

Cross-Cultural Marketing Assignment

This assignment involves students in cross-cultural learning at multiple levels - at the level of the content and at the level of learning through group diversity. Students work in small diverse groups of 5-6 over the course of the semester to create a marketing campaign for a product of their choice for three different audiences. They then present an overview of the three marketing campaigns, as well as their rationale for each, to the class. The three audiences they must consider are:

- Market of urban female consumers under 30 in Canada
- Market of urban male consumers over 50 in Europe
- Market of urban families in South Asia

Key Elements of Group Assignment	Scaffolding for Student Success	Stages in the Interaction for Learning Framework
<p>Instructor assigns diverse groups</p> <ul style="list-style-type: none"> • Groups submit short questionnaire about learning goals, disciplinary background, languages spoken, previous cross-cultural experience, learning preferences, and name of one person they would like to work with 	<ul style="list-style-type: none"> • Groups created to maximize diversity on multiple dimensions 	<ul style="list-style-type: none"> ✓ Planning for interaction
<p>Groups create a group contract</p> <ul style="list-style-type: none"> • define roles and communication process 	<ul style="list-style-type: none"> • Creates community, builds trust • Students learn to clarify roles, negotiate common expectations 	<ul style="list-style-type: none"> ✓ Supporting interaction ✓ Fostering communities of learners
<p>Instructor mini-lecture: Benefits of diverse teams</p> <ul style="list-style-type: none"> • Introduce research suggesting that diverse groups may be more uncomfortable but perform better (<i>Rock, D., Grant, H. & J. Grey, 2016; Stahl, et. al 2010</i>) 	<ul style="list-style-type: none"> • Inoculation • Explicit introduction to cross-cultural interaction in group process supports learning (<i>Reid and Garson, 2016</i>) • Chance to articulate employability skills students will learn by working in groups - including intercultural fluency 	<ul style="list-style-type: none"> ✓ Supporting interaction ✓ Creating environments for interaction
<p>In class activity: case study of group conflict in business setting</p> <ul style="list-style-type: none"> • Small and large group discussion 	<ul style="list-style-type: none"> • Introduces cultural differences in communication and conflict styles • Serves as pre-assessment of prior knowledge about communication styles, group processes • Instructor models non-judgmental approaches to discussing difference 	<ul style="list-style-type: none"> ✓ Engaging with subject knowledge ✓ Developing reflexive processes
<p>Group reflection</p> <p><i>What did you learn from the case study and how will you apply it in your own group?</i></p> <p><i>Teams revise group contract and hand it in</i></p>	<ul style="list-style-type: none"> • Application of knowledge learned from the case to students' own practice in order to deepen learning • Groups synthesize reflection in concrete product (i.e. group contract) • ESL friendly: group co-creates common product 	<ul style="list-style-type: none"> ✓ Developing reflexive processes

<p>Cross-cultural marketing project</p> <ul style="list-style-type: none"> • Weekly group meetings in class (30 min) • Additional group interaction via LMS, google drive or social media • Groups create 10-page marketing plan & presentation to the class 	<ul style="list-style-type: none"> • Instructor can observe groups in action and provide feedback if needed (e.g. if some students are disengaged) • Product of project promotes written and oral communication skills 	<ul style="list-style-type: none"> ✓ Engaging with subject knowledge
<p>Group check-in 3 weeks after start of project</p> <ul style="list-style-type: none"> • Online post: reflection on group process • Submit outline of project to instructor 	<ul style="list-style-type: none"> • Opportunity for formative feedback • Opportunity to support groups experiencing difficulty 	<ul style="list-style-type: none"> ✓ Supporting interaction
<p>Group presentation Peer feedback by other groups</p> <p>Options for alternative format:</p> <ul style="list-style-type: none"> • Video recorded presentation (ESL friendly, allows for re-recording, editing) • In class presentation: not all members need to present but group needs to identify the contributions of each member to the presentation 	<ul style="list-style-type: none"> • Post assessment 	<ul style="list-style-type: none"> ✓ Engaging with subject knowledge ✓ Fostering communities of learners
<p>Individual reflection (end of term) <i>In the future, when you participate in or lead a diverse group, what will you do to help it function well?</i></p>	<ul style="list-style-type: none"> • Post assessment of learning • Relevant to individual students' professional goals • See list of reflection questions in Reid and Garson (2016) 	<ul style="list-style-type: none"> ✓ Developing reflexive processes
<p>Instructor lead end of course debrief Focuses on learning from assignment and learning from group process – appreciative inquiry approach:</p> <ol style="list-style-type: none"> 1. <i>How did working in diverse groups help you with this assignment?</i> 2. <i>How did you use the strengths of group members in accomplishing your goals?</i> 3. <i>How did you work through differences in communication style, opinions, learning approaches in your group?</i> 4. <i>How can you communicate to employers what you learned through this assignment?</i> 	<ul style="list-style-type: none"> • Post-assessment • Debriefing group process 	<ul style="list-style-type: none"> ✓ Engaging with subject knowledge ✓ Fostering communities of learners ✓ Developing reflexive processes

References

Reid, R., & Garson, K. (2016). Rethinking Multicultural Group Work as Intercultural Learning. *Journal of Studies in International Education*, 1-18.

Rock, D., Grant, H. & J. Grey (2016). Diverse Teams Feel Less Comfortable – and That's Why They Perform Better. *Harvard Business Review*, September 26, 2016. Available online at: <https://hbr.org/2016/09/diverse-teams-feel-less-comfortable-and-thats-why-they-perform-better>

Stahl, G.K., Makela, K., Zander, K., Maznevski, M.L., 2010, "A look at the bright side of multicultural team diversity", *Scandinavian Journal of Management*, December 26(4): 439 - 447.