consumer Marketing</i>, 1993, 6 (2), 91-127.</li><li>9. Douglas, Susan P. and C. Samuel Craig, "Competing in the Next Millenium: Challenges Facing International Marketers," <i>International Marketing Review</i>, 16, 2, 1999.</li><li>10. Schutte, H. (2001), "Asian Culture and the Global Consumer", <i>Mastering Marketing, Business Standard</i>, 19 pp.2-3.</li><li>11. McCort, D.J. and Malhotra, N.K. (1993), "Culture and Consumer Behavior: Toward an Understanding of Cross-cultural Consumer Behavior in International Marketing," <i>Journal of International Consumer Marketing</i>, 6 (2) 91-109.</li></ol> |

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|  | <p>12. Kaikati, J.G. (1996), “Opportunities and Challenges of Doing Business in ASEAN,” <i>Journal of Global Marketing</i>, 9 (3), 1996, 47-65.</p> <p>13. Russow, L.C., Okoroafo, S.C. (1996), “On the Way towards Developing a Global Screening Model”, <i>International Marketing Review</i>, 13 (1), 46-64.</p> |
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## 2.2 Additional Readings

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|----|--|
| 1. | <p><b>Online Resources</b></p> <p><u>Useful Web Sites for International Marketing</u></p> <p><u>Regional Information</u></p> <p><u>Africa Briefings</u></p> <p>Macroeconomic and economic sector data for African countries</p> <p><u>Business Environment Risk Intelligence (BERI)</u></p> <p>Provides political risk ratings for 130 countries on a scale from 0 (greatest risk) to 100 (least risk)</p> <p><u>Council of European Social Science Data Archives (CESSDA)</u></p> <p>Listing of European macroeconomics data archives</p> <p><u>Economist Intelligence Unit (EIU)</u></p> <p>Analysis and forecast of economic, political, and business environment for over 180 countries</p> <p><u>Global Risk Assessment, Inc.</u></p> <p>Analysis and research for political, investment, and trade risk</p> <p><u>Global Prospectus LLC</u></p> <p>Global market and industry data</p> <p><u>Internet Centre for corruption research</u></p> <p>Country ranking according to level of corruption</p> <p><u>PRS Group</u></p> <p>Data on country and political risk analysis</p> <p><u>Transparency International</u></p> |
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Annual ranking of perceived corruption in 90 countries

World Bank in Country Data

Contains profiles on 206 countries

Eurostat

Economic data for the European Union (EU)

EIU Country Data

Economic indicators and forecasts providing data series on economic structure, foreign payments, external debt stocks, external debt service, external trade, trends in foreign, and quarterly indicators

EIU Country Commerce Country Commerce - China

Provides operating conditions, commercial laws, and business regulations of approximately 60 countries worldwide