



## Intercultural Marketing

Bachelor course (ECTS: 6)

16.30 – 19.00 (CET Ljubljana)

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### Course objectives and learning outcomes:

With companies actively marketing their products and services beyond their homeland borders, it is imperative to understand culturally ingrained human behavior throughout the world. Culture is one of the prime determinants of consumer attitudes, behavior and lifestyles. Intercultural skills are becoming even more important due to a growing focus on diversity with consumers increasingly expecting marketing campaigns that are culture-wise.

The course teaches the building blocks of intercultural marketing. It focuses on the impact of cultural conditioning on international marketing strategies. Approaching culture as a dynamic, multi-dimensional concept, it addresses the dimensions of culture affecting consumer behavior, purchasing patterns and cross-cultural interactions. It focuses on the rapidly developing issues surrounding global communications, customer need identification, and the dynamics of purchasing decision-making across cultures.

The course utilizes the frameworks from international marketing strategy, cross-cultural management and cross-cultural psychology. It aims to help the students increase understanding of cultural influence in order to improve strategic competencies, develop knowledge needed to maximize opportunities and reduce risks in multicultural markets, and increase ability to deal with ambiguity in unpredictable marketing contexts resulting from <sup>[L]</sup><sub>[SEP]</sub>globalization. It introduces frameworks for interpreting behavior, attitudes and communication styles of people from different cultures, offering an intellectual gateway to a broader global worldview. By the end of the course, students will have acquired skills enabling them to recognize cultural differences, understand cross-cultural challenges in international marketing and marketing aspects/outcomes of globalization.

### Prerequisites for attending the course:

There are no pre-requisites for this course. Students that have not previously taken marketing courses will be provided with assistance and supplementary information as needed.



### Course syllabus/Daily topics:

PROGRAMME DAY	ACTIVITY/TOPIC/SESSION
Monday, 5 July	<b>LSS Welcome session (no lectures)</b>
Tuesday, 6 July	<b>Introduction and course overview</b> Globalization challenges and outcomes
Wednesday, 7 July	<b>Culture and its role in marketing</b> Elements of culture and universal cultural values
Thursday, 8 July	<b>Navigating national cultures</b> Models and frameworks for understanding cultural differences
Friday, 9 July	<b>The role of religion</b> Religious conditioning and marketing challenges
Monday, 12 July	<b>Internationalizing brands and marketing communication</b> Branding and marketing communications strategy across cultures
Tuesday, 13 July	<b>The role of language</b> Different aspects of language in marketing
Wednesday, 14 July	<b>The world by regions (1)</b> Asia, the Middle East and Africa
Thursday, 15 July	<b>The world by regions (2)</b> Europe and the Americas
Monday, 19 July	<b>Economy and culture</b> Interaction between economic, political and cultural factors
Tuesday, 20 July	<b>Specific industry segments</b> Service and luxury in international markets
Wednesday, 21 July	No lectures (preparation for final examination)
Thursday, 22 July	Final examination / Project presentations
Friday, 23 July	<b>Meeting hours with students &amp; LSS Farewell session</b>

### Online teaching methods and tools/software used:

This course is adjusted for distance learning environment, with the instructor experienced and trained in delivering dynamic online courses to diverse student audiences. It is being offered in the Synchronous Online format. Synchronous online class meetings will take place according to the class schedule, and they will be delivered on Zoom or Microsoft Teams.

The students located in the time zones making it difficult to follow the classes in the synchronous format will be able to access class recordings. In between synchronous class meetings, there may also be asynchronous activities to complete. Every class will incorporate group discussions in breakout rooms and offer flexi time to enhance student wellbeing in the online environment.

Interactive sessions include group work, case discussions and group presentations. At the end of each lesson, the students will receive a list of guiding questions related to the course themes covered on that day.



This 'checklist' will guide their marketing plan preparation and it will help them to learn how to translate and apply theoretical concepts to business and managerial situations. The course will be delivered through the following didactic elements:

- Lectures covering theoretical concepts and guidelines for their application
- Mini-cases and examples from business practice
- Classroom discussions and brainstorming sessions
- Group project (written report and presentation)

### Course materials/List of readings:

#### Core readings:

Power point slides, PDF documents with the course content, marketing plan templates, reading materials with a paywall, and case study analysis templates will be distributed by the instructor.

Case studies from: Beveridge, I. (2020). *Intercultural Marketing: Theory and Practice*. Routledge Publishing (provided by the instructor)

Boston Consulting Group. (2014). Understanding Consumers in the “Many Africas: (provided by the instructor)

Boston Consulting Group (2017). Five Profiles That Explain China’s Consumer Economy (provided by the instructor)

#### Further readings:

Boykiv, Y. (2016). Multicultural Marketing: No Longer an Option, But a Necessity. *Inc.com*. Available at: <https://www.inc.com/yuriy-boykiv/multicultural-marketing-no-longer-an-option-but-a-necessity.html>

CNN (2020). The Uncle Roger controversy: Why people are outraged by a video about cooking rice. Available at: <https://www.cnn.com/travel/article/uncle-roger-rice-food-appropriation-intl-hnk/index.html>

Culture Vulture (2016). How Lack of Cultural Awareness Can Cost A Business Big. Available at: <https://www.commisceo-global.com/blog/cultural-sensitivity-in-business-1>

deMooij, M., & Hofstede, G. (2011). Cross-Cultural Consumer Behavior: A Review of Research Findings. *Journal of International Consumer Marketing*, 23:181–192 (provided by the instructor)

Fang, T. (2006). From “Onion” to “Ocean”: Paradox and Change in National Cultures, *International Studies of Management & Organization*, 35 (4), 71-90 (provided by the instructor)

Fromowitz, M. (2017). Hall of shame: More multicultural brand blunders. *Campaign US*. Available at: <https://www.campaignlive.com/article/hall-shame-multicultural-brand-blunders/1423941>

Jan-Benedict E. M. Steenkamp (2011). The role of national culture in international marketing research, *International Marketing Review*, 18 (1), 30-44 (provided by the instructor)



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McKinsey & Company (2020). Survey: Consumer sentiment on sustainability in fashion. Available at: <https://www.mckinsey.com/industries/retail/our-insights/survey-consumer-sentiment-on-sustainability-in-fashion>

Smart Insights.com (2016). The anatomy of a great multicultural marketing campaign. Available at: <https://www.smartinsights.com/digital-marketing-strategy/anatomy-great-multicultural-marketing-campaign/>

### Online examination methods and evaluation criteria (weighted categories):

- In-class group assignment (open-notes): 20%
- Group homework assignment: 25%
- Individual homework assignments: 25%
- Group project: 30% (20% = report, 10% = presentation)

**In-class group assignment:** In-class open-notes group assignments will be based on concepts addressed in the class. They will be directly related to the lectures, and each team will be given enough time to complete and submit the assignment.

**Group homework assignment:** The group homework assignment consists of a case study analysis addressing the relevant course concepts.

**Group project:** The main deliverable of the course is a group plan for selling a brand of choice in the distinctly different cultural market of choice. The self-formed teams will submit a marketing plan report and deliver a short presentation introducing the report. Details about project will be discussed in class, and the students will receive guidance on the structure and layout of the plan.

**Individual homework assignments:** Individual homework assignments will be based on the class concepts, and the students will be given a choice of themes which are most relevant and related to their personal and professional interests.

### Grading scale:

DEFINITION	%	LOCAL SCALE	ECTS SCALE	Grade (USA)
exceptional knowledge without or with negligible faults	92-100	10	A	A+, A, A-
very good knowledge with some minor faults	85-91	9	B	B+, B
good knowledge with certain faults	77-84	8	C	B
solid knowledge but with several faults	68-76	7	D	C+, C, C-
knowledge only meets minimal criteria	60-67	6	E	D+, D
knowledge does not meet minimal criteria	<60	5	F	

### Short course leader(s) biography:

*Ivana teaches Marketing at the University of Houston, C.T. Bauer College of Business, ranked # 1 in the U.S. for its entrepreneurship program, and she consults for a diverse portfolio of international clients. She brings diverse international experience from the marketing practice, having held management positions with global marketing agencies and corporates in Asia, the Middle East, Europe and the U.S. Her marketing*

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*campaigns won awards such as the top Integrated Marketing Campaign of the year by the Public Relations Society of America (PRSA). Her client portfolio spans Fortune 100 companies and governments, including the Abu Dhabi Government, Etihad Airways, General Electric, and IMG, among many others. Ivana is also experienced as a Partner with an educational start-up in China. She holds a PhD from the Sorbonne University and an M.B.A from Warwick University. She authored a textbook Intercultural Marketing: Theory and Practice with Routledge Publishing.*