

BUSML 7194.51: Multicultural Marketing
Summer 2016

Course Theme: Building Blocks for Successful Multicultural Marketing

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I. Course Overview and Objectives

Multicultural marketing is often the most challenging form of marketing --- a sort of three-dimensional chess game across markets, cultures, languages, and economic development stages. By learning from what has worked and not worked it can be managed so that you can search and reapply the best ideas and approaches. This course will teach the building blocks of multicultural marketing from getting the right team chemistry, to getting the right insights and ideas through market research, to localizing global brands, to how to use your agency partner, to whether using a celebrity for a brand is the best approach. By studying business cases we will see how best to grow brands across cultural and physical boundaries.

Our learning objectives in this course include: a) understanding the real challenges of multicultural marketing and how to surmount them; b) what approaches we can use to maximize opportunities and reduce the risks of multicultural marketing; and, c) how to create the framework for a multicultural marketing plan using the building blocks that we will learn in the course.

II. Required Course Materials

- **Course Packet**

Required readings for this course are included in a custom course packet and it is available for purchase from Harvard Business Publishing (link available on Carmen). Please refer very carefully to the Detailed Course Schedule (pages 6 - 13 in this syllabus) and read the assigned articles and cases for each class.

In addition, regular review of current events and marketing related news from the following sites:

- Adage.com - Global
- Internationalistmagazine.com
- Economist.com- Business
- WSJ.com

- **Class Slides and Other Materials**

Class slides will be posted on Carmen, after each class, prior to midnight. Other course materials will be made available on Carmen, as and when necessary.

III. Class Format

There are 12 class sessions in this course, including two sessions on Fridays (June 3 and June 24). Please check the detailed course schedule for all class dates (pages 6 – 13). Class sessions will include a combination of lectures, case analyses, discussion of assigned articles and current marketing events, and group exercises. Please refer to the Detailed Course Schedule on this syllabus document for details on the topic, required readings, and deliverables for each session. Please read business newspapers and magazines for current events.

There is a considerable amount of required reading in this course. I expect students to be thoroughly prepared for class, so that the class is engaging and the discussions, meaningful. I strongly encourage you to read business newspapers and magazines for current marketing related news and marketplace events. This will help you connect the dots, so to speak, between concepts learned in class and real world marketing problems.

IV. Grade Structure

The following grade structure will be utilized for this course:

1. Class Contribution (Individual):	10%
2. Team Case Analysis (Team):	20%
3. Team-based Project (Team):	35%
4. Final Exam (Individual):	35%
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Total	100%

V. Grading Scale

The grading scale, and point conversion that will be utilized for the final grade is as follows:

GPE			GPE		
A =	93 – 100%	4.0	C+ =	77 – 79.99%	2.3
A- =	90 – 92.99%	3.7	C =	73 – 76.99%	2.0
B+ =	87 – 89.99%	3.3	C - =	70 – 72.99%	1.7
B =	83 – 86.99%	3.0	D+ =	67 – 69.99%	1.3
B- =	80 – 82.99%	2.7	D =	63 – 66.99%	1.0

A: Exemplary Performance; A-: Strong Performance; B+: Good Performance; B: Adequate Performance; B-: Adequate Performance, with Some Deficiencies; C+: Weak Performance, with Serious Deficiencies; C: Poor Performance, with Pervasive Deficiencies

Performance below the “C” level will be addressed on a case-by-case basis.

Please note that grading will be based on relative rather than absolute standards. The average grade for the class in this course will be a 3.6 or lower.

VI. Details of Graded Course Components

- **Class Contribution: 10% of the Final Grade**

Quality contribution to class discussions is a key component of learning in this class. This involves insightful comments, sharp analysis, active listening, and respectful and constructive participation.

- **Team Case Analysis: 20% of the Final Grade**

Each team is required to submit an analysis of the case **CJ E&M: Creating K-Culture in the U.S.** Case Analysis submissions should demonstrate strategic thinking and analysis, application of concepts learned in class, and original contribution. Page limit and formatting: 7 pages, single-spaced, Times New Roman 12, with 1" margins on all sides; figures, tables and appendices can take up an extra 3 pages. The Case Analysis submission is due at 6:00 PM on Monday, June 20. Upload your team's case analysis submission to the Dropbox on Carmen.

- **Team-based Project: 35% of the Final Grade**

Each team will work on a project and present on Monday, July 25th. Team Project Assignment: Launching an Iconic American brand into one Asian, one European, and one South American market. Review, for example, the organizational structure you will use; what processes to uncover the right insights; how to find the right agency partner; what cultural watch-outs do you need to manage. More details will be provided in class.

- **Final Exam: 35% of the Final Grade**

The Final Exam will consist of a comprehensive case analysis. You are allowed to refer to your notes and class slides (not the course packet readings, just your notes and class slides) during the exam. The case for the exam will be released 24 hours in advance, but the case questions will be given to you at the exam, on Monday, August 1. You will have 180 minutes to complete the analysis in class. Please bring your laptop for typing in your exam.

VII. Classroom Professionalism, Policies and Etiquette

To maintain the highest professional standards expected of a quality MBA program, the following classroom policies have been designed for this course -

1. **Laptops, tablets and cell phones are turned off and put away.** All computers, tablets and smart-phones have to be switched off and put away during class, unless the professor asks you or permits you to use them for a classroom related activity.
2. **Students arrive on time.** Please come to class on time. If you are going to be over five minutes late, or need to leave early for a specific reason, please get prior permission.
3. **Student absence.** If you are unable to attend class on any occasion, please notify me via email in advance, unless it is an unforeseen emergency. You will be given an option to submit an assignment in lieu of missed class, to make up for missed class contribution points.
4. **Absence during quizzes and exams.** There will be no make up exams, unless there's an emergency. Plan your schedule accordingly.
5. **Students minimize unscheduled personal breaks.** Please avoid disruptions to the class by taking personal breaks during class sessions, unless it is an emergency.
6. **Students display name cards.** This will help me remember your contributions in class, and also help the core team that is grading class participation.
7. **Food and drink consumption.** Please minimize the consumption of food or drinks (except water) during class.

VIII. Fisher MBA Honor Code

As a member of the Fisher College of Business community, I am personally committed to the highest standards of ethical behavior. Becoming a leader comes with great responsibility and I am ever mindful of my actions and the impact they have on my community. I hold myself to the highest standards and will adhere to the following tenets:

Act with Honor – My actions will be guided by what is honorable and moral, and not just what leads to success. I pledge to act with honor and integrity in both my academic and professional career, as well as in my social life.

Respect for All – I understand that we live in a large and diverse community, and as a member, I acknowledge the richness of this community and pledge to be inclusive and respectful of one and all. I will be civil and courteous in my words and actions toward others.

Give Back – I recognize that I would not be successful without the help of so many others. Implicit in this belief is my responsibility to help others reach their own goals and ideals. As a leader in the community and business environment, I pledge to live by these principles and celebrate those who share these ideals.

IX. Expectations from the Fisher Community

1. Behave with Honesty and Integrity
2. Demonstrate a Strong Work Ethic
3. Show Respect towards Faculty, Staff and Peers, Inside and Outside the Classroom
4. Nurture and Develop the Potential in You
5. Nurture and Develop the Potential in Others
6. Take Responsibility for your Actions and Inactions
7. Represent Yourself and Fisher Well

X. Disability Statement

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall; they coordinate reasonable accommodations for students with documented disabilities.

XI. Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity):
The Committee on Academic Misconduct web pages ([COAM Home](#))
Ten Suggestions for Preserving Academic Integrity ([Ten Suggestions](#))

XII. Detailed Course Schedule

Session 1A: Monday, May 16, 6:00-7:30 PM

Introduction to Multicultural Marketing

Key Concepts:	Overview of the Course, and Expectations What is Multicultural Marketing and where does it fit? Meeting consumer needs in any culture is the key to success
Required Readings:	1. L'Oreal Masters Multiculturalism (2013). Hae-Jung Hong, Yves Doz. Harvard Business School. Course Pack.

Session 1B: Monday, May 16, 7:45-9:15 PM

Navigating Different Cultures

Key Concepts:	Understanding the Cultural Maps and Gaps
Required Readings:	1. Navigating Cultural Minefields (2014). Erin Meyer. Harvard Business Review. Course Pack.

Session 2A: Monday, May 23, 6:00-7:30 PM

Teams as the Foundation for Success

Key Concepts:	Managing Multicultural Teams
Required Reading:	1. Global Teams that Work (2015). Tsedal Neeley. Harvard Business Review. Course Pack.
Guest Speaker:	Johann Xavier, Satatchi & Saatchi

Session 2B: Monday, May 23, 7:45-9:15 PM

Having the Right Organizational Structures for Today's Multicultural World

Key Concepts:	The Right Organizational Structure for Multicultural Marketing
Required Reading:	1. The Ultimate Marketing Machine (2014). Marc de Swaan Arons, Frank van den Priest, Keith Weed. Harvard Business Review. Course Pack.
Team-based Project Brief:	Launching an Iconic American Brand Internationally

Session 3A: Friday, June 3, 6:00-7:30 PM

“Glocalizing” a Brand

Key Concepts:	Adapting Global Brands to Work in Local Markets
Required Reading:	Case #1: L’Oreal: Global Brand, Local Knowledge (2012). Rebecca Henderson, Ryan Johnson. Harvard Business Case. Course Pack.

Session 3B: Friday, June 3, 7:45-9:15 PM

Leveraging a Global Brand in Local Cultures

Key Concepts:	Making Global Brands Relevant and Differentiated “Multi- Locally”
Required Readings:	1. Heineken N.V.: Global Branding and Advertising (1998). Harvard Business School. Course Pack.

Session 4A: Monday, June 6, 6:00-7:30 PM

Uncovering Business Building Insights in Whatever Culture You Market In

Key Concepts:	Getting an insight is key to brand success. And qualifying, refining and redefining that insight is key across whatever markets you’re in
Required Readings:	1. Understanding Marketing through International Market Research (2009). Harvard Business Publishing. Course Pack.
Guest Speaker:	Ivonne Monteagedo, Mead Johnson

Session 4B: Monday, June 6, 7:45-9:15 PM

Emerging Markets as Source of Multicultural Innovation

Key Concepts:	The Business Benefits of Search and Reapply
Required Reading:	1. Diaspora Marketing (2013). Nirmalya Kumar, Jan Benedict E.M. Steenkamp. Harvard Business Review. Course Pack.

Session 5A: Monday, June 13, 6:00-7:30 PM

How Agencies Connect Brands to Consumers in Different Markets

Key Concepts: Using Agency Partners to Connect in Foreign Markets

Required Case: Case # 2: JWT China: Advertising for the New Chinese Consumer (2010). Elisabeth Koll. **Course Pack.**

Session 5B: Monday, June 13, 7:45-9:15 PM

Benefits and Potential Pitfalls of a Global Agency as “Everywhere Partners”

Key Concepts: How an Agency Structure can Partner with Yours Worldwide

Required Readings: 1. Saatchi & Saatchi: Pioneers of Globalization in Advertising (2004). Insead. **Course Pack.**

Session 6A: Monday, June 20, 6:00-7:30 PM

When to Adopt, Adapt, Invent for Better Engagement with Local Consumers

Key Concepts: How to Go Local with Global Brands

Required Case: Case # 3: Tricon Restaurants International: Globalization Re-examined (2009). Pankaj Ghemawat, Tarun Khanna. Harvard Business School. **Course Pack.**

Session 6B: Monday, June 20, 7:45-9:15 PM

When to Adopt, Adapt, Invent for Better Engagement with Local Consumers

Required Reading: 1. McDonald’s (2008). John Quelch, Kerry Herman. Harvard Business School. **Course Pack.**

Student Deliverable: Team Case Analysis Due

Session 7A: Friday, June 24, 6:00-7:30 PM

Marketing to a World of Cultural Differences and Change

Key Concepts:	The Global Evolution of a Successful Cosmetic Brand: Olay
Required Reading:	1. Bringing Science to the Art of Strategy (2012). A.G. Lafley, Roger Martin, Jan Rivkin, Nicolaj Siggelkow. Harvard Business Review. Course Pack.

Session 7B: Friday, June 24, 7:45-9:15 PM

Adapting Iconic Brands to Different Cultures

Review of Concepts:	Innovating to Stay Relevant and Successful
Required Readings:	1. Colgate-Palmolive: Staying Ahead in Oral Care (2011). Rebecca Henderson, Ryan Johnson. Harvard Business School. Course Pack.

Session 8A: Monday, June 27, 6:00-7:30 PM

How Luxury Brands Become Desired in All Cultures

Key Concepts:	Luxury Brands and Origin Stories
Required Readings:	1. How far can luxury brands travel? Avoiding the pitfalls of luxury brand extension (2009). Mergen Reddy, Nic Terblanche, Leyland Pitt, Michael Parent. Kelley School of Business. Course Pack.

Session 8B: Monday, June 27, 7:45-9:15 PM

How Service Firms Market Across Cultures

Key Concepts:	Distinct Challenges of Service Firms in Global Marketing
Required Readings:	1. Different service firms, different international strategies (2005). Tim R.V. Paris. Kelley School of Business. Course Pack.

Session 9A: Monday, July 11, 6:00-7:30 PM

Digital's Always On, All Cultures Branding Power

Key Concepts: How to Use Digital to Brand Multi-culturally

Required Readings: 1. Branding in the Digital Age (2010). David Edelman. Harvard Business Review. **Course Pack.**

Session 9B: Monday, July 11, 7:45-9:15 PM

Leveraging Digital's Power Across Cultures

Key Concepts: Online/Offline Multicultural Marketing

Required Readings: 1. Digital-Physical Mashups (2014). Darrell Rigby. Harvard Business Review. **Course Pack.**

Session 10A: Monday, July 18, 6:00-7:30 PM

How Celebrities Help Amplify a Brand Message across Cultures

Key Concepts: Celebrity Branding and Multicultural Appeal

Required Case: Case #4: Maria Sharapova: Marketing a Champion (2010). Anita Elberse, Margarita Golod. Harvard Business Review. **Course Pack.**

Session 10B: Monday, July 18, 7:45-9:15 PM

Rewards and Risks of Celebrities as Brand Ambassadors

Key Concepts: Investigation of the rewards and risks of using a celebrity as brand ambassador across cultures.

Required Readings: 1. Under Armour's Founder on Learning to Leverage Celebrity Endorsements (2012). Kevin Plank. Harvard Business Review. **Course Pack.**

Sessions 11A & 11B: Monday, July 25, 6:00-9:15pm

Launching an Iconic Brand: Team-based Project Presentations

Presentations of Team Projects: Launching an Iconic American brand into one Asian, one European, and one South American market. For example, what organizational structure do you use; what processes to uncover the right insights; how to find the right agency partner; what cultural watch-outs do you need to manage?

FINAL EXAM: Sessions 12A & 12B: Monday, August 1, 6:00-9:00pm

FINAL EXAM:

- 35% of the Final Grade
- Includes a comprehensive case to be answered in 180 minutes
- Case will be released 24 hours in advance
- Open Notes only. No course pack articles allowed.
- All class material and discussions in Sessions 1-11 included.

Easy References and Sources

Print/Online Resources:

The Wall Street Journal

The Economist

Bloomberg BusinessWeek

Advertising Age

Internationalistmagazine.com

XIII. Case Analysis Questions

Case #1: L’Oreal: Global Brand, Local Knowledge

- 1) How is L’Oreal using local consumer insights to drive growth of its brands in local markets? For example, in what ways are they using science to communicate the superiority and efficacy of their brands? What other approaches are they using to connect with consumers?
- 2) How are they using celebrities to connect with local consumers?
- 3) How are they executing the strategy in a way that appeals across cultures and markets? What about their tailoring of the messaging to local needs and desires?
- 4) What are the risks of L’Oreal’s approach?
- 5) Evaluate this case in terms of its success in multicultural marketing. What do you think they can do better to be locally relevant and differentiated to consumers?

Case #2: JWT China: Advertising for the New Chinese Consumer

- 1) For a marketer is it disadvantage or advantage to use a multinational advertising company in China?
What are the strengths local agencies have vs. a multinational one like JWT? Can they better connect with local consumers because they’re locally owned? Can they generate better insights?
- 2) If you were a client looking for an agency would you consider JWT China? Or a local agency? Or perhaps you might consider a combination of both types of agencies given the skillsets that you were interested in? (eg. TV advertising, retail, digital, social, outdoor, PR, etc.)
- 3) Can multinational advertising agencies such as JWT be effective at multicultural marketing? Or are local agencies better suited for it?
- 4) Multinational agencies say that they can leverage relevant insights from other markets as well as generate local insights to get the best communications result. Do you feel that this search and reapply skillset can give you the best results in a market like China?

Case #3: Tricon Restaurants International: Globalization Re-examined

- 1) What are the cultural challenges and opportunities for a global fast food chain? Are different tastes/flavors in food an opportunity or an obstacle? Or both? Can you cite examples with Tricon and other brands?
- 2) Is an American heritage an advantage or liability in connecting with local consumers? Or, is it an advantage in some markets and a liability in others?
- 3) What are the advantages a global fast food chain has in competing with local competitors? What are its disadvantages?

- 4) Can a global fast food chain restaurant dining experience be considered a luxury in some markets? If so, how does that alter your approach to marketing a chain in one market vs. another?
- 5) What lessons in multicultural marketing can we learn from this case?

Case #4: Maria Sharapova: Marketing a Champion

- 1) Does using a celebrity like Maria Sharapova help your brand better connect with consumers? Why use a celebrity like her vs. not using a celebrity at all?
- 2) At what point does her association with your brand benefit her celebrity/her brand more than yours? What will be the best approach to manage and market a champion like Maria Sharapova so that her brand's equities strengthen yours?
- 3) Does her appeal cross cultures? If so, why? Is it the sport she represents or her own personal appeal? Does her cross-cultural appeal make her a cost efficient and effective spokesperson to have? What other celebrity endorsers have been successful?
- 4) At what point do you know if she is over-leveraged (ie. Used by too many brands)? At what point do you know whether her appeal is wearing off?
- 5) Given the recent news on Maria Sharapova how do you think Team Sharapova should have acted? The same? Differently? What other celebrity endorsers have had scandals? What does the recent news on Maria Sharapova indicate about the potential risks of using celebrity endorsers?

Team Case Analysis: CJ E&M: Creating K-Culture in the U.S.

- 1) What do you make of the results of KCON 2012? Do they indicate whether it makes good business sense to promote Korean popular culture in the US?
- 2) Think about the role of "soft power" in the promotion of Korean products in the US. Think also of where it has worked for other countries/cultures.
- 3) Should CJ E&M run another KCON event in the US? What recommendations would you make for it to be a successful event? What about the make-up of the participants?
- 4) Do you think the Bibigo chain can succeed in the U.S.? What about Bibibop and Bon Chon (both in Columbus area)?
- 5) What do you think about CJ Group's vision for bringing Korean culture to the US? In considering this question look at how well Korean culture has penetrated markets in Asia with the Hallyu Wave. Look at the success of Korean music, movies and celebrities in particular. Consider how well Korean brands (eg. Samsung, LG, Hyundai, Kia) have done worldwide.