



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## MARKETING, SALES, AND SERVICE

**PATHWAY:** Marketing and Management

**COURSE:** Advanced Marketing

**UNIT 1:** Global Marketing



## INTRODUCTION

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### **Annotation:**

In this unit, students will analyze various factors and influences affecting the marketing functions in the international business environment power point, notes, current business internet articles, project, and a test.

### **Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

### **Time:**

6 – 50 minute class sessions

### **Author:**

Revised by Meghan Hatcher

### **Additional Author(s):**

### **Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

**MKT-AM-1 Utilize social-studies skills in marketing, sales, and service to obtain understanding of customers and the economic environment in which they function.**

- f. Determine opportunities and issues in international trade.
- g. Determine the effects of culture on international communication.
- h. Explain how international trade affects the economic interdependence of nations.
- i. Analyze international trading trends in marketing.
- j. Describe trends in international marketing.
- k. Analyze import and export laws in relation to buying and selling products in an international market.

### GPS Academic Standards:

*ELA12W1* The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

*SSEF2* The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

*SSEF4* The student will compare and contrast different economic systems and explain how they answer the three basic economic questions of what to product, how to produce and for whom to produce.

*SSEF5* The student will describe the roles of government in a market economy.

*SSEMA1* The student will illustrate the means by which economic activity is measured.

*SSEIN1* The student will explain why individuals, businesses, and governments trade goods and services.

*SSEMA5* The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Students will learn how global Marketing will focus on raising awareness of the interrelatedness of one country's political policies and economic practices to their standards for trade; learning to improve international business relations through appropriate communication strategies; and understanding the global business environment and the interconnectedness of cultural, political, and economic systems. This lesson will take students through some examples of "Big Marketing Mistakes" that companies have made in their international marketing campaign efforts. The students will become aware of some functional areas to consider for a company to focus on when they enter into an international arena. Also, they will gain an understanding of the risks that are also apparent when going global.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why is it important to understand the impacts of international cultural differences?
- How do the different types of government impact international business?
- How do economic systems decide what, how, and for whom it will produce?

- Why is it important to understand the roles of government in a market economy?

**Knowledge from this Unit:** Factual information.

- Students will identify international cultural differences in food, dress, language, gift-giving, social behaviors, and major holidays of various cultures and discuss how they are celebrated as well as their impact on the marketing efforts in that community.
- Students will categorize and differentiate between types of governments and political environments and determine the impact of the government on international business through the use of barriers, tariffs, quotas, and taxation policies.

**Skills from this Unit:** Performance.

- Students will be able to assess economic systems use in decide what to produce, how it is produced, and for whom it is produced in a country and how this creates different product life cycles for products.



## ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☒ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:**

Global Marketing Test

**Assessment(s) Description/Directions:**

The test will be given upon completion of the unit which will fall on the sixth day of instruction. The test can be announced at the discretion of the teacher.

**Attachments for Assessment(s):** Please list.

Global Marketing Test

Global Marketing Test-Key

**Web Resources**

<http://www.consumerpsychologist.com/international.htm>

Tayes 2007 revised Lesson Plan



## LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

**Sequence of Instruction****1. Identify the Standards. Standards should be posted in the classroom for each lesson.**

**MKT-AM-1 Utilize social-studies skills in marketing, sales, and service to obtain understanding of customers and the economic environment in which they function.**

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- h. Explain how international trade affects the economic interdependence of nations.
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**2. Review Essential Questions.**

- Why is it important to understand the impacts of international cultural differences?
- How do the different types of government impact international business?
- How do economic systems decide what, how, and for whom it will produce?
- Why is it important to understand the roles of government in a market economy?

**3. Identify and review the unit vocabulary.****4. Day One.**

Introduction to the unit

- Divide class into 5 groups. Assign each group one of the following web articles to read and discuss with in their groups. The groups should elect one spokesperson to share the findings with the class.
  - A. Magazine Article – “McDonald's Opens 1st Beijing Drive-Thru”  
<http://www.cbsnews.com/stories/2007/01/19/business/main2373740.shtml>
  - B. Magazine Article – “Zen and the Art of Selling Minimalism”

[http://www.businessweek.com/globalbiz/content/mar2007/gb20070329\\_161669.htm](http://www.businessweek.com/globalbiz/content/mar2007/gb20070329_161669.htm)

C. Magazine Article – “Gone Global”

<http://www.inc.com/magazine/20070401/features-gone-global.html>

D. Magazine Article – “China Marketing: Cracking the Code”

[http://www.businessweek.com/globalbiz/content/jun2007/gb20070606\\_241052.htm](http://www.businessweek.com/globalbiz/content/jun2007/gb20070606_241052.htm)

E. Magazine Article – “Scrambling To Bring Crest To The Masses In China”

[http://www.businessweek.com/magazine/content/07\\_26/b4040058.htm](http://www.businessweek.com/magazine/content/07_26/b4040058.htm)

- This should be followed by a class discussion on the importance of understanding cultural differences and how the marketing functions are a direct correlation for this.
- Bring up the following link on an LCD projector (or you can print copies off before).

“Top Ten Biggest International Marketing Mistakes of All Time” - <http://ezinearticles.com/?Top-Ten-Biggest-International-Marketing-Mistakes-of-All-Time&id=529007>

Day 1 Conclusion: Have the students write a page about what they know thus far about the functions of marketing and then speculate how these assumptions may change when a company becomes international. Make reference to any risks that they may see as far as neglecting certain functions when developing an international marketing strategy.

## **5. Day Two.**

- Use the Power Point Presentation “The Global Marketplace” and “The Global Marketplace Note Guide” for lecture and presentation. There are a couple of link within the power point, so make sure you click on those to give examples of content.

MKT-AM-1 The Global Marketplace PP

MKT-AM-1 The Global Marketplace Note taking Guide

- The note taking guide is filled in. This would be a good opportunity to have students fill in notes and/or take their own and then compare with the guide.
- Announce “The Global Marketplace Test”. You decide what day you could like to give that, depending on project involvement.
- If time permits, go ahead and divide the class into groups and give out the assignment. A good list to choose countries to assign to each group includes: United States, Germany, France, United Kingdom, Japan, Netherlands, Canada, and Italy.
- Students should then use the internet as a research engine to find a company to base their study on. The chosen company should not already be involved with international trade in their assigned country. The company should be approved by the teacher.

## **6. Day Three and Four.**

- Project Work Time (written and presentation sections)
- A completed self evaluation rubric will be submitted with the final copy.

- The group should practice presentation as if they were presenting to their chosen company on why or why not an international marketing plan would work in this particular country. The marketing functions should be covered as well.

#### **7. Day Five.**

- Groups will present their arguments and suggestions for an international marketing plan pertaining to the culture in their assigned country.
- The teacher will evaluate presentation based on the rubric.
- A general wrap up of findings will be conducted at the end of class by the teacher.

#### **8. Day Six**

- Global Marketing Test

#### **4. Assessment Activity.**

**Attachments for Learning Experiences:** Please list.

The Global Marketplace PP

The Global Marketplace Note taking Guide

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



## **CULMINATING PERFORMANCE TASK**

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#### **Culminating Unit Performance Task Title:**

Company Analysis for International Marketing Project

#### **Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

- The project will be assigned on the second day of instruction. Students should be divided up into groups (may vary depending on class size) and given a project sheet and a rubric. They should be instructed that the group will turn in a self evaluated rubric upon completion of the project. Computers with internet access are needed for this project. Three 50 minute class periods will be allocated to complete the project (written portion and presentation). Presentations should be rehearsed as if they were being presented to the employees of a company that was exploring entering into the country your group has been assigned.

**Attachments for Culminating Performance Task:** Please list.

Company Analysis for International Marketing

Company Analysis for International Marketing Rubric



## UNIT RESOURCES

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**Web Resources:**

**Attachment(s):** Supplemental files not listed in assessment, learning experiences, and performance task.

**Materials & Equipment:**

**What 21st Century Technology was used in this unit:**

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		