Today’s topic

- More on «how», rather than «why»
- Stand-alone video case study series
  - Brands Whisper’g® and MNC Whispering
- *Brands Whisper’g®* is a web and video based e-book for Marketing since 2016
- *MNC Whispering* is a new video case collection for IB, part of an ERASMUS+ Project, using *Brands Whisper’g®* methodology
- Quick integration of video cases during online teaching
Use of multimedia in teaching

- «learning from words and pictures»
- Different forms – films, documentaries, video cases, etc
- R. E. Mayer and colleagues’ pioneering research since 1990s
- On E-learning and the use of multimedia (Clark & Mayer, 2016)

While producing stand-alone video cases

- «people learn better from words and pictures, than words alone» (Mayer, 2001)
- «cognitive load needs to be reduced in the design of multimedia» (Mayer, Moreno, 2003)
- «special attention is essential for good narrative & link to curriculum»
- «Simple is more in multimedia learning»
About Brands Whisper’g®

- Web and video based e-book, for teaching Marketing/Business Studies
- Real life video cases, scripted by lecturers & narrated by co. executives in 20 minute videos
- Based on dilemma training, with problem and solution method
- Win-win both for academia and business world

- First launched in March 2016; currently 14 video cases (www.brandswhispering.com)
- Both anecdotal and empirical evidence
- Global distribution by The Case Centre, 9 video cases with 29 accompanying teaching materials* and expanding

* https://www.thecasecentre.org/educators/ordering/whatsavailable/collections/BrandsWhisperg

Video case
Global marketing strategy – Unilever’s Axe

- App. a 7-minute clip in four parts, taken from a 20-minute video
- Unilever Deodorant Category Manager explains Axe launch in Turkey in 1986, using its international brand promise of “female attraction”
- In 1980s international brand claim: “women finding Axe using men attractive”
- After 2010, moved away from gender specific stereotyping globally, in line with consumer expectations
- Different shades of standardisation and adaptation, over a 30-year period, with some tangible trade offs

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An example of online teaching with video cases – 4 step approach

1) Synchronous
   • Giving background info and linking to curriculum and textbook

Global marketing strategy - Unilever’s AXE Brand

Part 5 | Functional Area Excellence

Chapter 16

Marketing in the Global Firm

Learning Objectives

After studying this chapter, you should be able to:

16.1 Explain global market segmentation.
16.2 Understand standardization and adaptation of international marketing.
16.3 Describe global branding and product development.
16.4 Explain international pricing.
16.5 Understand international marketing communications.
16.6 Describe international distribution.

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The case will look into the inner circle

In real life there is always a trade off

Q: When to use global campaigns and when to use local campaigns?
Online teaching with video cases (2)

1) Synchronous
   • Giving background info, linking to curriculum and textbook

2) Synchronous & Asynchronous
   Watching video case and case discussion

Axe using global campaign at its launch

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https://www.thecasecentre.org.corporate/products/view?id=164944
After 2010, moving away from gender specific stereotyping globally

Global campaign: With considerable adaptation
A local campaign: «Sorry if I hurt you»

Online teaching with video cases (3)

1) Synchronous
   • Giving background info, linking to curriculum and textbook

2) Synchronous & Asynchronous
   Watching video case and case discussion

3) Asynchronous
   • Listening to audio teaching notes

https://www.thecasecentre.org/corporate/products/view?id=164944
Global campaigns

https://www.thecasecentre.org/educators/products/view?id=164941

Global campaigns

https://www.thecasecentre.org/educators/products/view?id=164941
Global campaigns

Axe, Turkey «Find Your Magic» Campaign

1986 Axe Global launch campaign
Axe, Turkey global campaigns vs local ones

- Total Standardization
  - 1986 Axe Global launch campaign

- Total Adaptation
  - 2017 Axe «Find your magic» Global campaign
    - 2018 Axe Turkey «What is your thing?»
      - New creative execution for the same comm. strategy

- Total Standardization
  - 2018 «Sorry if I hurt you» Local Campaign

- Total Adaptation
  - 2017 Axe «Find your magic» Global campaign
  - 2018 Axe Turkey «What is your thing?»
    - New creative execution for the same comm. strategy
Online teaching with video cases

Synchronous
• Giving background info, linking to curriculum and textbook

Synchronous & Asynchronous
• Watching video case and discussing

Asynchronous
• Listening to audio teaching notes

Synchronous
• Having class discussion

Switching back to synchronous for discussion

2) Example of stand-alone video case for IB
MNC Whispering

References

References (2)

- Axe Video case (2019)
  https://www.thecasecentre.org/educators/products/view?id=164944

- Axe Audio Teaching Notes (2019)
  https://www.thecasecentre.org/educators/products/view?id=164941

- Brands Whisper’g - www.brandswhispering.com

- The Case Centre Brands Whisper’g collection:
  https://www.thecasecentre.org/educators/ordering/whatsavailable/collections/BrandsWhisperg

- MNC Whispering – www.mncwhispering.com

Using video cases for online IB teaching
Filip De Beule
KU Leuven
Belgium
Online availability

• Video cases and teaching materials will become available as they are developed.
• Everything will be available by September 2021.
Our first research results published in JTIB on Digital Transformation...
Using video cases for online IB teaching

• More and more universities, faculties, business schools are offering more and more online classes
  • Ongoing trend
  • Warped because of COVID-19
• Traditional materials are not very rich or appropriate
  • For online teaching
  • For new generation of students (millennials, especially Generation Z)
• Video cases
Using video cases for online IB teaching:
We are only getting started with this new generation!

Source: Pew Research

Using video cases for online IB teaching:
New students are demanding new teaching!

Source: visualcapitalist.com
Using video cases for online IB teaching: Gen Z students have a video brain!

Source: visualcapitalist.com

VIDEO CASE:
INTERNATIONALIZATION PROCESS OF A BORN GLOBAL
How would you internationalize this company?

ipee video: see Zoom video recording.
How would you internationalize this company?

Nothing so practical as a good theory!

• Apply ...
  • Uppsala model
  • Internalization theory
  • Network model
• ... to this case study.
• In what way are these theories relevant in explaining these changes?

• We create knowledge clips where theories, models, etc. are clearly visually explained.
• And these theories, models, etc. are subsequently linked to the video case.
ipee’s internationalization path

2008 - PlaceToPee
2010 - From invention to product development
2012 - ipee established
2015 - From technological sales to branded end products
2018 - Strategic alliance in China

Process model mechanism, 1977

State aspects
- Market knowledge
- Market commitment

Change aspects
- Commitment decisions
- Current activities

Co-funded by the Erasmus+ Programme of the European Union
The business network internationalization process model, 2009

**State aspects**
- Knowledge opportunities
- Network position

**Change aspects**
- Relationship commitment decisions
  - Learning
  - Creating
  - Trustbuilding

**Process Model**
- Increased Knowledge
- Current Activities
- Reduced Psychic Distance
- Increased Resource Commitment
Use in teaching

• I like students to read chapter in textbook beforehand. So they have some theoretical and empirical background knowledge to try to answer the questions in class.

• I typically do cases in class using, for instance, Blackboard Collaborate, creating teams of students.

• But obviously, other programs also allow for this, like Zoom, or Teams, or Meet.

• I like to relate theory to case also in class.
• They can check knowledge clips also afterwards.

Use in teaching

• You could also have students prepare (part of) case study in advance, and build on it in class.

• The learning of theory could (partially) precede or follow the video case.
RECAP: REMEMBER THEORIES?

DEDUCTION vs INDUCTION

Theory ↓ Hypothesis ↓ Observation ↓ Confirmation

Theory ↑ Hypothesis ↑ Pattern ↑ Observation

ARISTOTLE vs SHERLOCK

Source: Ajibot.com

Thank you