

1 Module 22 Global Marketing

1.1 Headline information about the module

Module title	Global Marketing
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	22
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Bachelor of Arts (Hons) in Business Bachelor of Arts (Honours) in Business (Marketing)
Stage of parent programme	Award
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Full Time, Part Time, Blended
Entry requirements (statement of knowledge, skill and competence)	Learners must have completed the previous stage or equivalent.
Pre-requisite module titles	Marketing Fundamentals
Co-requisite module titles	None
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Lecturing staff are required to hold at least a master's degree in a business-related discipline and / or an equivalent professional qualification. Industry experience is beneficial but is not a requirement.
Maximum number of learners per centre (or instance of the module)	100
Duration of the module	12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	4 hours
Module-specific physical resources and support required per centre (or instance of the module)	<ul style="list-style-type: none"> Fully equipped classroom for lectures, with capacity to hold at least 100 learners, including projection and video recording capability, internet access and presentation software Tutorial rooms to accommodate 25 learners Online broadcasting and recording capability to stream and store lectures

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1/100	36
Monitoring and small-group teaching	1/25	10
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		24
Independent Learning (hours)		55
Other hours – Assignment work		-
Work-based learning hours of learning effort		-
Total Effort (hours)		125

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50%	-	-	50%	100%

1.2 Module aims and objectives

This module introduces learners to the major aspects of global marketing. The aim of this module is to develop learners' skills in the recognition, analysis and planning challenges faced by organisations when marketing globally.

Learners develop a critical awareness of the importance of environmental forces and emerging trends that impact firms marketing on a global level. An international marketing plan with appropriate marketing strategies is designed by learners, providing an opportunity to critically assess the challenges and provide solutions for successful implementation.

1.3 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

- (i) Evaluate the dynamic and complex marketing environments faced by global marketers and appreciate how it differs from domestic marketing
- (ii) Appraise the challenges associated with competing across a number of diverse international markets and cultures
- (iii) Assess the attractiveness of potential global markets
- (iv) Examine the impact current online trends have on global marketing
- (v) Analyse and discuss contemporary issues such as ethics, sustainability and current trends in global marketing

1.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

This module addresses the dynamic and complex area of global marketing with a particular focus on culture. Learners are given an overview of marketing in an era of globalisation with particular emphasis on the driving and restraining factors and the issues to be considered in deciding how to scale into a global market. The analysis of global opportunities and how best to exploit them in an ethical and culturally respectful way are key issues for anyone focussing on global marketing. Communication strategies, specific cultural, legal, and political issues all have to be considered.

This module specifically supports the achievement of MIPLOs 1, 8, 9, 10, and 12. See appendices 1 and 2 of the programme document for more detail of the mapping.

1.5 Information provided to learners about the module

Learners enrolled on this module initially receive a copy of the module descriptor, assessment briefs and assessment strategy. These materials are given directly by the lecturer but also by the year head as part of the Semester Schedule Handbook for award stage modules of the programme. All content is provided on Moodle as well as access to additional content through the library and online resources.

1.6 Module content, organisation and structure

Introduction to Global Marketing

- Overview of global marketing
- Impact of globalisation
- Driving and restraining factors on global marketing
- Deciding whether to go global and how to scale

International Marketing Environments

- Impact of the political / legal environment and assessing risk
- Impact of the socio-cultural environment on global marketing
- Analytical approaches to cultural factors
- Accommodating cultural diversity
- Deciding which markets to enter
- Analysing global opportunities

Market Entry Strategies

- Overview of market entry modes
- Factors influencing choice of entry modes
- Export entry modes
- Intermediate entry modes
- Wholly owned operations

Designing the Global Marketing Programme

- International product and pricing strategies
- Product standardisation versus adaptation
- Global distribution and communication strategies
- Social media and internet marketing
- Message standardisation versus adaptation

Global Organisation, Implementation and Control

- Cross-cultural issues
- Organisation and control of the global marketing programme
- Contemporary issues such as ethics, sustainability and current trends globally

1.7 Module teaching and learning (including formative assessment) strategy

Active learning is encouraged through participative style lectures and tutorials to encourage learners to develop their attitudes and perspectives by challenging assumptions and beliefs. Real-world case studies frame enquiry-based learning (EBL) and provide learners with opportunities to apply theories delivered in lectures through interactive discussion facilitated by the tutor.

Guest lecturers from international companies are invited to speak to learners. Readings and videos are given to learners to review in their own time and used to frame group questions and answers in tutorials.

Learners of this module enjoy high levels of engagement. This may be achieved through active participation by the use of relevant examples to which they can relate and through questioning by being made to think about what is being said. Lectures are delivered in a way that is informative and engaging. The content is well-organised and easy to follow. Learners can understand the development of the argument, or the logic in the ordering of the information or ideas. Sample activities include the following: individual, paired and grouped activities led using dynamic and engaging methods. Some of the approaches used may include the following: problem-based tutorial groups which involve small groups using a case study to frame problem-based learning or step-by-step discussion in the form of a planned sequence of issues / questions led by the tutor.

The flipped classroom model is used and involves a reversal of traditional teaching where learners gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is devoted to do the more difficult work of assimilating that knowledge through strategies such as problem-solving, discussion or debates.

Assessment tasks have been designed to support learning and set to help learners achieve the learning outcomes. Summative assessments are used to evaluate learner learning, skill acquisition, and academic achievement resulting from participation on the module.

1.8 Work-based learning and practice-placement

There is no work-based learning or practical placement in the module.

1.9 E-learning

Learners have access to Moodle, the College's virtual learning environment (VLE), where lecture notes, case studies and other relevant information including academic journal articles are uploaded each week and through which assignments can be submitted and individual feedback given to each learner. Online classes and seminars are provided for learners undertaking the 'Blended Learning' courses.

1.10 Module physical resource requirements

The module requires a fully equipped classroom for lectures, with capacity to hold at least 100 learners, including projection and video recording capability, internet access and presentation software, and tutorial rooms to accommodate 25 learners. Online broadcasting and recording capability to stream and store lectures is also required.

1.11 Reading lists and other information resources

Primary Reading

Cateora, P. (2020). *International Marketing*. Maidenhead, Berkshire: McGraw-Hill Higher Education.
Hollensen, S. (2020). *Global Marketing*. Harlow: Pearson.

Secondary Reading

Albaum, G. Duerr, E. and Josiassen, A. (2016). *International Marketing and Export Management*. Harlow: Pearson.

Keegan, W. and Green, M. (2020) *Global Marketing*, Global Edition. Harlow: Pearson.

Journals:

European Journal of Marketing

Journal of Consumer Behaviour

Journal of Consumer Marketing

Journal of Brand Management

Websites:

<http://www.warc.com/>

Booz Allen Hamilton <http://www.bah.com>

Website: AdWorld: <http://www.adworld.ie>

Website: Marketing Week <http://www.marketingweek.co.uk>

Website: Marketing Institute of Ireland <http://www.mii.ie>

Website: AdWeek <http://www.adweek.com/>

Website: Forbes <http://www.forbes.com>

Website: The Drum <http://www.thedrum.com/>

1.12 Specifications for module staffing requirements

Lecturing staff are required to hold at least a master's degree in a business-related discipline and / or an equivalent professional qualification. Industry experience is desirable but not essential.

1.13 Module summative assessment strategy

Two summative assessments take place in the delivery of the module which include an end-of-semester final examination accounting for 50% of the total marks, and an international marketing plan prepared individually for completion during the semester accounts for the remaining 50%. Learners are also required to present a group presentation on a culture of their choice.

A summative assessment to assess what has been learned and how well it was learned. The exam is graded and grades indicate whether the learner has an acceptable level of knowledge-gain in relation to the expected learning outcomes.

Learners are required to prepare an international marketing plan to include researching and screening foreign markets and proposing an appropriate market entry strategy. Learners are also required to deliver a group oral presentation on a culture of their choice. The assessed work breakdown is indicated in the table below.

No.	Description	MIMLOs	Weighting
1	Marketing Plan	(i) to (v)	50%
2	Examination	(i) to (v)	50%

1.14 Sample assessment materials

The sample assessment materials are included in a separate document.

