CB4601: GLOBAL MARKETING

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Global Marketing

Subject Code
CB - College of Business (CB)
Course Number
4601

Academic Unit
Marketing (MKT)

College/School
College of Business (CB)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
CB2601 Marketing

Precursors
Nil

Equivalent Courses
MKT4605 International Marketing

Exclusive Courses
Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply professional knowledge of the basic forms, dimensions, and conceptual frameworks of global marketing.	15		x	
2	Identify and analyse the dynamic relationship between standardization and localization, that is, "think globally and act locally".	15		x	
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			x
4	Advocate to be professional global marketing analysts and problem solvers.	30	x		

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 real-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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Seminar	Important knowledge of global marketing is explained and delivered through lectures.	1, 3, 4	
2	Class Discussion	Students are expected to participate and make intellectual contribution at each and every class meeting.	1, 2, 4	

3	Reading	Students are required to read some assigned articles; and are encouraged to share their insight during classes.	1, 4	
4	Assignments	In-class or out-class assignments will be given to students to improve their problem solving ability.	2, 3, 4	
5	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.	2, 3	
6	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.	2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class Discussion and Assignments	1, 2, 4	20	Students will be evaluated on their contribution to class discussions, comments made during class presentations and insight provided in the assigned readings.
2	Group Case Study	1, 2, 3	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.
3	Term Project	2, 3, 4	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.

Continuous Assessment (%)

70

Examination (%)

30

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

Class Discussion and Assignment

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

1. Rarely participate at class meeting.
2. Not familiar with the assigned readings.
3. No assignment is accurately completed.

Assessment Task

Group Case Study

Excellent (A+, A, A-)

1. For case analysis, students are able to demonstrate excellent skills in:
- identifying case problem(s);
- enumerating alternative solutions;
- evaluating and analyzing alternative solutions;
- making a right choice of "best" solution; and
- specifying effective implementation measures.
2. For written or oral case presentation, students are able to demonstrate excellent skills in terms of
- organization/structure/logical flow;
- persuasion/expression; and
- relevance and use of appendices and exhibits in the presentation.

Good (B+, B, B-)

1. For case analysis, students are able to demonstrate good skills in:
- identifying case problem(s);
- enumerating alternative solutions;
- evaluating and analyzing alternative solutions;
- making a right choice of "best" solution; and
- specifying effective implementation measures.
2. For written or oral case presentation, students are able to demonstrate good skills in terms of
- organization/structure/logical flow;
- persuasion/expression; and
- relevance and use of appendices and exhibits in the presentation.

Fair (C+, C, C-)

1. For case analysis, students are able to demonstrate adequate skills in:
- identifying case problem(s);
- enumerating alternative solutions;
- evaluating and analyzing alternative solutions;
- making a right choice of "best" solution; and
- specifying effective implementation measures.
2. For written or oral case presentation, students are able to demonstrate adequate skills in terms of
- organization/structure/logical flow;
- persuasion/expression; and
- relevance and use of appendices and exhibits in the presentation.

Marginal (D)

1. For case analysis, students are able to demonstrate marginal skills in:

- identifying case problem(s);
- enumerating alternative solutions;
- evaluating and analyzing alternative solutions;
- making a right choice of "best" solution; and
- specifying effective implementation measures.
2. For written or oral case presentation, students are able to demonstrate marginal skills in terms of
- organization/structure/logical flow;
- persuasion/expression; and
- relevance and use of appendices and exhibits in the presentation.

Failure (F)

1. For case analysis, students are unable to demonstrate skills in:
- identifying case problem(s);
- enumerating alternative solutions;
- evaluating and analyzing alternative solutions-making a right choice of "best" solution; and
- specifying effective implementation measures.
2. For written or oral case presentation, students are unable to demonstrate skills in terms of
- organization/structure/logical flow;
- persuasion/expression; and
- relevance and use of appendices and exhibits in the presentation.

Assessment Task
Group Project

Excellent (A+, A, A-)

1. Show quality analysis of the influence of cultural differences in every aspect of global marketing plan.
2. Demonstrate quality analysis of the five main decisions related to global marketing plan:
- whether to globalize/globalize,
- which markets to enter,-how to enter,
- with which marketing program, and
- how to implement and control the program.

Good (B+, B, B-)

1. Show good analysis of the influence of cultural differences in every aspect of global marketing plan.
2. Demonstrate good analysis of the five main decisions related to global marketing plan:
- whether to globalize/globalize, which markets to enter,
- how to enter,
- with which marketing program, and
- how to implement and control the program.

Fair (C+, C, C-)

1. Show adequate analysis of the influence of cultural differences in every aspect of global marketing plan.
2. Demonstrate adequate analysis of the five main decisions related to global marketing plan:
- whether to globalize/globalize which markets to enter,
- how to enter,
- with which marketing program, and
- how to implement and control the program.

Marginal (D)

1. Show limited analysis of the influence of cultural differences in every aspect of global marketing plan.
2. Demonstrate marginal analysis of the five main decisions related to global marketing plan:
- whether to globalize/globalize,
- which markets to enter,
- how to enter,

- with which marketing program, and
- how to implement and control the program.

Failure (F)

1. Show low level of analysis of the influence of cultural differences in every aspect of global marketing plan.
2. Demonstrate only a few analysis of the five main decisions related to global marketing plan:
- whether to globalize/globalize,
- which markets to enter,
- how to enter,-with which marketing program, and
- how to implement and control the program.

Assessment Task

Final Examination

Excellent (A+, A, A-)

1. Show excellent command of concepts, theories, models, and analytical frameworks related to global marketing.
2. Demonstrate excellent ability to apply theories, conceptual frameworks to tackle current global marketing problems and issues.

Good (B+, B, B-)

1. Show good command of concepts, theories, models, and analytical frameworks related to global marketing.
2. Demonstrate good ability to apply theories, conceptual frameworks to tackle current global marketing problems and issues.

Fair (C+, C, C-)

1. Show acceptable command of concepts, theories, models, and analytical frameworks related to global marketing.
2. Demonstrate acceptable ability to apply theories, conceptual frameworks to tackle current global marketing problems and issues.

Marginal (D)

1. Show marginal command of concepts, theories, models, and analytical frameworks related to global marketing.
2. Demonstrate marginal ability to apply theories, conceptual frameworks to tackle current global marketing problems and issues.

Failure (F)

1. Show inadequate command of concepts, theories, models, and analytical frameworks related to global marketing.
2. Demonstrate inadequate ability to apply theories, conceptual frameworks to tackle current global marketing problems and issues.

Part III Other Information

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.

Reading List

Compulsory Readings

	Title
1	Cateora, Philip R. and John L. Graham, "Global Marketing", 13nd Edition, Boston, Massachusetts: McGraw-Hill.

Additional Readings

	Title
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.