

**Application for  
Professional Development Grant in Internationalization**

*Brought to you by the Internationalization Steering Committee (ISC),  
part of the Internationalization Initiative at PCC*

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(number that will work during campus closure)

**Check one:**     FT faculty     **\_X\_ PT faculty**

**“Marketing Through Different Eyes”**

- **Description of project (about 200-500 words).**

We will tap into insights from Wieden+Kennedy—an independent, global creative company—to introduce students to ways of communicating in diverse business cultures. Historically recognized as a leader in advertising and marketing, Wieden+Kennedy’s website speaks of current activity: “We’re here to do the best work of our lives with inspiring clients. We make work that influences culture and builds business value. Our global network comprises eight offices and 1400 people. We have world class media, design and tech operations. But everyone and everything at Wieden+Kennedy is driven by creativity...” Wieden+Kennedy’s eight offices are located in: Portland, OR [home office]; New York, NY; Amsterdam (The Netherlands); Tokyo (Japan); London (UK); Shanghai (China); New Delhi (India); and Sao Paulo (Brazil).

Students will go from the known to the unknown. They will recognize many of the Wieden+Kennedy clients, for example: Airbnb, BMW, Coca-Cola, Converse, Delta, Disney, Duracell, Fox, Facebook, Honda, Kentucky Fried Chicken, Lyft, McDonald’s, Netflix, Nike, Old Spice, Samsung, Secret, Turbotax, and Uber. Students will be invited to explore. For example: How does the KFC menu vary from country to country? What prompts Turbotax to always advertise during the Superbowl? How can a single social media post recognize an international Women’s Day when gender issues are viewed so differently across the globe?

World geography: Each country will be introduced with a Country Overview Video that narrows to focus on the city where the Wieden+Kennedy office is located. Maps and photographs will visually communicate the region and characteristics of business. We will explore customer wants/needs and provisions for meeting those needs in the context of the cultural and business environment in that country and region.

- Students will participate in a brainstorming session to identify what is needed for a successful creative (advertising/marketing) practice: equipment, supplies, trained creatives (people) and support technicians, societal and political support. Brainstorming results will be compared with what is actually needed.
- Students will complete a “fill-in-the-blank” worksheet for each of the Country Introduction Videos. This will capture key details and concepts regarding each of the countries and their related business environments.
- Students will research outside of class and complete a one-page (approximate 500 words) written Discovery Assignment—identifying current local and international issues potentially impacting the business environment in one of the countries.
- Students will discuss in small groups (4-6 people) the results of their individual written Discovery Assignment. Each small group will identify what they believe to be the most important points and share those with the class as a whole.
- Students will create a SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats) for one of the business areas where Wieden+Kennedy has an international site. Note: Strengths and weaknesses are present inside a business/organization. Opportunities and Threats come from outside the business/organization.
- If Multnomah county businesses are open for public visiting, a class field trip to the main Wieden+Kennedy office here in Portland may be a possibility. If not in person, a video tour and interviews of Wieden+Kennedy international people will enrich the student experience.
- Please provide a brief answer to each of the following:
- What is it you hope to gain from completing this project? How will it benefit your students?

I will gain new insights into each of the cultures and global business arenas in Amsterdam, Tokyo, London, Shanghai, New Delhi, and Sao Paulo. I also expect to become more aware of the cultures impacting the business arenas in Portland and New York. I will identify new ways of communicating and including students in learning what it takes to do business in these areas. Each opportunity to learn equips my teaching with new dimensions and depth. I will also have a valuable opportunity to pass on an enriching module of study to my fellow faculty. Increasingly we are becoming a world marketplace. The more students understand about the diverse cultures, needs, and wants—and how to meet these opportunities—the more prepared students will be to participate in the global marketplace.

### **Statement of Learning Objectives/Outcomes:**

At the conclusion of this unit,

- Students will be able to match the names of these countries with their location on a world 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/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) Analysis to evaluate, commend positive aspects, and recommend improvements for creative services in one of the countries presented. (Evaluation)

**Is this project replicable? (preference will be given to projects that can be used in more than one course or by more than one instructor). Please explain.**

This project is replicable. All teaching and student materials will be available in a module suitable for online, remote, or face-to-face teaching.

- Syllabus, with activities
- Pre and post tests
- Study guides
- Maps
- Lecture slides
- Handouts for the unit, with links to additional research material
- Review questions
- Samples of students’ response to the work

Any Introduction to Business class or Marketing class will be able to utilize this module. In addition, any class that desires to introduce students to ways of creating acceptance of a product in diverse cultures will benefit from this module.

- **How would you be able to share what you have done with other faculty at PCC?**

This module can be shared through in-person presentations or Zoom meetings. Either of these can be recorded to share with faculty at a time convenient for their schedule. Once materials are available through PCC online, any faculty might be able to access them.

- **Is there anything in your background or experience that will help you to accomplish this project?**

I have a broad business background, actually experiencing many dimensions of marketing and business (as a manager and a business owner) across various blue-collar and white-collar industries. One example was my position as Controller for a Chinese owned manufacturing company. Another example is a summer I spent in Venezuela working with the indigenous Warao people in the Orinoco Delta, and later with Spanish speaking Venezuelans.

My faith teaches me that every human being is intrinsically valuable, therefore deserving of respect and dignity.