

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title: Global Marketing

Course Code: CB4601

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) MKT4605 International 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 global marketing operations. The focus is to foster and sustain students' skills as professional global 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 [#]	Weighting* (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.	15%		✓	
2.	Identify and analyse the dynamic relationship between standardization and localization, that is, “think globally and act locally”.	15%		✓	
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 global marketing problems.	40%			✓
4.	Advocate to be professional global marketing analysts and problem solvers.	30%	✓		
		100%			

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

[#] 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 (if applicable)
		1	2	3	4	
Seminar	Important knowledge of global marketing is explained and delivered through lectures.	✓		✓	✓	
Class Discussion	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 analyzing and solving global 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	The term project, the Global 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 global marketing. 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.		✓	✓	✓	

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: 70%						
Class discussion and Assignments	✓	✓		✓	20%	Students will be evaluated on their contribution to class discussions, comments made during class presentations and insight provided in the assigned readings.
Group Case Study	✓	✓	✓		20%	Each team will be evaluated on the quality of the case analysis, presentation skills and ability in responding to challenging questions being raised by other classmates.
Term Project		✓	✓	✓	30%	Students will be evaluated on their ability in applying the theories learnt in Global Marketing. Skills in obtaining, analyzing, utilizing the data as well as professionally solving the problem will be evaluated.
Examination: 30% (duration: 2 hours)						
* The weightings should add up to 100%.					100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class Discussion and Assignment		<ol style="list-style-type: none"> 1. Always participate and make an intellectual contribution at each and every class meeting. 2. Very familiar with the assigned readings, both from the text and additional material. 3. Accurately complete all the assignments. 	<ol style="list-style-type: none"> 1. Frequently participate and make an intellectual contribution at each and every class meeting. 2. Quite familiar with the assigned readings, both from the text and additional material. 3. Accurately complete most assignments. 	<ol style="list-style-type: none"> 1. Occasionally participate and make an intellectual contribution at each and every class meeting. 2. Familiar with the assigned readings, both from the text and additional material. 3. Accurately complete some assignments. 	<ol style="list-style-type: none"> 1. Seldom participate and make an intellectual contribution at each and every class meeting. 2. Marginally familiar with the assigned readings, both from the text and additional material. 3. Accurately complete very few assignments. 	<ol style="list-style-type: none"> 1. Rarely participate at class meeting. 2. Not familiar with the assigned readings. 3. No assignment is accurately completed.
2. Group Case Study		<ol style="list-style-type: none"> 1. For case analysis, students are able to demonstrate excellent skills in: <ul style="list-style-type: none"> - identifying case problem(s); - enumerating alternative solutions; - evaluating and analyzing alternative solutions - making a right choice of “best” solution; and - specifying effective implementation measures 	<ol style="list-style-type: none"> 1. For case analysis, students are able to demonstrate good skills in: <ul style="list-style-type: none"> - identifying case problem(s); - enumerating alternative solutions; - evaluating and analyzing alternative solutions - making a right choice of “best” solution; and - specifying effective implementation measures 	<ol style="list-style-type: none"> 1. For case analysis, students are able to demonstrate adequate skills in: <ul style="list-style-type: none"> - identifying case problem(s); - enumerating alternative solutions; - evaluating and analyzing alternative solutions - making a right choice of “best” solution; and - specifying effective implementation measures 	<ol style="list-style-type: none"> 1. For case analysis, students are able to demonstrate marginal skills in: <ul style="list-style-type: none"> - identifying case problem(s); - enumerating alternative solutions; - evaluating and analyzing alternative solutions - making a right choice of “best” solution; and - specifying effective implementation measures 	<ol style="list-style-type: none"> 1. For case analysis, students are unable to demonstrate skills in: <ul style="list-style-type: none"> - identifying case problem(s); - enumerating alternative solutions; - evaluating and analyzing alternative solutions - making a right choice of “best” solution; and - specifying effective implementation measures

		<p>2. For written or oral case presentation, students are able to demonstrate excellent skills in terms of</p> <ul style="list-style-type: none"> - organization/ structure/logical flow; - persuasion/ expression; and - relevance and use of appendices and exhibits in the presentation. 	<p>2. For written or oral case presentation, students are able to demonstrate good skills in terms of</p> <ul style="list-style-type: none"> - organization/ structure/logical flow; - persuasion/ expression; and - relevance and use of appendices and exhibits in the presentation. 	<p>2. For written or oral case presentation, students are able to demonstrate adequate skills in terms of</p> <ul style="list-style-type: none"> - organization/ structure/logical flow; - persuasion/ expression; and - relevance and use of appendices and exhibits in the presentation. 	<p>2. For written or oral case presentation, students are able to demonstrate marginal skills in terms of</p> <ul style="list-style-type: none"> - organization/ structure/logical flow; - persuasion/ expression; and - relevance and use of appendices and exhibits in the presentation. 	<p>2. For written or oral case presentation, students are unable to demonstrate skills in terms of</p> <ul style="list-style-type: none"> - organization/ structure/logical flow; - persuasion/ expression; and - relevance and use of appendices and exhibits in the presentation.
3. Group project		<p>1. Show quality analysis of the influence of cultural differences in every aspect of global marketing plan.</p> <p>2. Demonstrate quality analysis of the five main decisions related to global marketing plan:</p> <ul style="list-style-type: none"> - whether to globalize/globalize, - which markets to enter, - how to enter, - with which marketing program, and - how to implement and control the 	<p>1. Show good analysis of the influence of cultural differences in every aspect of global marketing plan.</p> <p>2. Demonstrate good analysis of the five main decisions related to global marketing plan:</p> <ul style="list-style-type: none"> - whether to globalize/globalize, which markets to enter, - how to enter, - with which marketing program, and - how to implement and control the program. 	<p>1. Show adequate analysis of the influence of cultural differences in every aspect of global marketing plan.</p> <p>2. Demonstrate adequate analysis of the five main decisions related to global marketing plan:</p> <ul style="list-style-type: none"> - whether to globalize/globalize which markets to enter, - how to enter, - with which marketing program, and - how to implement and control the program. 	<p>1. Show limited analysis of the influence of cultural differences in every aspect of global marketing plan.</p> <p>2. Demonstrate marginal analysis of the five main decisions related to global marketing plan:</p> <ul style="list-style-type: none"> - whether to globalize/globalize, - which markets to enter, - how to enter, - with which marketing program, and 	<p>1. Show low level of analysis of the influence of cultural differences in every aspect of global marketing plan.</p> <p>2. Demonstrate only a few analysis of the five main decisions related to global marketing plan:</p> <ul style="list-style-type: none"> - whether to globalize/globalize, - which markets to enter, - how to enter, - with which marketing program, and - how to implement and control the

		program.			- how to implement and control the program.	program.
4. Final Examination		<p>1. Show excellent command of concepts, theories, models, and analytical frameworks related to global marketing.</p> <p>2. Demonstrate excellent ability to apply theories, conceptual frameworks to tackle current global marketing problems and issues.</p>	<p>1. Show good command of concepts, theories, models, and analytical frameworks related to global marketing.</p> <p>2. Demonstrate good ability to apply theories, conceptual frameworks to tackle current global marketing problems and issues.</p>	<p>1. Show acceptable command of concepts, theories, models, and analytical frameworks related to global marketing.</p> <p>2. Demonstrate acceptable ability to apply theories, conceptual frameworks to tackle current global marketing problems and issues.</p>	<p>1. Show marginal command of concepts, theories, models, and analytical frameworks related to global marketing.</p> <p>2. Demonstrate marginal ability to apply theories, conceptual frameworks to tackle current global marketing problems and issues.</p>	<p>1. Show inadequate command of concepts, theories, models, and analytical frameworks related to global marketing.</p> <p>2. Demonstrate inadequate ability to apply theories, conceptual frameworks to tackle current global marketing problems and issues.</p>

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

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

2. Reading List

2.1 Compulsory Readings

1.	Cateora, Philip R. and John L. Graham, Global Marketing, 13th Edition, Boston, Massachusetts: McGraw-Hill.
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2.2 Additional Readings

1.	Theodore Levitt, "The Globalization of Markets," Harvard Business Review, May-June 1983, 92-102.
2.	Pankaj Ghemawat (2001), "Distance Still Matters," Harvard Business Review, (Sep-Oct), 137-147.
3.	Kuemmerle, Walter (2001) "Go Global or No," Harvard Business Review, June, 37-49.
4.	Jenster, Per V. and Hoover, David (1992), "How to Focus Marketing Intelligence to Serve Strategy", Planning Review, 20 (4), pp. 32-36.
5.	"Market Research in China," Hong Kong Industrialist, 2001 (1), 10-21.
6.	Campbell, Andrew and Marcus Alexander (1997), "What's Wrong with Strategy," Harvard Business Review, (Nov-Dec), 42-51.
7.	Whitelock, Jeryl and Carole Pimblett., "The Standardization Debate in Global Marketing," Journal of Global Marketing, 199710 (3), 45-66.
8.	McCort, Daniel John and Naresh K Malhotra, "Culture and Consumer Behavior: Toward An Understanding of Cross-Cultural Consumer Behavior in Global Marketing," Journal of Global Consumer Marketing, 1993, 6 (2), 91-127.
9.	Douglas, Susan P. and C. Samuel Craig, "Competing in the Next Millenium: Challenges Facing Global Marketers," Global Marketing Review, 16, 2, 1999.
10.	Schutte, H. (2001), "Asian Culture and the Global Consumer", Mastering Marketing, Business Standard, 19 pp.2-3.
11.	McCort, D.J. and Malhotra, N.K. (1993), "Culture and Consumer Behavior: Toward an Understanding of Cross-cultural Consumer Behavior in Global Marketing," Journal of Global Consumer Marketing, 6 (2) 91-109.
12.	Kaikati, J.G. (1996), "Opportunities and Challenges of Doing Business in ASEAN," Journal of Global Marketing, 9 (3), 1996, 47-65.
13.	Russow, L.C., Okoroafo, S.C. (1996), "On the Way towards Developing a Global Screening Model", Global Marketing Review, 13 (1), 46-64.

2.3 Online Resources

Useful Web Sites for Global Marketing

Regional Information

Africa Briefings

Macroeconomic and economic sector data for African countries

Business Environment Risk Intelligence (BERI)

Provides political risk ratings for 130 countries on a scale from 0 (greatest risk) to 100 (least risk)

Council of European Social Science Data Archives (CESSDA)

Listing of European macroeconomics data archives

Economist Intelligence Unit (EIU)

Analysis and forecast of economic, political, and business environment for over 180 countries

Global Risk Assessment, Inc.

Analysis and research for political, investment, and trade risk

Global Prospectus LLC

Global market and industry data

Internet Centre for corruption research

Country ranking according to level of corruption

PRS Group

Data on country and political risk analysis

Transparency Global

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