

Subject Code	MM5791
Subject Title	Global Marketing in Cross-Cultural Perspectives
Credit Value	3
Level	5
Normal Duration	1 semester
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	<p>The first objective of this class is to develop competence that is relevant to the understanding and practice of Cross-Cultural Management such as Challenges to Cross-Cultural Psychology; Difficulties of Cross-Cultural Expansion; Environmental Challenge; Collaborative Challenge and train students to become a “Global Manager” for working in an Asia Firm.</p> <p>The second objective is to facilitate students’ understanding of the nature, structure, and distinct characteristics of Global Marketing in Asia. Further, through case studies and group projects, the course should develop students’ ability to adapt global marketing strategies to specific national market needs and constraints.</p> <p>This subject contributes to the achievement of the MSc MM Programme Outcome 1 (Understand the principles and practices of management, marketing, and ethics, and develop entrepreneurship to apply theories to solve business issues that are increasingly affected by technologies).</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) Have the ability to analyse information in order to identify the core marketing problems facing a global firm. And also, identify potential solutions to the challenges for management raised by the need to manage effectively across contemporary cultural circumstances. b) Develop the ability to apply Global Marketing Theories (with an emphasis on the Global Versus Local Issue. i.e. Standardised Versus Localized Marketing) to a practical marketing situation. And also, apply appropriate concepts and tools for the analysis of cultural differences and their potential impact on individual business behaviours, interpersonal processes, and team performance. c) Enable to develop and evaluate alternative global marketing strategies designed to solve these core marketing problems. And also, understand and act on the implications of cultural differences for decision-making, negotiation, team functioning, and leadership.

	<p>d) Have a basic knowledge of global marketing and the global marketing management. And also, evaluate how cultural factors impact ethical issues in management.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Global Marketing Concepts included: Glocalization by Gurcharan Das (Harvard Business School); Ohmae Theory of Globalization by Kenichi Ohmae (UCLA); R. Wayne Walvoord Model – “Application to US Agricultural Tractor to Asia Country” by David Ko (PolyU); International Chain Production Cycle Theory (ICPC) by Kenneth Simmonds (London Business School); The “Flying Geese” Model of Asian Economic Development by Kiyoshi Kojima (Tokyo University) and Asian Miracle by Paul Krugman (MIT; 2008 Nobel Prize Winner); Repositioning Asia – From Bubble to Sustainable Economy by Philip Kotler, Father of Global Marketing (Kellogg School of Management); Joelle Choy (Sorbonne University – Major in Culture & Communication/CUHK & INVESTHK – Special Project (Asia) & Ines Huynh (French Vietnamese – Major in Psychology, HKU) Cross-Cultural Management Concepts included: What is culture? Challenges to Cross-Cultural Psychology? Difficulties of Cross-Cultural Expansion. Annam (Vietnam + Cambodia + Laos, French colonies, Speaking French); Brunei + Malaysia + Singapore, British colonies, Speaking English); Philippines, Spanish colony and under Catholic Regions Influence but speaking English); Thailand and Myanmar; under Buddhism Influence). Global Marketing & Culture Cases from different Universities and details, please refer to the reading lists–</p> <p>Digital Innovation in DBS Bank: Singapore (NTU, 2015) Unilever: Soap Suds for Social Good: Myanmar (SMU, 2016) Indonesia Maids in Brunei (Institute of Asian studies, 2015) Red Bull: Thailand (London Business School, 2022) Coats Indonesia: Challenges in an Unfamiliar Culture (Indian Institute of Management, Bangalore, 2020) The Lao’s coffee: Global Marketing (Vertical Integration) – HKU, 2011 High-End Chocolate: Vietnam Market (HEC, 2019) SUNTON Manufacturing in Cambodia: Exit or Remain? (Ivey, 2020) Going Plastic Neutral: The Nestle Philippines (A) (International Institute for Management Development, IMD 2021) Malaysia: People First (Harvard Business School, 2011)</p>
<p>Teaching/Learning Methodology</p>	<p>We have 90 mins for the lecture to cover the relevant topic before we go to have an in-class case study for the next 90 mins, including a team presentation for each lecture. An Advanced Exercise is designed by David Ko through the use of the Internet to search Primary Data in a virtual Cross-Cultural Team Market Entry Exercise. All the students must bring calculators to compute the Market Entry Modelling. Guest Speakers will be invited to address cross-cultural issues in a global firm as a seminar in the lecture room.</p> <p><u>Written Assignments</u></p> <p>Each class member will participate in a virtual Cross-Cultural Team Project. This project has participants from different nations and cultures. The Cross-Cultural Instructor will inform class members of their lucky draw that contains information for this project later in class. Examples of these assignments include building a team <u>Totem</u> (refers to “Mekong</p>

Culture” & “King Power” including **Vietnam, Laos, Thailand, Cambodia, China & Myanmar**) and working with members from other Culture. The virtual Cross-Cultural team project has two components: (a) short written assignments that constitute 15% of the final grade; and (b) an Oral team presentation (no written requirement) that constitutes 20% of the final grade.

*** Use of GenAI in assessment (Including Individual or Group as shown below)*** – “The materials submitted for this assessment must be the student’s own work. The submitted work may not be accepted for the purpose of assessment if its authenticity is questionable. Submitting GenAI-generated materials as students’ own work or part of their work is an act of academic dishonesty. Students who are found committing academic dishonesty will face disciplinary actions.”

Oral Presentation

The theme of this project is to analyse how to manage a Cross-Cultural team successfully. You may utilize what you have learnt throughout the virtual Cross-Cultural team project as key materials for this presentation. To make this a meaningful and substantive project, it is best for the team to focus on some specific issues to analyse. The key is to present to your classmates something that they should learn about the management of Cross-Cultural teams. To do this successfully, you should find an issue and then discuss the issue in both practical and theoretical terms. Focusing only on the practical aspect will render the presentation rather mundane. The audience would be left wondering whether they may apply what you have presented to their own situation. Focusing only on the Theoretical aspect will render the presentation rather abstract. The audience may have a difficult time relating your presentation to business contexts. There are many different issues relating to Cross-Cultural team management. For example, one issue is the management of Cross-Cultural misunderstandings. Do not simply describe some of the Cross-Cultural misunderstandings that have occurred during your involvement in the virtual Cross-Cultural team exercise. Instead, talk about why these misunderstandings occur and how they may be managed. Better yet, talk about how your management can be applied to teams with Cultural backgrounds or company backgrounds (e.g. MNC) that are different from your own team. Discuss what kind of misunderstandings is easy to deal with (e.g. semantic differences) and what kind is difficult to deal with (e.g. substantive differences). Another example is to analyse how to build trust between team members with different cultural backgrounds. A third example is the proper alignment of company mission, value, and control mechanisms between different cultural groups.

The project should represent an integrated project. That is, the sections of the presentation, rather than being independent of one another, should be mutually supportive. This requires that the team not “contract out” the sections to be developed by various team members and then collate the

transparencies together. Rather, this should be a team project in every sense of the word.

Give a descriptive title to your project

The team will present the project orally to the class. No written form is required. Since a specific date of presentation will be scheduled for each team, no late presentation is accepted.

Typically, unless all the other team members agree that a particular member has not performed satisfactorily, the same project grade will be assigned to each team member. If there is consensus that a member has not performed satisfactorily on the project, that member will receive a grade lower than the project grade.

If a team finds that is dysfunctional because of a lack of cooperation of any team member(s), that team may, after a meeting of the entire team with the instructor, disband and reform as smaller teams (or attempt to seek membership in another existing team). A single individual who did not cooperate with his or her team (or who had an uncooperative team) may find himself or herself a member of a one-person team.

Students may form their own teams if they so choose. For those students who prefer or who do not know others in the class, the instructor will assist in making team assignments.

Each team should analyse a different issue or topic. The choice of issue or topic will be determined on a first-come, first-serve basis. A group registration form will be handed out in class later.

An Individual Academic Writing Exercise

An individual, take-home essay will be submitted a week after the last lecture of this term. This essay will be an 800-word (Maximum) written report on a topic in cross-cultural management in a global firm provided by the teacher a week or more before it is due for submission over Blackboard.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (ticked as appropriate)			
		a.	b.	c.	d.
Continuous Assessment*	100%				
1. R. Wayne Walvoord Model	15%	✓	✓	✓	✓

2. Reading Synopsis: Students are required to turn in a one or two pages reading synopsis for the assigned readings for each class	20%	✓	✓	✓	✓
3. Team Project: Students will be graded on their involvement in the discussion of the assigned readings in each class	35% (a: 15% + b: 20%)	✓	✓		
4. Individual, take-home assignment – 800-word essay on topic involving Cross-Cultural & Marketing Issue Writing	30%	✓	✓	✓	✓
Total	100 %				

**Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.*

To pass this subject, students are required to obtain Grade D or above in the overall subject grade.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

- a) The various learning methods to be used are designed to ensure that all students taking this subject improve their capacity to:
- b) Engage with each other and with the teacher in cross-culturally effective ways;
- c) Participate energetically and efficiently in their various class activities across the term;
- d) Cooperate fairly and harmoniously with their culturally diverse team members in completing two group assignments that require them to discover cultural differences in imaginary but realistic settings and submit an informative and insightful written report on these differences and how they may be better managed.

The individual, take-home assignment at the end of the course provides students with the opportunity to integrate all these learning experiences in a written format addressing the core topics of the course, viz., cross-cultural aspects of decision-making, negotiation, teamwork, and leadership as applied to cross-cultural management settings in a global firm.

Note that cross-cultural management settings include the class teams and the whole class, so that each student comes to realize that the course experience itself is a case study in learning to manage more effectively across settings of embedded cultural diversity.

Student Study Effort Expected	Class contact:	
	Lectures and classwork	39 Hrs.
	Other student study effort:	
	Group and self-study work outside of class	78 Hrs.
	Total student study effort:	117 Hrs.
Reading List and References	<p><u>Required Reading for Cross-Cultural Study:</u></p> <p>Cross-Cultural Marketing (e-version) by Dawn Burton, Routledge (This text is required reading and students are recommended to purchase this book at the campus bookstore or over the web; it is also available at the PolyU library)</p> <p><u>Cross-Cultural Management Reading Lists:</u></p> <p>Challenges to Cross-Cultural Psychology – Bridging Western Vs Eastern Thinking: “Global Strategy Requires a Meeting of Minds) – Expert Insight 2022</p> <p>Cultural effects on the Marketing Process in South-east Asia by Sir Gordon Redding’s internal paper from Oxford University</p> <p>Language as a Window into Culture, Sameer B. Srivastava and Amir Goldberg (2017), California Management Review, Haas School of Business from University of California Berkeley.</p> <p>Popular Culture Co-Productions and Collaborations in East and South-east Asia by Professor Nissim Otmazgin, published by: NUS and Kyoto University 2023</p> <p><u>Required Reading for Global Marketing Study:</u></p> <p>Kate Gillespie and H. David Hennessey – 4th edition (Routledge). <i>The Textbook is for reference only.</i></p> <p><u>Global Marketing Reading Lists:</u></p> <p>David Ko (2018), “Economic Success in East Asia and in Hong Kong”, Asia Business Research, Vol 3. No 2, 2018.</p> <p>Philip Kotler & Hermawan Kartajaya – e version (John Wiley). Repositioning Asia – From Bubble to Sustainable Economy.</p>	

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