



## MKTG3523 Global Marketing

<b>GENERAL INFORMATION</b>	
Instructor: Dr. Michael He JIA  Email: mhjia@hku.hk Office: Room 707, K.K. Leung Building Phone: 3917 8309 (Office) Consultation times: TBD  Tutor: N/A  Course website: N/A Other important details: N/A	
<b>COURSE DESCRIPTION</b>	
<p>This course shows how the basic principles of marketing can be applied to marketing problems across national boundaries and within foreign countries. Attention is paid to the development of global marketing strategies and to the different approaches needed to market consumer items, industrial goods, and services internationally. The impact on marketing of the cultural, economic, political, and technological environments in different countries will be assessed.</p> <p>Pre-requisites: MKTG 2501 Introduction to Marketing Co-requisites: N/A Mutually exclusive: N/A</p>	
<b>COURSE OBJECTIVES</b>	
<p>This course aims to help students learn how to develop a global perspective when formulating marketing strategies and adapt marketing decisions according to specific characteristics of different country markets. Students will learn how to apply theoretical frameworks about global marketing to real-world business issues through lectures, case studies, and group projects.</p>	
<b>FACULTY LEARNING GOALS (FLGs)</b>	
<p><b>FLG1:</b> Acquisition and internalization of knowledge of the programme discipline <b>FLG2:</b> Application and integration of knowledge <b>FLG3:</b> Inculcating professionalism <b>FLG4:</b> Developing global outlook <b>FLG5:</b> Mastering communication skills <b>FLG6:</b> Cultivating leadership</p>	
<b>COURSE LEARNING OUTCOMES (CLOs)</b>	
<b>Course Learning Outcomes</b>	<b>Aligned Faculty Learning Goals (FLGs)</b>
CLO1: Collect and analyze relevant information about markets in different countries around the world and identify the key characteristics of important country markets	FLG 2, FLG 3, FLG 4
CLO2: Formulate marketing strategies in different countries according to their social, economic, political, and technological environments, the characteristics of customers and competitors in these markets, and a firm's own strengths and weaknesses	FLG 1, FLG 3
CLO3: Balance between local and global perspectives in designing marketing plans	FLG 4
CLO4: Make decisions about products, promotion, pricing, and distribution in international and global business contexts	FLG 1, FLG 3, FLG 4, FLG 6
CLO5: Apply theories and utilize various technological tools and databases to solve international marketing and business problems	FLG 2, FLG 3

CLO6: Master communication skills through group discussions, oral presentations, and written reports		FLG 5, FLG 6	
<b>COURSE TEACHING AND LEARNING ACTIVITIES</b>			
<b>Course Teaching and Learning Activities</b>		<b>Expected Study Hours</b>	<b>Study Load (% of study)</b>
T&L1: Lecture		36 hours	30%
T&L2: Case Study and Analysis		24 hours	20%
T&L3: Group Project and Presentation		24 hours	20%
T&L4: Self-study		36 hours	30%
Total		120 hours	100%
<b>Assessment Methods</b>			
<b>Assessment Methods</b>	<b>Brief Description</b>	<b>Weight</b>	<b>Aligned Course Learning Outcomes</b>
A1: Study report	Individual-based study report	15%	CLO1, CLO2, CLO5
A2: Test	Multiple choice and short answer questions	50%	CLO1, CLO2, CLO5
A3: Group Project	Group-based written report and presentation	25%	CLO3, CLO4, CLO6
A4: Class Participation	In-class discussions and quizzes	10%	CLO5, CLO6
Total		100%	
<b>Coursework / Examination Ratio: <u>50</u> % / <u>50</u> %</b>			
<b>STANDARDS FOR ASSESSMENT</b>			
<b>Course Grade Descriptors</b>			
A+, A, A-	Candidate has consistently demonstrated a thorough grasp of the subject as evidenced by original or exceptionally astute analysis and synthesis		
B+, B, B-	Candidate has frequently demonstrated a substantial grasp of the subject		
C+, C, C-	Some of the responses are well organized, clear but with insufficient elaboration		
D+, D	Solutions to questions and problems contain unstructured but relevant observations, and are marginally interesting		
F	Candidate has shown little evidence of basic familiarity with the subject		
<b>Assessment Rubrics for Each Assessment</b> (Please provide us the details in a separate file if the space here is not enough)			
Assessment Criteria for Study Report			
A+, A, A-	Clearly identify the issues in the provided article; all analyses and solutions are well-developed and logical		
B+, B, B-	Mostly identify the issues in the provided article; most analyses and solutions are well-developed and logical		
C+, C, C-	Partially identify the issues in the provided article; a few analyses and solutions are well-developed and logical		
D+, D	Marginally identify the issues in the provided article; few analyses and solutions are reasonable		
F	Incorrectly identify the issues in the provided article; analyses and solutions are logically flawed		
Assessment Criteria for Test			
A+, A, A-	89%-100% of the responses are accurately and clearly marked		
B+, B, B-	79%-88% of the responses are accurately and clearly marked		

- C+, C, C- 69%-78% of the responses are accurately and clearly marked
- D+, D 60%-68% of the responses are accurately and clearly marked
- F Less than 60% of the responses are accurately and clearly marked

#### Assessment Criteria for Group Project

- A+, A, A- Provide creative and consistent solutions, all of which are supported by thorough and reasonable analyses of facts
- B+, B, B- Provide consistent solutions, most of which are supported by thorough and reasonable analyses of facts
- C+, C, C- Provide only a few defensible solutions, which are supported by thorough and reasonable analyses of facts
- D+, D Provide many inconsistent solutions, and few of them are supported by thorough and reasonable analyses of facts
- F Provide logically flawed solutions, which are not based on analyses of facts

#### Assessment Criteria for Class Participation

- A+, A, A- Consistently actively contribute to the class discussions with clear, reasonable, and well-developed oral responses
- B+, B, B- Actively contribute to the class discussions with clear, reasonable, and well-developed oral responses
- C+, C, C- Moderately contribute to the class discussions with clear, reasonable, and well-developed oral responses
- D+, D Occasionally contribute to the class discussions with clear, reasonable, and well-developed oral responses
- F Do not contribute or have limited contribution to the class discussions

### COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

The teaching schedule and due dates listed below are tentative and may be subject to changes during the semester. Please check email announcements for the finalized due dates of assignments.

#### Teaching Week (i.e., weeks in which we have classes, excluding class suspension weeks)

- Week 1** Introduction and Overview
- Week 2** **PEST Environment:** Social and Cultural Environment I
- Week 3** **PEST Environment:** Social and Cultural Environment II
- Week 4** **PEST Environment:** Economic and Financial Environment I
- Week 5** **PEST Environment:** Economic and Financial Environment II
- Week 6** **PEST Environment:** Technological Environment & Political and Regulatory Environment
- Week 7** Reading Week (No class)
- Week 8** Segmentation, Positioning, and Targeting in Global Marketing I
- Week 9** Segmentation, Positioning, and Targeting in Global Marketing II
- Week 10** Global Marketing Strategies
- Week 11** Marketing Mix Decisions in Global Marketing
- Week 12** Presentations (details to be announced)
- Week 13** Test (details to be announced)

**RECOMMENDED READINGS & ONLINE MATERIALS** (e.g. journals, textbooks, website addresses etc.)

Keegan, Warren J., & Green, Mark C. 2017. Global Marketing (Global Edition; Ninth Edition). Upper Saddle River, NJ: Pearson Education.

ISBN 13: 978-1-292-15076-5

**MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE**

- conducting mid-term survey in addition to SETL around the end of the semester
- Online response via Moodle site
- Others: \_\_\_\_\_ (please specify)

**COURSE POLICY** (e.g. plagiarism, academic honesty, attendance, etc.)

1. The only material students should be reading in class is that concerned with the class. Reading of any other material, such as newspapers or magazines, or doing work from another class, is not acceptable.
2. The following are examples of behaviors that would be judged academically dishonest. This list is not intended to be exclusive or exhaustive.
  - a. Test Behavior – Any use of external assistance during a test, including, but not limited to the following:
    - Communicating with another student.
    - Copying material from another student's test.
    - Allowing another student to copy from your test.
    - Using unauthorized notes or aids.
  - b. Fabrication – Any intentional falsification or invention of data or other information.
  - c. Plagiarism – The appropriation and subsequent use of another's ideas or words as your own. If another's ideas or words are used, acknowledgement of the original source must be made.
  - d. Other Types of Academic Dishonesty include the following:
    - Submitting a paper written by or obtained from another.
    - Using a paper or essay in more than one class, without the teacher's express permission.
    - Obtaining a copy of a test in advance, without the knowledge or consent of the teacher.

**ADDITIONAL COURSE INFORMATION** (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

1. The course outline (e.g., assessment methods and schedule) is tentative and subject to changes made by the instructor.
2. Course materials will be uploaded to Moodle.
3. Late submissions will result in grade penalties of at least 20% if no valid reason is provided.
4. Smartphones or laptops are used only when instructed to do so.