

Around the World in 80 Seconds (External Factors – Lesson 1)

SUBMITTED BY: Leya Matthew

SUBJECT(S): Marketing

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

As more and more companies are faced with the question of going global, what does global marketing really mean? What are the challenges of going global? How have some companies excelled at tackling these challenges? This lesson explores these questions, and examines concepts like globalization and global marketing.

≡ NBEA STANDARD(S):

- Marketing, III. External Factors

≡ RELATED ARTICLES:

- [“Why Germany Is the Driving Force in the Eurozone”](#)
- [“5 Takeaways from Emmanuel Macron’s Presidential Victory in France”](#)

Common Core Standard(s):

1. CCR Standard for Reading: Read closely to determine what the text says explicitly and make logical inferences from it.
2. CCR Standards for Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other’s ideas

and expressing their own clearly and persuasively. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

3. CCR Standards for Speaking: Present information, findings and supporting evidence in such a way that listeners can follow the line of reasoning, and the organization, development and style are appropriate to the task, purpose and audience.

Objectives/Purposes: In this lesson, students will (1) understand and define globalization and global marketing, and (2) analyze the global marketing strategies of brands/companies

Knowledge@Wharton Article: "[Managing Brands in Global Markets: One Size Doesn't Fit All](#)"

Other Resources/Materials: Internet access

Activity:

1. Around the world in 80 seconds (*10 mins*)

As students come in, the teacher orients them towards a global perspective by showing commercials of typical American brands available in different countries. For example, McDonald's is as American a brand as it gets, but it operates in 122 countries. The teacher shows students McDonald's commercials as they appear in other countries like France, India and Israel.

The French commercial subtitled in English can be viewed at <http://www.youtube.com/watch?v=SBuKuA9nHsw>. This commercial has a typical French flavor that is easy to understand. The Indian commercial I chose is the Dev Anand commercial available at <http://www.youtube.com/watch?v=GaTUVwZ2ALE>. This will need some cultural deciphering. It would probably be the equivalent of Elvis Presley going out today to find a meal at yesterday's prices and finding it at McDonald's. The Israeli ad can be accessed at <http://www.youtube.com/watch?v=TUjw6O0YDMI>. This is another easy commercial to decipher. Students could even be asked to name a country and the teacher could surf for a McDonald's commercial from that country. For example, from Israel you could go to an Arab McDonald's commercial like the "I will do anything for love but I won't do that" at <http://www.youtube.com/watch?v=fYsLDhDRUel>.

If any of the commercials are difficult to understand, you could point out the heavy cultural cues that make it difficult for a foreigner to understand them. This would be a good place to transition to a definition of global marketing and globalization.

2. Class Discussion (10 mins)

The teacher now asks students what they think global marketing is. I am sure some elements of the definition will come up, for example — marketing to people around the world or marketing to different cultures. The teacher now opens the definition of global marketing from the Wharton Global Youth Program glossary: “*Global marketing includes companies’ marketing strategies that look at the entire world as their arena of operations. And involves both the selection of all countries in the world in which the company decides to operate, and the decisions of how to operate in these countries.*” The teacher asks students why global marketing has become more common in modern times than in earlier times. This leads to the term globalization itself.

According to the glossary, “*Globalization is a worldwide process in which individuals have more and more interactions with people in other countries through trade, investment and culture.*” Students can be asked for examples of cultural, trade and investment interactions within their own experiences. *What interactions do people in other countries have with the US through trade, culture and investment?* The examples we have viewed and discussed so far give students a background to answer this question. For example, that people in so many countries eat McDonald’s food products creates an awareness of the US among many people in many countries. Alongside the many ways in which McDonald’s has to customize its products, it makes Americans who work with McDonald’s aware of local food preferences.

3. Work with Knowledge@Wharton article (10 mins)

Students are now asked to read the article individually and answer a question. Then they are asked to pair up with a neighbor and discuss the answer. The question I chose to ask is: *What marketing strategies do companies that go global employ? Give examples.*

Customization is the main strategy described in the article, with various examples like KFC, Unilever and MTV.

4. Discussion and Wrap-up (10 mins)

The teacher leads a group discussion based on the previous question. Students are asked to share their answers. Examples to illustrate their points can be accessed on the Internet. For example, Unilever’s strategy can be examined by looking at the websites of its three kinds of brands: international, regional and local. The differences are illustrated at the websites of Dove (<http://www.dove.com/>), Flora/Becel (http://www.unilever.com/brands/foodbrands/becel_flora/index.aspx), and Wish-bone

(<http://www.wish-bone.com/Home.aspx>). Similarly, the MTV site at <http://www.mtv.com/sites/> can be checked for MTV worldwide content.

In the wrap-up, students could be asked to recap what makes global marketing possible and what they learned about other countries from this lesson.

Practice Outside of the Classroom: What non-U.S. products do you like/use? How is the marketing of this product/service customized for you?

What Worked and What I Would Do Differently:

Before class, the teacher should ensure Internet access, and do a practice run to check for institutional blocks on Internet sites, and also make sure that any commercial that needs to be shown has not been pulled off YouTube. It might be prudent to do a practice run to eliminate trouble shooting during class time.

Related Knowledge@Wharton Article: [“Globalization of Technology Ventures: Lessons from Israel”](#)

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