

# MANAGEMENT AND MARKETING

## SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Management and Marketing.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS course. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Learning provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province; e.g., school jurisdictions, specialist councils, post-secondary organizations. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

**Note:** A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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## BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS course. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS course. Curriculum and assessment standards are defined in this document through:

- general and specific outcomes (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through courses under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

### Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Learning, typically has *seven* components as described below.

#### 1. *Why Take This Course?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning; i.e., in relation to the strand, a life pursuit, a specific industry, etc.

#### 2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the course are identified. Prerequisites may include other courses from within the strand or from related CTS strands, as well as generic knowledge and skills; e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study.

#### 3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the course. You may find it desirable to rewrite these standards in less formal language for student use.

#### 4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

#### 5. *How Will Your Mark For This Course Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the course within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the course—a mark not less than 50% for successful completion. (**Note:** A course is “successfully

completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the course.)

#### 6. *Which Resources May You Use?*

Resources considered appropriate for completing the course and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

#### 7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the general outcomes. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the course.

### **Strategies for Developing Student Learning Guides**

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the course. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- general and specific outcomes
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular course/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template,” pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11).

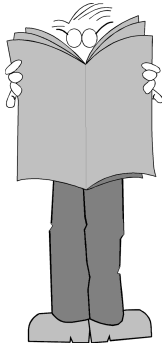
# CAREER & TECHNOLOGY STUDIES



## SAMPLE STUDENT LEARNING GUIDE TEMPLATE



# WHY TAKE THIS COURSE?



# WHAT DO YOU NEED TO KNOW BEFORE YOU START?



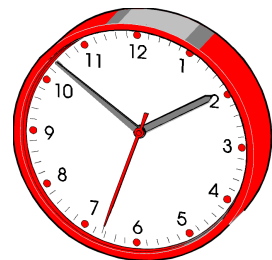
# WHAT

**WILL YOU KNOW AND  
BE ABLE TO DO  
WHEN YOU FINISH?**

- 
- 
- 
- 
- 
- 
- 
- 

# WHEN

**SHOULD YOUR WORK BE DONE?**



# HOW WILL YOUR MARK FOR THIS COURSE BE DETERMINED?

	PERCENTAGE
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# WHICH RESOURCES MAY YOU USE?



<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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# ACTIVITIES/WORKSHEETS



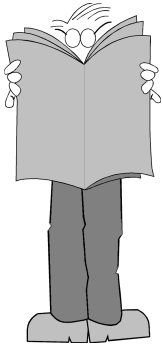
# CAREER & TECHNOLOGY STUDIES

**MANAGEMENT AND MARKETING**

**SAMPLE STUDENT LEARNING GUIDE**

**MAM1010 Management & Marketing Basics**

# WHY TAKE THIS COURSE?



- Gain an understanding of how management and marketing concepts relate to your everyday life
- Familiarize yourself with the role of management and marketing in business
- Realize the importance of retailing in marketing
- Recognize retail merchandising strategies used by businesses to increase sales
- Appraise personal talents and interests related to careers within management and marketing.

# WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this course.

However, your past and current management and marketing experiences will assist you in completing this course.



# WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this course you will be able to:

- identify key business and marketing terms
- relate management concepts to:
  - his or her personal life
  - organizations he or she is involved in
  - different types of businesses (large and small)
- describe the characteristics of marketing and decisions made within the marketing mix
- describe the role of retailing:
  - in Canadian history
  - in Canada today
  - in Canada in the future
- identify and analyze retail merchandising strategies used in the marketplace today
- identify management and marketing careers of personal interest
- demonstrate basic competencies.

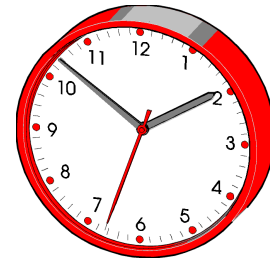
# WHEN SHOULD YOUR WORK BE DONE?

Work should be completed by \_\_\_\_\_

Use the timelines shown below to help you schedule your time. Prepare a workplan outlining when you will complete the tasks listed below. Submit this workplan to your teacher for approval. Remember, you should use your time and resources as efficiently as possible so that you can complete the course and move onto other opportunities to develop your knowledge and skills. If you find that you need to adjust your workplan; be sure to consult with your teacher.

- TASK 1: 4 hours
- TASK 2: 4 hours
- TASK 3: 5 hours
- TASK 4: 5 hours
- TASK 5: 5 hours
- TASK 6: 2 hours

Complete the time management planning chart included in this course.



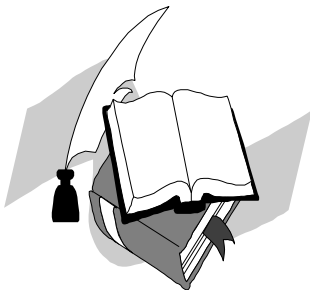
**MAM1010 Management & Marketing Basics**

# HOW WILL YOUR MARK FOR THIS COURSE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate <b>all</b> of the competencies required for this course.</p> <p>When you have done this, your percentage mark for the course will be determined as follows:</p> <ul style="list-style-type: none"><li>• TASK 1: Basic Business Activities/Concept Test (see worksheet/MAM1010-1)</li><li>• TASK 2: Personal Management Project (see worksheet/MAM1010-2)</li><li>• TASK 3: Marketing Project (see worksheet/MAM1010-3)</li><li>• TASK 4: Role of Retailing Presentation (see worksheet/MAM1010-4)</li><li>• TASK 5: Retail Merchandising Observation Report</li><li>• TASK 6: Personal Inventory of Self</li><li>• demonstrate basic competencies</li></ul>	<p>5%</p> <p>15%</p> <p>20%</p>



# WHICH RESOURCES MAY YOU USE?



- Stoyles, Harold. *Marketing Today: A Retail Focus*. Chapters 1-3
- Murphy, Terry. *The World of Business*. 3rd Ed. Chapters 3 and 4
- Levin, Sandy. *Marketing Dynamics*. Chapter 1
- Cranson, Lori. *Managing for Excellence*. Chapters 5 and 7
- Taller, Terry. *Marketing: A Canadian Perspective*. Chapter 1
- Stewart, Margaret. *Marketing: A Global Perspective*. Chapter 1
- *Supermarket Persuasion*. Video. Learning Seed Co.

# ACTIVITIES/WORKSHEETS

## Time Management Planning Chart

Using the chart below preplan the work that needs to be done in this course. Plan on how you will use your class time as well as extra time that you will need to complete the assignments in this course. The chart below will help you develop a five-week workplan.

**Name** \_\_\_\_\_

**Month** \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

**MAM1010 Management & Marketing Basics****Business Basics Activities****Worksheet/MAM1010-1**

**General Outcome:** Identify key business systems and strategies used in the marketplace.

The following activities will prepare you for successful completion of a concept test related to basic business terminology and economic systems and strategies.

**Activities:**

→ Resource: *The World of Business*, Chapter 1. Complete activities 1 and 2 or 3 and 4.

1. Review and respond to the expectations of Chapter 1 – Business and You, page 14.
2. Complete the matching questions on page 29 – Building Your Business Vocabulary.
3. Review business vocabulary by completing the Business and You Crossword Puzzle.
4. Select and complete 5 out of the 10 Applying your Business Knowledge, page 30.

→ Resource: *The World of Business*, Chapter 2. Complete activities 1 and 2 or 3 and 4.

1. Review and respond to the expectations of Chapter 2, Economic Systems, page 33.
2. Complete the matching questions on page 53 – Building Your Business Vocabulary.
3. Review business vocabulary by completing the Economic Systems Crossword Puzzle.
4. Select and complete 5 out of the 10 Applying your Business Knowledge, page 54.

→ Resource: Newspapers and magazines

*The World of Business* blackline masters 39, 40, 41

- **Business Facts:** Check recent newspapers and magazines and write four current business facts. Identify the source. Use blackline master #39.
- **Environmental Alerts:** Check recent newspapers and magazines and write two current environmental alert items related to business. Identify the source. Use blackline master #40.
- **Business Survival Tactic:** Check recent newspapers and magazines and write a short summary of how a company is changing its procedures to survive or expand. Identify the source and source date. Use blackline master #41.
- **Take the concept test related to business terminology and economic systems.**

**MAM1010 Management & Marketing Basics****Management Project****Worksheet/MAM1010-2**

**General Outcome:** Relate management concepts to her or his personal life, organizations he or she is involved with and different types of businesses (large and small).

**Activities:**

- Before completing this activity you should be familiar with the roles of management in different organizations. Select at least one of the following resources to obtain the necessary background information.
  - *The World of Business* by Terry Murphy, et. al., Chapter 3 and 4.
  - *Managing for Excellence* by Lori Cranson, Chapter 5 and 7.
- Reflect upon ways you use management in your personal life. Include the ways you plan, organize, action your plans, monitor and communicate. How might you improve yourself through increasing the effectiveness of your management skills?
- Interview at least one family member and friend to find out the role management plays in his or her personal life.
- How is management used in your household?
- Identify the features of the different types of businesses:
  - sole proprietors
  - partnerships
  - corporations (conglomerates, multinationals, Crown)
  - franchises
  - cooperatives
- Interview three people involved in business. At least one should be involved in a large business (corporation), the other in a small business (proprietorship or partnership). How is the business managed? Is it effective? Why or why not? Who are the decision-makers in the business?
- **Present your reflections and interviews in your choice of format. This could be written, illustrated, video. The choice is yours!**
- **Assess your project using the Presentations/Reports Assessment Tool: Management and Marketing Project**

**MAM1010 Management & Marketing Basics****Marketing Project****Worksheet/MAM1010-3**

**General Outcome:** Describe the characteristics of marketing and decisions made within the marketing mix.

**Supplies:** popsicle sticks, dixie cups and glue. For the purpose of computing production costs for this project the following values have been assigned to the supplies:

Cups	=.10 each
Popsicle Sticks	=.05 each
Glue	=.25 per unit

**Activities:**

- Before completing this activity you should be familiar with the characteristics of marketing, the marketing mix and the types of decisions necessary to bring a product to market. Select at least one of the following resources to obtain the necessary background.
  - *The World of Business* by Terry Murphy, et. al., Chapter 25.
  - *Marketing Dynamics* by Sandy Levin, Chapter 1.
  - *Marketing: A Global Perspective* by Margaret Stewart, et. al., Chapter 1.
  - *Marketing: A Canadian Perspective* by Terry Taller, Chapter 1.
- Individually or in pairs create a prototype product that has marketable potential using the above supplies.
- Make a list of marketing decisions necessary to bring the product to the marketplace. Develop a minimum of 5 decisions for each of the 4 Ps and 2 Cs of the marketing mix.
  - Product (name)
  - Price (cost)
  - Place (where to sell it?)
  - Promotion (will you advertise?)
  - Consumer (who will buy it?)
  - Competition (who is in the marketplace already?)
- Make decisions regarding the product for the 4 Ps and 2 Cs of the marketing mix.
- Share your product and marketing decisions with a minimum of 5 potential customers.
- Make recommendations regarding the marketability of your product based on your knowledge of the marketing mix and feedback from potential customers.
- How does this activity relate to the marketing decisions made by manufacturers, wholesalers and retailer everyday?
- **Report on your decisions, customer reactions, recommendations and conclusions regarding the marketability of the product you created.**
- **Assess your project using the Presentations/Reports Assessment Tool: Management and Marketing Project**

**General Outcome:** Describe the role of retailing in Canadian history, in Canada today and in Canada in the future.

**Activities - Individually or in groups of two or three, complete the following activities:**

- Before completing this activity you should be familiar with the role of retailing in Canada, past, present and future. Use the following resource to obtain the necessary background.  
→ *Marketing Today: A Retail Focus* by Harold Stoyles, Chapters 1–3.
- Report (oral, written or visual) on the role and functions of retailing in the marketplace.
- Prepare a visual timeline that represents the evolution of retailing from its beginnings to its current role in the marketplace.
- Report on the role technology has played in the evolution of retailing.
- Make suggestions regarding the future of retailing and the role technology might play.
- **Presentation: organize all of the above activities into a presentation and present them to your teacher.**
- **Assess your work using the Presentations/Reports Assessment Tool: Management and Marketing Project**

**MAM1010 Management & Marketing Basics****Retail Merchandising Scavenger Hunt****Worksheet/MAM1010-5**

**General Outcome:** Identify and analyze retail merchandising strategies used in the marketplace.

**Directions:** Watch the video *Supermarket Persuasion*. Explore popular local supermarkets to find merchandising strategies presented in the video. Questions below help you explore local supermarkets. Questions within the boxes encourage you to make conclusions about retail merchandising strategies. Respond formally to these questions using the information you have gathered from your exploration. **Plan and complete a report and/or presentation** that presents your conclusions about retail merchandising strategies used in supermarkets.

1. Compare the price of regular popcorn kernels with that of microwave popcorn per kilogram.
2. Compare the price of instant rice with regular rice on a per kilogram basis. Estimate how much time instant rice saves over regular rice.
3. Compare the price of orange juice in a carton or jar with orange juice made from frozen concentrate. Compare prices based on an eight ounce serving.
4. Compare the price of fresh fish with frozen fish sticks on a per kilogram basis.
5. Compare the price/kilogram of the following types of potatoes (compare national brands):
  - fresh potatoes in the produce department
  - frozen french fries
  - freeze-dried instant mashed potatoes
  - potato chips

6. What pricing merchandising strategies have you discovered from all of these price comparisons?

7. Prepare a list of 15 common grocery items. Compare these prices in three different supermarkets and add up the total bill for each.
8. Identify three products offering multiple pricing. Is there a significant savings when buying more than one?
9. Find three brands of the same food in packages that appear to be the same size but contain differing amounts of food. Compare prices.
10. Find a package that appears larger than the same food in the competing brand yet contains the same amount of food or less. Compare prices.

11. What additional pricing merchandising strategies have you discovered?

12. Draw a store layout of a supermarket. Does it follow the power of the perimeter approach? Explain.
13. Explore the following supermarket departments and describe a minimum of 3 merchandising techniques used to increase sales in each department.

*produce, bakery, deli, meat, dairy, grocery*

**MAM1010 Management & Marketing Basics**

14. What place merchandising strategies have you discovered?

15. Study the detergent section of a supermarket. Find out which companies are behind the brand names. Estimate what percentage of shelf space is controlled by the two leading companies.

16. Study the cereal display in a supermarket. Which companies control most of the shelf space? List the brands made by any one company.

17. Study the soft drink section in your local supermarket. Find out which companies are behind the brand names. Estimate what percentage of floor or shelf space is controlled by the two leading companies.

18. Find a package that is oversized in comparison to its contents.

19. Find a local supermarket with a high quality house brand. How do they compare in quality and price to national brands?

20. Find a local supermarket with generic foods. How do they compare in quality and price to the national brands?

21. What product merchandising strategies have you discovered?

22. Find a full page newspaper ad or flyer showing food prices. How many of the prices end in the number nine? Show the ad.

23. Walk the inner aisles of a supermarket. How many “shelf talkers” can you find? What is the most common message?

24. Find three tie-in displays in the supermarket. Describe the display. Is one item on sale, both, or neither?

25. Look for three end of aisle displays. Note the price of the items. Are they reduced or at normal price?

26. Find an example of a tumble or dump display. Is the price greatly reduced, slightly reduced, or the same as always?

27. What promotional merchandising strategies have you discovered?

28. Compare services for three different supermarkets. Compare store hours, credit available, loyalty programs, deliver, etc.

29. What service merchandising strategies have you discovered?

30. In your observations in the supermarkets, what additional merchandising strategies have you discovered?

*This worksheet has been adapted from the Supermarket Persuasion support material that comes with the video. It has been adapted to reflect metric measurements and the specific learner expectations of Course 1010 in Management and Marketing.*

**MAM1010 Management & Marketing Basics****Personal Inventory of Self****Worksheet/MAM1010-6**

**General Outcome:** Identify management and marketing careers of personal interest.

**Activities:**

→ Resource: *Marketing Today: A Retail Focus*, 2nd Edition, Teacher's Resource, blackline master, page 221, Personal Profile Sheet.

- Complete the Personal Profile Sheet to identify personal talents, skills, interests and qualifications.
- Research and find management and marketing careers that match your personal talents, skills, interests and qualifications.
- Investigate a minimum of three careers within the management and marketing field that you would be interested in pursuing (*use Assessment Tool: MAMCARE: Career Profiles*).

# CAREER & TECHNOLOGY STUDIES

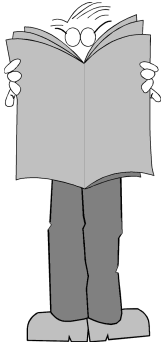
**MANAGEMENT AND MARKETING**

**SAMPLE STUDENT LEARNING GUIDE**

**MAM3030 Business in the Global  
Marketplace**

## M&M3030 Business in the Global Marketplace

# WHY TAKE THIS COURSE?



Around the world, markets are opening up. What will Canadian business people need to know to succeed in this global marketplace and where will they find answers to their questions? In this course you will:

- explore opportunities and challenges that confront business people in establishing a global business operation in both developed and developing nations
- analyze needs and wants of consumers in potential foreign markets
- analyze existing resources, products and services that have the potential to be marketed in Canada
- evaluate and make recommendations of how businesses can work towards sustainable development for future generations.

# WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this course.

However, *MAM1010: Management & Marketing Basics*, *MAM2010: Managing For Quality* and *MAM3020: Business in the Canadian Economy* will provide helpful background knowledge to work successfully in this course.

Also, learnings in Social Studies 20 (*Quality of Life*) and Social Studies 30 (*Political and Economic Systems*) have connections to this course and provide a foundation for further learning.



**MAM3030 Business in the Global Marketplace**

**WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?**

Upon completion of this course you will be able to:

- compare existing international business ventures within developing and developed nations
- identify and examine existing legislation that affects global ventures
- analyze existing global ventures
- identify and investigate global entrepreneurial opportunities within a developing and a developed nation
- demonstrate basic competencies.

**WHEN SHOULD YOUR WORK BE DONE?**

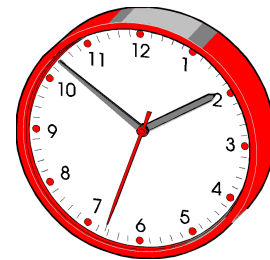
Work should be completed by \_\_\_\_\_

Use the timelines shown below to help you schedule your time. Prepare a workplan outlining when you will complete the tasks listed below. Submit this workplan to your teacher for approval. Remember, you should use your time and resources as efficiently as possible so that you can complete the course and move onto other opportunities to develop your knowledge and skills. If you find that you need to adjust your workplan, be sure to consult with your teacher.

- TASK 1: 4 hours
- TASK 2: 4 hours
- TASK 3: 5 hours
- TASK 4: 12 hours

Complete the time management planning chart included in this course.

Note: Additional homework time will be required to complete this course.



**MAM3030 Business in the Global Marketplace**

# HOW

	PERCENTAGE
<p>You must first demonstrate <b>all</b> of the competencies required for this course.</p> <p>When you have done this, your percentage mark for the course will be determined as follows:</p> <ul style="list-style-type: none"> <li>TASK 1: Activities/Concept test on basic international trade concepts including global business legislation, regulations and organizations and processes for exporting</li> <li>TASK 2: Research and report on a minimum of three international businesses</li> <li>TASK 3: Analysis of a minimum of five case studies</li> <li>TASK 4: Research Project on the global marketplace</li> <li>demonstrate basic competencies.</li> </ul>	<p>15%</p> <p>15%</p> <p>20%</p> <p>50%</p> <p><i>Basic Competencies Reference Guide</i></p>



# WHICH RESOURCES MAY YOU USE?



- Steward, Margaret J. et al. *Marketing: A Global Perspective*. Chapters 15, 16, 17.
- Liepner, Michael E. and Magnan, Jane G.N. *Exploring Business: A Global Perspective*. Chapter 4.
- Stoyles, Harold. *Marketing Today: A Retail Focus*.
- PC Globe*. Computer program.
- International Trade Centre* in Calgary and Edmonton
- the Internet.

# ACTIVITIES/WORKSHEETS

## ASSIGNMENT LOG

ACTIVITIES	DATE COMPLETED	MARK
<b>Compare existing international business ventures with both developed and developing nations</b>		
<b>TASK #1: Activity 1 – Introduction to the global marketplace</b>		
<ul style="list-style-type: none"> <li>Define terms and essay</li> </ul>		
<ul style="list-style-type: none"> <li>Visit to local retailers, 10 products</li> </ul>		
<ul style="list-style-type: none"> <li>Flowchart of 1 product from retailer</li> </ul>		
<b>Examine existing legislation that affects global ventures</b>		
<b>TASK #1: Activity 2 – Trade Agreements</b>		
<ul style="list-style-type: none"> <li>Summary of the 4 trade agreements</li> </ul>		
<ul style="list-style-type: none"> <li>Purpose of trade agreements, Barriers to Trade</li> </ul>		
<ul style="list-style-type: none"> <li>Concept Test</li> </ul>		
<b>TASK #2: Researching the Global Marketplace</b>		
<ul style="list-style-type: none"> <li>Reference List of 10 articles</li> </ul>		
<ul style="list-style-type: none"> <li>Report w/developed nation</li> </ul>		
<ul style="list-style-type: none"> <li>Report w/developing nation</li> </ul>		
<ul style="list-style-type: none"> <li>One additional report</li> </ul>		
<b>TASK #3: Analyze existing global ventures – 5 Case Studies</b>		
<ul style="list-style-type: none"> <li>Trivial Pursuit Case Study</li> </ul>		
<ul style="list-style-type: none"> <li>McDonald’s in Russia Case Study</li> </ul>		
<ul style="list-style-type: none"> <li>The Body Shop Case Study</li> </ul>		
<ul style="list-style-type: none"> <li>Body Shop Visit Essay</li> </ul>		
<ul style="list-style-type: none"> <li>Canadian Entrepreneurs in Thailand</li> </ul>		
<ul style="list-style-type: none"> <li>Adjustment May be Difficult Case Study</li> </ul>		
<b>TASK #4: Research global entrepreneurial opportunities with both a developed and developing nation</b>		
<ul style="list-style-type: none"> <li>Project 1 – see Global Marketplace Research and project checklist (page J.24 – J.28)</li> </ul>		

# MANAGEMENT AND MARKETING

## MAM3030 Business in the Global Marketplace

### Time Management Planning Chart

Using the chart below preplan the work that needs to be done in this course. Plan on how you will use your class time as well as extra time that you will need to complete the assignments in this course. The chart below will help you develop a five-week workplan.

Name \_\_\_\_\_

Month \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

**MAM3030 Business in the Global Marketplace****TASK #1:  
ACTIVITY I – INTRODUCTION TO THE GLOBAL MARKETPLACE**

In this activity you will become familiar with the language used in the global marketplace, and explore retailers to identify products of foreign origin in the Canadian marketplace.

***Marketing: A Global Perspective, Chapter 15: International Marketing***

- a. Define the international marketing terms on page 285.
- b. With a partner, discuss the learning objectives.
- c. Using these learning objectives as an outline, write an essay that includes a response to all of the objectives. (Minimum 2 pages, typed using double spacing.)
- d. With a partner, edit each other's work, make corrections and hand your essay in along with your terms.
- e. Visit a local retailer and find 10 products of foreign origin. In chart form record the product, price and country of origin and manufacturer's name. Choose one of the 10 products and interview the retailer to find out as much as you can about the origins of the product. Using a flow chart diagram, show how the product was able to reach the Canadian consumer. Some questions to consider when interviewing your retailer include:
  1. How did it get to the retail store?
  2. Who received the product in Canada?
  3. How did it get to Canada?
  4. Who manufactured the product?
  5. What are the raw materials?
  6. Where did they come from?

The retailer may not be able to answer all these questions, but he or she may be able to give you another contact. If he or she is able to give you the name of the actual importer of the product, try to contact this person for more information.

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**TASK #1**  
**ACTIVITY 2 – TRADE AGREEMENTS**

- a. Research and give a summary of the following trade legislation and trading blocs/agreements—include the advantages and disadvantages of each.
- Domestic trade legislation between provinces
- U.S./Canada Free Trade Agreement (FTA)
- North American Free Trade Agreement (NAFTA)
- European Community (EC)
- Pacific-Asian Region or Pacific Rim
- b. What is the purpose of countries developing formal or informal trade agreements?
- c. What are the barriers to trade? Why are these barriers set up?

**Note:** Most of this information is readily available for free at the International Trade Centre.

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**TASK #2  
RESEARCHING THE GLOBAL MARKETPLACE**

In this activity you will explore different businesses currently in the international scene.

Using CD-ROMS and/or Internet resources search for 10 articles about companies currently doing business in the international market. Search for the following information:

- a. foreign companies doing business in Canada.
- b. Canadian companies doing business abroad.
- c. try to expand your search to include markets within both developed and developing worlds.

**List the articles in reference style.**

Select 3 of the articles to report on. At least one of the articles must be about doing business with a developing nation, another about a developed nation. In essay format, respond to the following information.

- a. Name of Company—describe the nature of company, where is it based, is it a multinational company, international corporation, small company or private entrepreneur. How is the organization structured or organized to do business in the international setting?
- b. Describe the nature of the business opportunity—what products or services are involved. Was the product changed at all to meet the needs of a new market?
- c. Thinking globally, how does this business opportunity benefit Canada? How does it benefit the foreign country?
- d. Were any human rights or environmental issues mentioned?

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**TASK #3 – 5 Case Studies**

**CASE STUDY 1 – TRIVIAL PURSUIT MOVES INTO THE INTERNATIONAL MARKET**

**Resource:** *Marketing: A Global Perspective*, Chapter 15: International Marketing, page 301

Will this popular board game be successful in the international marketplace? Read this case and draw your own conclusions.

- a. Read the case.
- b. Answer and discuss the 2 questions posed at the end of the case.

**CASE STUDY 2 – HAMBURGER DIPLOMACY**

**Resource:** *Exploring Business: A Global Perspective*, Chapter 4, page 80–81

Who brought McDonald's Restaurants to Russia? Read this case to find the answer.

- a. Read the case study.
- b. Answer the following questions
  1. What is meant by a joint venture?
  2. In your opinion, what are the most difficult obstacles facing businesses that want to expand to other countries?

**CASE STUDY 3 – THE BODY SHOP**

**Resources:** **Your local Body Shop**  
**Stoyles, Harold. *Marketing Today: A Retail Perspective*,  
page 291**

What has made the Body Shop a successful franchise internationally? This case discusses the success of Anita Rodick and her “profit with principles” practice of doing business. You will discover her principles in practice by visiting a local Body Shop franchise and observing merchandising techniques used with the store.

- a. Read the case study. Answer the following questions and discuss your answers in small groups.
  1. In what way is the Body Shop committed to “profits with principles”?
  2. Will the Body Shop’s approach to retailing become more popular in the future? Support your answer.
  3. Think of a business you might own one day. How might you incorporate the concept “profit with principles” into your business?
- b. Visit a local Body Shop retail outlet. Report, in essay format, on how this store projects a “profit with principles” global image. What literature and visual merchandising techniques are available in the store to support your findings?





**MAM3030 Business in the Global Marketplace****TASK #4****GLOBAL MARKETPLACE RESEARCH PROJECT**

In this research project you will be asked to work with a partner. Select two countries to research. One must be a developed country, the other a developing country. Each of the partners will take a country and complete the research within Section I. Work collaboratively on Sections II and III.

This report should be typed APA style or formatted formally in another style, with references being cited where appropriate. Make sure you have a table of contents at the beginning and a reference list at the end.

This report will be divided into three sections. The first is to investigate how Canadians would do business with foreign countries by researching a developed and a developing country and their people. The next section of the research will ask you to work together to compare the developing and developed countries. The last section will ask you to give recommendations and conclusions for both countries including the following information:

- opportunities for importing goods and/or services into Canada from these countries
- opportunities to export Canadian goods or services to each country
- would you do business with these countries based on bigger global issues such as the environment and human rights concerns?

**Library Resources**

Box, Ben (Ed.). (1993) *South American Handbook*. Bath, England: Trade and Travel Publications.

Kurian, George Thomas (Ed.). (1992) *Encyclopedia of the Third World*, Fourth Edition. Volumes I–III. New York: Facts on File.

Kurian, George Thomas (Ed.). (1990) *Encyclopedia of the First World*, Volumes I & II. New York: Facts on File.

*Lands and People*. (1991). Volumes 1–6. Danbury, Conn: Grolier.

World Resources Institutes (Eds.). (1993 & 1994) *Environmental Almanac*. New York: Houghton Mifflin Company.

Worldmark. (1988). *Encyclopedia of the Nations*. Volumes 1–5. New York: John Wiley and Sons Inc.

**MAM3030 Business in the Global Marketplace****Community Resources****The International Trade Centre**

The Business Service Centre at the trade centre is filled with free literature and a reference section of books, magazines, documents and videos. As a student, you can visit the centre when doing your research. There are tables to work at while researching and a TV/VCR for previewing videos. A few students at a time is recommended. The addresses for Calgary and Edmonton are:

International Trade Centre  
Business Service Centre  
11th Floor, 510–5th Street SW  
Calgary, AB T2P 3S2  
Telephone: 403–292–4575  
Fax: 403–292–4578

International Trade Centre  
Business Service Centre  
540, Canada Place  
9700 Jasper Avenue  
Edmonton, AB T5J 4C3  
Telephone: 780–495–2944  
Fax: 780–495–4507

**SECTION I****I. Basic facts about each country**

- A. Geographic area—should include a map indicating where the country is located, its borders and major cities
- B. Demographics of each country—population and principal cities, market size, income distribution
- C. Overview of the history of each country
- D. Education
- E. Government and laws

**II. Economic facts about each country**

- A. Economic system and membership in trading blocs and other international organizations
- B. Exports, imports, chief agriculture products
- C. Financial information—foreign exchange/currency, payment methods and licensing information
- D. Transportation—modes available for shipping and transporting goods
- E. Advertising and promotion—availability of print and electronic media

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**III. Culture of each country**

- A. Language—especially the language of business people and government officials
- B. Customs affecting business relations
- C. Religions of the country
- D. Holidays
- E. Etiquette for business in the country

**IV. Travelling information for each country**

- A. Travel documents and customs regulations
- B. Transportation to the country and domestic travelling arrangements during your visit
- C. Communications
- D. Hotel Accommodations
- E. Business calls and entertainment
- F. Appropriate dress
- G. Overall health and personal security

**V. Global issues related to each country**

- A. Environmental issues concerning land, air or water
- B. Human rights issues related to the workforce or discriminating policies—related to gender, race or religion

**SECTION II**

**I. Comparisons between the developing and developed nation**

- A. As a business person doing business with both countries, how are they similar?
- B. How do they differ?

**SECTION III**

**I. Import and export opportunities**

- A. What are some of the potential opportunities for importing products or services into Canada from each country?

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- B. What are some of the potential opportunities for exporting products or services to each country?

**II. Recommendations and Conclusions**

- A. What are the advantages and disadvantages for Canadians in doing business with each of these countries.?
- B. What are the advantages and disadvantages for each country in doing business with Canadians?
- C. Are there any global issues that make it difficult to do business with either of these two countries? This should be a discussion on the ethical and morale responsibilities that businesses have in the global marketplace towards human rights and environmental issues. Use the concept “profit with principles.”
- D. What did you value the most from this global research assignment? How might knowing this information make a difference for you in the future? (Each student should reflect on his or her own feelings).

**MAM3030 Business in the Global Marketplace****Global Research Project Checklist**

	Name of Student _____	Name of Student _____
Section I	Developing Country	Developed Country
Facts about the country		
Economic Facts		
Culture/Customs		
Travel Information		
Global Issues		
Section II		
Similarities		
Differences		
Section III		
Import/Export Opportunities for each country		
Advantages and Disadvantages of doing business with each country		
Recommendations for doing business with each		
Reflections		
Format		
Used APA or other formal report style		
Table of Contents		
Used headings to organize report		
Reference list		

Student Reflections: