

Mini-Grant Report: Jewell Dixon

Project – Original Proposal Compared to Final Project:

Note: The complete materials for this course are currently posted in a D2L (Brightspace) shell, and are available to share with any interested faculty. Please contact Jewell at jewell.dixon@pcc.edu or the current chair of the Internationalization committee to arrange access.

Learning Objectives/Outcomes:

I do believe all of the learning objectives/outcomes originally identified are met by this project.

- Students will be able to match the names of these countries with their location on a word map. (Knowledge)
- Students will be able to give examples of differences in the business cultures of these countries, related to the creative services studied. (Comprehension)
- Students will be able to discuss business principles such as “Meeting customer Needs and Wants,” in the context of these countries. (Comprehension)
- Students will be able to compare and contrast some of the challenges and rewards of offering products and services in these diverse cultures (Analysis)
- Students will be able to compose a summary of the experience of providing creative services in one of the countries presented. (Synthesis)
- Students will be able to use SWOT (Strengths, Weaknesses, Opportunities, and Threats) to evaluate, commend positive aspects, and recommend improvements for creative services in one of the countries presented. (Evaluation)

Conceptional and Approach Differences:

My original proposal was based on using resources and insights from Wieden+Kennedy—an independent, global creative company with eight offices in Portland, OR (home office); New York, NY; Amsterdam (The Netherlands); Tokyo (Japan); London (UK); Shanghai (China); New Deli (India); and Sao Paulo (Brazil).

At the time of my proposal, I had commitment from a key person inside Wieden+Kennedy. However, as COVID-19 continued, Wieden+Kennedy moved operations to remote locations and individual employees’ workloads increased. Workforce downsizing took place. Wieden+Kennedy eventually reduced its workforce by 11% globally. It was not possible for my contact to follow through on their commitment.

Final Project Result:

Without the promised resource, my project actually expanded beyond the original project plan of one module focusing on one firm’s eight creative offices in international cities. This “Marketing Through Other Eyes” project became twelve modules with numerous commercial videos from a variety of countries, companies, and cultures:

- Each module focuses on a different aspect of Marketing in the international business community.
- Each module presents terminology vital to understanding effective international marketing.

- Each module holds actual commercial videos to illustrate creative efforts in international marketing.

Locating and evaluating commercial videos was actually the most time consuming task. Students will have opportunity to build skill in recognizing what is quality, effective communication. They will also be challenged to make their own recommendations for improving the creative efforts they review.

(Many of the videos have spoken language native to the area of origin, usually with English subtitles. There are some English speaking videos with subtitles in the foreign language or both in a foreign language.)

- Each module has written lecture notes, followed by open-ended questions for discussion, usable individually, in small groups, or with break out rooms.
- The first module contains directions for a written assignment. These directions are intended to be replicated for each of the modules in the program.
- Each module contains maps to aid in locating the continents, regions, countries, cities, cultures, and sometimes resources spoken of in the videos or lecture notes. (For example, there is a map of Portuguese speaking areas of the world. It is much broader than I originally recognized.)
- The modules are of varying lengths, to accommodate a variety of time sensitive needs.

Observation: PCC currently has a dearth of Marketing classes in the Business Administration arena. There are only three: BA 101 Intro to Business; BA 223 Principles of Marketing; and BA 235 Social Media Marketing.)

My project as designed could be an enrichment to any of these three classes, or a relevant feature for any of the Business Administration classes.

1. Example for these three business/marketing classes:

I've taught several years of Intro to Business classes, but no material addressed company innovation such as Airbnb. Neither the current textbook for Intro to Business nor Social Media Marketing text or class (as recently as Spring 2020) mentions this firm. It has become a household name, but most people don't know that Airbnb went from announcing it intended to go public in 2020, to actually borrowing \$2 billion in 2020, most of it debt.

2. An Accounting Class/Tax Class example:

In the past Pepsi traded Pepsi products to the USSR for Vodka in an initial transaction. In a second major transaction, Pepsi traded products for ocean-going ships, becoming technically around the sixth largest Navy in the world. They later sold the ships for salvage. if an American company today traded product for product in a similar manner, what would the Accounting journal entries look like? What about the impact on the financial statements? What about the tax ramifications?

My project could also evolve into a complete course: Introduction to International Marketing. PCC does not currently offer such a course, but other Community Colleges do. For example, Mt Hood Community College currently offers BA 203 Introduction to International Business.