

City University of Hong Kong

Information on a Course
offered by Department of Media and Communication
with effect from Semester A 2012-2013

Part I

Course Title:	Global Promotion and Branding
Course Code:	COM5408
Course Duration:	1 Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Prerequisites:	NIL
Precursors:	NIL
Equivalent Courses:	NIL
Exclusive Courses:	NIL

Part II

Course Aims

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 innovative professional global marketing analysts and problem solvers.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Apply professional knowledge of the basic forms, dimensions, and conceptual frameworks of global marketing in an innovative manner.	1
2.	Identify and analyse the dynamic relationship between standardization and localization, that is, "think globally and act locally".	1
3.	Apply professional skills innovatively 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.	2
4.	Become innovative professional global marketing analysts and problem solvers.	2

(1: Minor focus on the CILO; 2: Main focus on the CILO)

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

TLA1: Seminar

Important knowledge of global marketing is explained and delivered through lectures.

TLA2: Class Discussion

Students are expected to participate and make innovative intellectual contribution at each and every class meeting.

TLA3: Reading

Students are required to read some assigned articles; and are encouraged to share their insight during classes, innovativeness and originality of their thought are the most important.

TLA4: Assignments

In-class or out-class assignments will be given to students to improve their innovative problem solving ability.

TLA5: 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 innovatively. Students are required to present the analysis of the case study in oral presentation, which can help to strengthen the student’s communication skills and innovative problem solving skills.

TLA6: Term Project

The term project, the Global Marketing Plan, is to provide students with the opportunity to develop innovative marketing plans, which can reflect students’ thorough understanding of a foreign country.

Each team has to select a foreign country and document its culture in a country notebook. Then, each team selects a product and develop an innovative marketing plan for its introduction in the foreign country.

CILO No.	TLA 1: Seminar	TLA2 : Class Discussion	TLA3: Reading	TLA4: Assignments	TLA5: Group Case Study	TLA6: Term Project
CILO 1	1	1	1	1	1	1
CILO 2	1	1	1	1	1	1
CILO 3	2	2	2	2	2	2
CILO 4	2	2	2	2	2	2

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

AT1. 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, innovativeness and originality of their thought are the most important.

AT2. Group Case Study (20%)

Each team will be evaluated on the quality in terms of innovativeness and depth of the case analysis, presentation skills and ability in responding to challenging questions being raised by other classmates.

AT3. Term Project (30%)

Students will be evaluated on their ability in applying the theories learnt in Global Marketing innovatively. Skills in obtaining, discovering, analyzing, utilizing the data as well as professionally and innovatively solving the problem will be evaluated.

AT4. Final Examination (30%)

The final exam will be in two hours. It will include all materials covered in this semester. The exam will include multiple choices and short questions derived from the text and class periods.

CILO No.	AT1: Class Discussion and Assignments	AT2: Group Case Study	AT3: Group Project	AT4: Final Examination
CILO 1	1	1	1	1
CILO 2	1	1	1	1
CILO 3	2	2	2	2
CILO 4	2	2	2	2

(1: Minor focus on the ILO; 2: Main focus on the ILO)

Regulation of the course

At least 70% class attendance is required for the completion of the course.

Grading of Student Achievement:

Grading Criteria of Assessment Task 1: Class Discussion and Assignment

Excellent A+ A A-	Good B+ B B-	Adequate C+ C C-	Marginal D
1. Always participate and make an intellectual and innovative contribution at each and every class meeting.	1. Frequently participate and make an intellectual and innovative contribution at each and every class meeting.	1. Occasionally participate and make an intellectual and innovative contribution at each and every class meeting.	1. Seldom participate and make an intellectual and innovative contribution at each and every class meeting.
2. Very familiar with the assigned readings, both from the text and additional material.	2. Quite familiar with the assigned readings, both from the text and additional material.	2. Familiar with the assigned readings, both from the text and additional material.	2. Marginally familiar with the assigned readings, both from the text and additional material.
3. Accurately and innovative complete all the assignments.	3. Accurately and innovative complete most assignments.	3. Accurately and innovative complete some assignments.	3. Accurately and innovative complete very few assignments.

Grading Criteria of Assessment Task 2: Group Case Study

Excellent A+ A A-	Good B+ B B-	Adequate C+ C C-	Marginal D
<p>1. For case analysis, students are able to demonstrate excellent skills in</p> <ul style="list-style-type: none"> (1) identifying case problem(s); (2) enumerating alternative solutions; (3) evaluating and analyzing alternative solutions (4) making a right choice of “best” solution; and (5) 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"> (1) organization/ structure/logical flow; (2) persuasion/ expression; and (3) relevance and use of appendices and exhibits in the presentation. 	<p>1. For case analysis, students are able to demonstrate good skills in</p> <ul style="list-style-type: none"> (1) identifying case problem(s); (2) enumerating alternative solutions; (3) evaluating and analyzing alternative solutions (4) making a right choice of “best” solution; and (5) specifying effective implementation measures <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"> (1) organization/ structure/logical flow; (2) persuasion/ expression; and (3) relevance and use of appendices and exhibits in the presentation. 	<p>1. For case analysis, students are able to demonstrate adequate skills in</p> <ul style="list-style-type: none"> (1) identifying case problem(s); (2) enumerating alternative solutions; (3) evaluating and analyzing alternative solutions (4) making a right choice of “best” solution; and (5) specifying effective implementation measures <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"> (1) organization/ structure/logical flow; (2) persuasion/ expression; and (3) relevance and use of appendices and exhibits in the presentation. 	<p>1. For case analysis, students are able to demonstrate marginal skills in</p> <ul style="list-style-type: none"> (1) identifying case problem(s); (2) enumerating alternative solutions; (3) evaluating and analyzing alternative solutions (4) making a right choice of “best” solution; and (5) specifying effective implementation measures <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"> (1) organization/ structure/logical flow; (2) persuasion/ expression; and (3) relevance and use of appendices and exhibits in the presentation.

Grading Criteria of Assessment Task 3: Group Project

Excellent A+ A A-	Good B+ B B-	Adequate C+ C C-	Marginal D
<p>1. Show quality and innovative analysis of the influence of cultural differences in every aspect of global marketing plan.</p> <p>2. Demonstrate quality and innovative analysis of the five main decisions related to global marketing plan:</p> <p>(1) whether to globalize/internationalize, (2) which markets to enter, (3) how to enter, (4) with which marketing program, and (5). how to implement and control the program.</p>	<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> <p>(1) whether to globalize/internationalize, (2). which markets to enter, (3) how to enter, (4) with which marketing program, and (5) how to implement and control the program.</p>	<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> <p>(1) whether to globalize/internationalize, (2) which markets to enter, (3) how to enter, (4) with which marketing program, and (5) how to implement and control the program.</p>	<p>1. Show quality 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> <p>(1) whether to globalize/internationalize, (2) which markets to enter, (3) how to enter, (4) with which marketing program, and (5) how to implement and control the program.</p>

Grading Criteria of Assessment Task 4: Final Examination

Excellent A+ A A-	Good B+ B B-	Adequate C+ C C-	Marginal D
<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 innovatively 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 innovatively 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 innovatively 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 innovatively to tackle current global marketing problems and issues.</p>

Part III

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, Innovation, Innovative

Recommended Reading

Text(s)

Masaaki (Mike) Kotabe, “*Global Marketing Management*”, Fifth Edition International, Wiley

Keegan, Warren J., “*Global Marketing Management*”, 7th Edition, Prentice Hall Publishing, 2008.

Cateora, Philip R. and John L. Graham, “*International Marketing*”, 13nd Edition, Boston, Massachusetts: McGraw-Hill, 2007.

Selected Articles:

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 International 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 International Marketing*”, Journal of International Consumer Marketing, 1993, 6 (2), 91-127.
9. Douglas, Susan P. and C. Samuel Craig, “*Competing in the Next Millenium: Challenges Facing International Marketers*”, International 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. (1 993) "*Culture and Consumer Behavior: Toward an Understanding of Cross-cultural Consumer Behavior in International Marketing*", Journal of International 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*", International Marketing Review, 13 (1), 46-64.

Online Resources

Useful Web Sites for International 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 International

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 2006, 2007

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