

**Mississippi Department of Education
Office of Curriculum and Instruction**

Course Title: International Business

Grade Level: 9, 10, 11, 12

Carnegie Unit: 1

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International Business Course Outline

One Carnegie Unit

Course Code: XXXXXX

Unit Number	Unit Name	Hours
1	Foundations of International Business	20
2	Global Business Ownership and Entrepreneurship	20
3	The Global Business Environment	20
4	International Business Communication, Ethics, and Social Responsibility	20
5	International Management	15
6	International Marketing	15
7	International Finance	15
Total		125

Unit 1: Foundations of International Business

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand the role international business plays in shaping the global economy
- Understand the impact international trade has on businesses at the local, state, national, and international levels

Essential Questions

- How are individuals affected by international business?
- What factors influence a country's decision to engage in international trade?

Vocabulary

Identify and review the unit vocabulary.

Culture
Domestic Business
Exports
Global Dependency
Globalization
Imports
International Business
Least Developed Country
Developing Country
Developed (Industrialized) Country
Trade Barriers

Suggested Learning Experiences

Competency 1: Explain the role of international business.		
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify business opportunities in countries in various levels of economic development.	<p>a. Use the How Global is Your Portfolio lesson at http://www.econedlink.org/lessons/index.php?lid=918&type=educator to help students connect economics and geography as they investigate global companies in the stock market.</p> <p>Have students create a continuum line with least developed on one end and most developed on the other end and developing in the middle (this could be on a bulletin board). Determine which indicators will be used to determine each level of development. Divide students into two groups: less-developed countries and most developed countries. Each group will need to find countries that fit into its category. The number of countries a group finds will be dependent on the total number of students in the class. Have students write each country's name on an index card. Have students draw a card from each category. Have students write their names on the index card under the country name. Have students research economic development in each of their countries and have them place their countries along the continuum line based on their levels of development. Have students begin gathering information for a research report on their countries. This research report will go into their portfolios (see Performance Task below).</p>	<p>a. Observation, Participation Rubric</p> <p>Group Work Assessment Rubric</p> <p>Venture Ideas Questionnaire</p>
b. Identify examples of international trade in the local and state communities.	<p>b. Visit the Mississippi World Trade Center Web site http://www.mswtc.org/ and discuss resources that can be found at this site. Have students identify local and state businesses that engage in international trade and present their findings to the class. Have them complete the reflection exercise.</p>	<p>b. Assessment Rubric for Student Reflections</p>

Competency 2: Analyze how international business impacts business at all levels, including local, state, national, and international levels.		
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the impact of international business activities on the local, regional, national, and international levels.	<p>a. Use The Trading Game lesson at http://www.econedlink.org/lessons/index.php?lid=855&type=educator to teach how we gain from trade. Have students play The Trading Game.</p> <p>Students will report on historical developments to illustrate the past experiences of the United States' role in international trade and to describe the impact of international business on local, regional, and national levels. Have students prepare a graph representing total state and national imports and exports over the past 12 months.</p>	<p>a. Observation, Participation Rubric</p> <p>Written Report Assessment Rubric</p>

b. Understand the importance of international business and its influence on careers and businesses at the local, state, national, and international levels.	b. Students will participate in mock interviews with key business resource people from various cultures for specific careers and prepare applications and other job application documents for various cultures.	b. Role Play or Skit Assessment Rubric
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Performance Task

Throughout the course, each student will be developing an international business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, each student should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Preliminary Research for Report on Countries

In this unit, you will begin researching two countries from each stage of development: least developed and most developed. In the continuum line activity, you were assigned two countries—one developed and one least developed.

Approach this research as if you are planning to do business in each country. At this phase of your report, you will gather general information about the country for the *Body* section of your report. You can include information about your country's economic conditions, type of government, geographic location, demographics, and culture. You need to organize this information under subtitles. At this point, include any information that you think is useful. You will have the opportunity throughout this course to modify your report.

A good resource for finding this information is Global Edge (<http://globaledge.msu.edu/>). You may use other resources as well.

Attachments for Performance Task

Use the *Report Writing Format* document and *Report Rubric* in Appendix A.

Unit Resources

Book:

Dlabey, L., & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Online:

Aneki. (2011). <http://www.aneke.com/> This site details county records and ratings information.

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

EconEdLink. (2011). *How global is your portfolio*. Retrieved from <http://www.econedlink.org/lessons/index.php?lid=918&type=educator> This engaging lesson challenges students to connect economics and geography as they investigate global companies in the stock market.

globalEDGE. (2011). <http://globaledge.msu.edu/> Created by the International Business Center at Michigan State University, globalEDGE is an international business web portal with a wealth of information, insights, and learning resources on global business activities.

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. <http://nbea.org/newsite/curriculum/index.html>

One World – Nations Online. (2011). <http://www.nationsonline.org/oneworld/index.html>

United Nations. *Millennium development goals indicators*. (n.d.). <http://unstats.un.org/unsd/mdg/Data.aspx>

Unit 2: Global Business Ownership and Entrepreneurship

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand the benefits and risks of international business
- Understand the role of small business and entrepreneurship in the global economy

Essential Questions

- Why do businesses expand to the global marketplace?
- What factors influence the method a company uses to get involved in international business?

Vocabulary

Identify and review the unit vocabulary.

Corporation
Direct Exporting
Foreign Direct Investment
Franchise
Indirect Exporting
Joint Venture
Licensing
Management Contract
Matchmaker Program
Microcredit
Multinational Company or Corporation (MNC)
Partnership
Sole Proprietorship
Turnkey Project
Wholly Owned Subsidiary

Suggested Learning Experiences

Competency 1: Identify forms of business ownership and entrepreneurial opportunities.		
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Analyze various forms of business ownership (e.g., sole proprietorship, corporation, partnership) for different international business situations.	<p>a. Discuss the various forms of business ownership and advantages and disadvantages of each.</p> <p>Provide students with a list of advantages and disadvantages of sole proprietorships, partnerships, and corporations. For each item in the list, have students decide if it is an advantage or disadvantage of a sole proprietorship, partnership, or corporation. (Some items may be an advantage or a disadvantage of more than one form of business organization.)</p>	a. Advantages and Disadvantages of Sole Proprietorships, Partnerships, and Corporations Chart
b. Identify potential new international business ventures for locally based companies.	<p>b. Discuss with students the enterprises that have the highest potential for growth: health care services, environmental services, training and education, and personal services. Invite a speaker who is knowledgeable about international business opportunities in Mississippi (i.e., executive director of the Mississippi World Trade Center) to speak to the class. Discuss the sections of a business plan.</p> <p>Have students work in groups to identify three specialties in each of the types of enterprises discussed above. Have each student create his or her own business based on the information he or she found. Have students prepare the Business Description and Organizational Structure sections of a business plan for their portfolios (refer to the Performance Task Below).</p>	<p>b. Group Work Assessment Rubric</p> <p>Speaker Rubric</p>
c. Differentiate between low-risk and high-risk methods for getting involved in international business.	<p>c. Discuss low-risk and high-risk methods for getting involved in international business.</p> <p>Have students create a graphic that orders the methods for getting involved in international business based on the level of risk (i.e., stair steps).</p>	c. Drawing Rubric

Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Starting an International Business Plan

In this unit, you will begin gathering information for the *Introduction* and *Analysis of the International Business Situation* sections of the international business plan that will go in your portfolio. In this unit, you will determine the type of business you want to start based on the types of enterprises that have the highest potentials for growth. Approach this task as if you are writing a business plan for the business you will be conducting in your two foreign countries.

Attachments for Performance Task

Refer to the *International Business Plan Format Guidelines* and *International Business Plan Rubric* in Appendix A.

Unit Resources

Books:

Dlabey, L., & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Allen, K., & Meyer, E. (2006). *Entrepreneurship and small business management*. Woodland Hills, CA: Glencoe/McGraw-Hill.

Online:

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. (2011). *Business and Finance Technology Education Frameworks 2009 International Business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. <http://nbea.org/newsite/curriculum/index.html>

Unit 3: The Global Business Environment

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment
- Understand the relationship between the balance of trade and the import/export process

Essential Questions

- How do social and cultural factors influence international business activities?
- Why do some government regulations have the potential to discourage international trade?
- What economic systems determine what to produce, how it is produced, and for whom it is produced in a country?

Vocabulary

Identify and review the unit vocabulary.

Balance Of Trade
Democracy
Duty
Embargo
Export
Foreign Debt
Import
Infrastructure
Passport
Political System
Quota
Social Responsibility
Totalitarian
Trade Barriers
Visa
Work Visa

Suggested Learning Experiences

Competency 1: Describe factors that shape and impact the international business environment.		
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify distinctive social and cultural factors affecting business activities (e.g. time, workday, workweek, schedules, and holidays).	a. Students will participate in a forum to compare and contrast social roles of various cultures, e.g., time, workday, workweek, schedules, and holidays.	a. Observation, Discussion Rubric
b. Describe how trade barriers, tariffs, quotas, and taxation policies affect choice of location for companies operating internationally.	b. Explain how different people have different points of view about specific government actions that affect international business. Have students research countries for which the United States imposes economic sanctions and discuss their findings in a group. Mississippi World Trade Center: http://www.mswtc.org/index.php , U.S. State Department: http://www.state.gov , and The World Bank: http://www.worldbank.org/	b. Observation, Discussion Rubric
c. Recognize legal and political factors that exist between and among countries and the impact they have on international business investment.	c. Have students research the country profiles of the two countries they selected in Unit 1. Have them identify potential political, social, and economic risks and complete the Risk Assessment Activity in Appendix A. Country profiles can be found at http://www.state.gov . Give students the opportunity to revise their research papers if they find additional information.	c. Evaluate the career project for content and delivery.

Competency 2: Relate balance of trade concepts to the import/export process.		
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Analyze the availability of resources and economic potential in various countries.	a. Have students research the economic situation, labor situation, availability of natural resources, and infrastructure of the two countries they were assigned in Unit 1. Have students analyze their findings and recommend potential business ventures in their countries. The information can be found at U.S. State Department: http://www.state.gov and The World Bank: http://www.worldbank.org/	a. Decision Rubric
b. Identify goods and	b. Have students identify goods and services imported	b. Written Report

services imported to or exported from a country.	to and exported from Mississippi to or from a foreign country. Have students analyze this information and determine which, if any, imports or exports pose a threat to local businesses and report their findings. Good resources for information are the Mississippi World Trade Center (http://www.mswtc.org/index.php) and http://export.gov/	Assessment Rubric
c. Describe the role that U.S. Customs and the customs agencies of other countries play in international trade activities.	c. Have students visit the U.S. Customs and Border Protection Web site (http://www.cbp.gov/) or The Internationalist site (http://www.internationalist.com/business/) and have them list and discuss five interesting facts they retrieved from this site.	c. Discussion Rubric
d. Explain the purpose of international trade agreements and treaties (e.g., GATT, NAFTA).	d. Discuss the purpose of the World Trade Organization and have students visit the WTO Web site (http://www.wto.org/index.htm) and find information on Disputes by Agreement. Have them choose one of the disputes and then read the detailed information about the dispute and report their findings (see <i>WTO Dispute Settlement Worksheet</i> in Appendix A).	d. Written Report Assessment Rubric

Performance Task

Throughout the course, each student will be developing an International Business Portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Update Business Plan and Report

Update your report and the *Introduction* and *Analysis of International Business Situation* sections of your business plan with any new information you found while conducting research on the global business environment.

Attachments for Performance Task

Refer to the *International Business Plan Format Guidelines* in Appendix A.

Book:

Dlabey, L., & Scott, J. (2008). *International Business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Online:

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. <http://nbea.org/newsite/curriculum/index.html>

Unit 4: International Business Communication, Ethics, and Social Responsibility

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand the communication strategies necessary and appropriate for effective and profitable international business relations
- Understand the factors that define what is considered socially responsible and ethical and business behavior in a global business environment

Essential Questions

- How does communication in international business differ from communication in a domestic business?
- What is the difference between ethics and social responsibility?

Vocabulary

Identify and review the unit vocabulary.

Body Language
Collectivism
Contexting
Cultural Baggage
Culture
Culture Shock
Ethics
Ethnocentrism
Host Country
Individualism
Social Responsibility
Subculture

Suggested Learning Experiences

Competency 1: Apply communication strategies in international business relations.		
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Apply communication strategies necessary and appropriate for effective and profitable international business relations.	<p>a. Have students take one of the cultural awareness quizzes located at http://www.kwintessential.co.uk/resources/culture-tests.html</p> <p>Discuss the importance of researching a country's culture, language, and traditions to avoid business blunders. Read <i>Cross-Cultural Business Blunders</i> located in Appendix A.</p> <p>Have students research their countries' cultures at http://www.kwintessential.co.uk/resources/country-profiles.html</p> <p>Have students retake the cultural awareness quiz they took earlier and write a reflection about what they learned at http://www.kwintessential.co.uk/resources/culture-tests.html</p>	<p>a. Observation, Participation Rubric</p> <p>Assessment Rubric for Student Reflections</p>

Competency 2: Describe the factors that define what is considered socially responsible and ethical business behavior in a global business environment.		
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Analyze factors that affect ethical behavior and their implications in business decision making.	<p>a. Discuss the factors that affect ethical behavior in businesses.</p> <p>Have students read an ethical dilemma case study and have them determine if individual, social, or organizational beliefs are being challenged. They could have more than one belief in some case studies. Case studies are located in Appendix A.</p>	a. Case Study Assessment Rubric
b. Understand procedures for developing a code of ethics and apply ethical codes to various business situations.	<p>b. Explain that a code of ethics is a written guide to acceptable and ethical behavior as defined by an organization and that codes of ethics vary between countries because they are culture driven, making it difficult for managers to adhere to a strict code of ethics in each market.</p> <p>Divide students into groups. Students research key global ethical issues and the intercultural dimensions of the United States and two other countries. Each group drafts an international code of ethics based on its findings. Have each group present its code to the class.</p>	<p>b. Observation, Participation Rubric</p> <p>Code of Ethics – Sample</p>

	<p>Ask group members to determine which codes would be unacceptable for the countries they researched and explain why. This website provides research on national and organizational cultures. http://www.geert-hofstede.com/hofstede_dimensions.php</p> <p>Have the class compile an International Code of Ethics based on the input from the class and discuss the challenges with trying to create one global code of ethics.</p>	
c. Identify issues related to ethical and social responsibility in the global marketplace.	<p>c. Explain that social responsibility involves contributions a company makes to a country, such as creating jobs and improving infrastructure. Social responsibility is important for good business and improving living conditions of a country's people.</p> <p>Have students analyze their chosen businesses for key ethical issues. Have students list ways their companies can show social responsibility in each of the areas of education, employment, environment, and technology in their two countries. Have students discuss the role social responsibility plays in developing a code of ethics.</p>	c. Code of Ethics – Sample

Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Create a Code of Ethics

In this unit, you created a list of socially responsible contributions your company will make to each of your countries and you analyzed key ethical issues in your chosen business.

Create a code of ethics for your business that addresses specific areas that need ethical guidance. Put your code of ethics in the *Appendix* of your business plan. Be sure to take social responsibility into account as you create your code(s).

As you progress through the units, you will be exposed to new online resources from which you may discover new information about your countries. Modify your business plan, research report, and code of ethics whenever necessary.

Attachments for Performance Task

Refer to *Code of Ethics – Sample* in Appendix A.

Unit Resources

Book:

Dlabey, L., & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Online:

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from

http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

Itim International. (2009). *Geert Hofstede cultural dimensions*. Retrieved from http://www.geert-hofstede.com/hofstede_dimensions.php

Kwintessential. (2010). *How culturally aware are you?* Retrieved from <http://www.kwintessential.co.uk/resources/culture-tests.html>

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. Retrieved from <http://nbea.org/newsite/curriculum/index.html>

Unit 5: International Management

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand why managers face special challenges in operations, human resources, and strategic management in international business

Essential Questions

- What factors influence production processes, operations, and managerial styles in international business?

Vocabulary

Identify and review the unit vocabulary.

Automated Production
Computerized Production
Cost of Living Index
Ethnocentric Approach
Expatriate Manager
Geocentric Approach
Inventory Control
Job Description
Manual Production
Operations Management
Outsourcing
Parent-Country Nationals
Polycentric Approach
Production Possibilities Schedule
Production Process
Regiocentric Approach
Repatriation
Third-Country Nationals
Supply Chain
Transformation

Suggested Learning Experiences

Competency 1: Analyze special challenges in operations, human resources, and strategic management in international business.		
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe the production processes used to create goods and services in different countries.	a. Explain the production process, production methods, and stages of production. Have students complete <i>Analyzing Global Production Methods</i> activity in Appendix A	a. Observation, Participation Rubric
b. Identify the factors that influence the application of managerial styles in different countries.	b. Have students take the <i>Managerial Style Quiz</i> in Appendix A. After they have taken the quiz, have them read the business protocol for each of their countries at http://www.kwintessential.co.uk/resources/country-profiles.html and then retake the quiz keeping in mind what they learned about their countries. Have students discuss if their managerial styles changed.	b. Observation, Participation Rubric
c. Describe how compensation and employee benefits differ in various cultures.	c. Point out that how employees are compensated is based on different factors in different countries. Indicate that employee compensation should be culturally sensitive to local conditions. Ask students to contrast compensation packages for U. S. citizens working abroad with compensation packages for nationals.	c. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
d. Identify how differences in occupational health and safety standards impact the conduct of business internationally.	d. Discuss the importance of abiding by the international health and safety policy so that international trade and trade rules maximize health benefits and minimize health risks, especially for poor and vulnerable populations. Have students research international health and safety regulations on the Internet. The World Health Organization Web site (http://www.who.int/en/) is a good source of information. Have students work in groups to discuss the relationships among international health and safety, social responsibility, and a code of ethics. Have students complete the <i>Reflection Exercise</i> in Appendix A.	d. Reflection Exercise

Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Update Business Plan – Section IV. Planned Operation of the Proposed Business/Product/Service

In this unit, you began gathering information for Section IV of the international business plan that will go in your portfolio. Put this information in the appropriate location in Section IV of the international business plan. Update your code of ethics and report if necessary.

Attachments for Performance Task

Refer to the *International Business Plan Format Guidelines* and *International Business Plan Rubric* in Appendix A.

Unit Resources

Book:

Dlabey, L. & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Online:

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from

http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009*

international business. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

Kwintessential. (2010). *Country profiles – Global guide to culture, customs and etiquette*. Retrieved from

<http://www.kwintessential.co.uk/resources/country-profiles.html>

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. Retrieved from

<http://nbea.org/newsite/curriculum/index.html>

World Health Organization. (2011). *Countries*. Retrieved from <http://www.who.int/countries/en/>

World Health Organization. (2005). *International health regulations* (2nd ed.). Retrieved from

http://whqlibdoc.who.int/publications/2008/9789241580410_eng.pdf

Unit 6: International Marketing

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand how social, cultural, technological, and geographic factors influence consumer buying behavior in different cultures
- Understand how marketing elements need to be adapted for international marketing efforts
- Understand how cultural differences may affect the way a product is advertised and/or marketed in different countries

Essential Questions

- In what way do social, cultural, technological, and geographic factors influence how a company markets its product or service in an international setting?

Vocabulary

Identify and review the unit vocabulary.

Absolute Advantage

Comparative Advantage

Consumer Market

Demographics

Distribution

International Marketing

Market

Market Segment

Marketing Mix

Organizational Market (Commercial Market, Business-to-Business Market)

Target Market

Suggested Learning Experiences

Competency 1: Apply marketing concepts to international business situations.		
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe how a company markets a product or service in other countries.	a. Have students compare and contrast international marketing and domestic marketing using a Venn Diagram.	a. Venn Diagram Rubric
b. Illustrate how social, cultural, technological, and geographic factors influence consumer buying behavior in different countries.	b. Have students research political, economic, social, and technological changes taking place in the world and how those changes could affect consumer buying behavior in the regions affected. Have students identify what impact this would have on the marketing activities of industries that have products in that region or wish to enter the market in that region. Where possible, collect relevant statistics and details of the source of the information. The examples you use and the sources of information can be either local or international.	b. Evaluate research for content and appearance
c. Describe how the marketing-mix elements need to be adapted for international marketing efforts.	c. Have students select a magazine advertisement or television commercial. Based on their analysis of the ad, have them describe what the company is doing for each component of the marketing mix. Have students indicate which component of the marketing mix would have to be adapted and why in order to market that product in their two countries.	c. Observation, Participation Rubric
d. Explain how the marketing research process differs in an international application.	d. Have students conduct an Internet search related to international market research and locate a Web site that would be useful for companies planning to engage in international business. Have them write an explanation of how the site's contents might be useful.	d. Evaluate the career project for content and delivery.

Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Update Business Plan – Section IV. Planned Operation of the Proposed Business/Product/Service

(cont.)

In this unit, you gathered more information for Section IV of the international business plan that will go into your portfolio. Put this information in the appropriate location in Section IV of the international business plan.

At this point, you may decide that you will not be able to market your product in both of your countries. If this is the case, prepare a statement outlining why you have chosen not to market your product in certain countries.

Attachments for Performance Task

Refer to the *International Business Plan Format Guideline* and *International Business Plan Rubric* in Appendix A.

Unit Resources

Book:

Dlabey, L., & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Web sites:

Aneki. (2011). <http://www.aneki.com/> This site details county records and ratings information.

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

EconEdLink. (2011). *How global is your portfolio?* Retrieved from <http://www.econedlink.org/lessons/index.php?lid=918&type=educator> This engaging lesson challenges students to connect economics and geography as they investigate global companies in the stock market.

globalEDGE. (2011). <http://globaledge.msu.edu/> Created by the International Business Center at Michigan State University, globalEDGE is an international business web portal with a wealth of information, insights, and learning resources on global business activities.

Kwintessential. (2010). *Country profiles – Global guide to culture, customs and etiquette*. Retrieved from <http://www.kwintessential.co.uk/resources/country-profiles.html>

Mississippi World Trade Center. (n.d.). <http://www.mswtc.org/>

National Business Education Association. (n.d.). *Curriculum forum*. Retrieved from <http://nbea.org/newsite/curriculum/index.html>

United Nations. (n.d.). *Millennium development goals indicators*. Retrieved from <http://unstats.un.org/unsd/mdg/Data.aspx>

Unit 7: International Finance

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand how foreign exchange rates affect companies engaged in international business
- Be able to identify risks associated with international trade

Essential Questions

- Why does the value of currency vary from country to country?
- What financial risks are associated with international business?

Vocabulary

Identify and review the unit vocabulary.

Currency Option

Exchange Controls

Exchange Rate

Floating Exchange Rate

Foreign Exchange

Foreign Exchange Market

Hard Currency

Interest Rate

International Monetary Fund (IMF)

Micro Country Risks

Soft Currency

World Bank

Suggested Learning Experiences

Competency 1: Explain the role, importance, and concepts of international finance and risk management.		
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the role of money and currency systems in international business.	a. Discuss the three main purposes that money serves. Have students complete the activity <i>Identifying the Function of Money</i> in Appendix A	a. Evaluate the activity <i>Analyzing International Business Risks</i>
b. Explain factors that affect the value of currency.	b. Discuss factors that affect the value of currency. Have students complete the activity <i>Analyzing Factors Affecting Foreign Exchange</i> in Appendix A	b. Evaluate the activity <i>Analyzing Factors Affecting Foreign Exchange</i>
c. Identify risks associated with international trade.	c. Have students complete the activity <i>Analyzing International Business Risks</i>	c. Evaluate the activity <i>Analyzing International Business Risks</i>

Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Complete Portfolio

Research the political, economic, and social risks associated with doing business in each of your countries. Include charts and data tables when necessary to back up your information.

Complete your report and international business plan.

Attachments for Performance Task

Refer to the *International Business Plan Format Guidelines*, *International Business Plan Rubric*, *Report Writing Format*, and *Report Rubric* in Appendix A.

Unit Resources

Books:

Dlabey, L., & Scott, J. (2008). *International business*. (4th ed.). Mason, OH: South-Western Cengage Learning.

Online:

Aneki. (2011). <http://www.aneki.com/> This site details county records and ratings information.

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804>

EconEdLink. (2011). *How global is your portfolio?* Retrieved from <http://www.econedlink.org/lessons/index.php?lid=918&type=educator> This engaging lesson challenges students to connect economics and geography as they investigate global companies in the stock market.

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National Business Education Association. (n.d.). *Curriculum forum*. Retrieved from <http://nbea.org/newsite/curriculum/index.html>

United Nations. (n.d.). *Millennium development goals indicators*. Retrieved from <http://unstats.un.org/unsd/mdg/Data.aspx>

World Bank. (2011). <http://www.worldbank.org/>

Student Competency Profile

Student Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Foundations of International Business	
	1. Explain the role of international business.
	2. Analyze how international business impacts business at all levels, including local, state, national, and international.
Unit 2: Global Business Ownership and Entrepreneurship	
	1. Identify forms of business ownership and entrepreneurial opportunities.
Unit 3: The Global Business Environment	
	1. Describe factors that shape and impact the international business environment.
	2. Relate balance of trade concepts to the import/export process.
Unit 4: International Business Communication, Ethics, and Social Responsibility	
	1. Apply communication strategies in international business relations.
	2. Describe the factors that define what is considered socially responsible and ethical business behavior in a global business environment.
Unit 5: International Management	
	1. Analyze special challenges in operations, human resources, and strategic management in international business.
Unit 6: International Marketing	
	1. Apply marketing concepts to international business situations.
Unit 7: International Finance	
	1. Explain the role, importance, and concepts of international finance and risk management.

Appendix A: Activities and Rubrics

Analyzing Factors Affecting Foreign Exchange

For each of the following international activities, indicate whether the value of the country's currency would increase or decrease by putting a check mark in the appropriate column. If you cannot determine the effect the activity would have on the currency, put a check mark in the last column.

	Increase	Decrease	Unable to Determine
A nation imports more than it exports.			
Interest rates in a country rise.			
A new president is elected in a country.			
A nation's inflation rate drops.			
The exports for a country increase as a result of technology.			
The military seizes control of the government and takes over major industries.			
New tourist attractions and international publicity increase international tourism by over one million people.			

Analyzing Global Production Methods

Locate an online article about production activities (such as robotics, quality control, inventory management). Use this article to provide the following information and to answer the questions below. If possible, attach the article or a copy of it to this sheet.

Title of article _____
Author _____
Source of article _____
Date _____

1. Provide a brief summary of the information in the article.

2. What are possible benefits of this information for a company?

3. What are possible risks that the company may face in this situation?

4. How might this information affect the company's global business success?

Analyzing International Business Risks

Directions: For each of the following situations, place a check mark in the appropriate column to identify whether the situation is an example of a political risk, social risk, or economic risk.

	Political Risk	Social Risk	Economic Risk
Changes in consumer spending in a nation due to reduced employment opportunities			
New business regulations that require all food packages to list the potential dangers of ingredients			
Religious beliefs in a country that do not allow people to eat certain foods			
A trade deficit of a nation that reduces the value of its currency			
Traditions in a country that encourage family members to work for the family business			
Frequent changes in the government ruling party in a nation			
Import taxes that discourage buying foreign-made goods			
Changes in the buying power of a nation's currency			

Assessment Rubric for Student Reflections

Levels	Criteria
Reflective Practitioner 4	<p><u>Clarity:</u> The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.</p> <p><u>Relevance:</u> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis:</u> The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.</p> <p><u>Interconnections:</u> The reflection demonstrates connections between the experience and material from other courses, past experiences, and/or personal goals.</p> <p><u>Self-criticism:</u> The reflection demonstrates ability of the student to question his or her own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.</p>
Aware Practitioner 3	<p><u>Clarity:</u> Minor, infrequent lapses in clarity and accuracy.</p> <p><u>Relevance:</u> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis:</u> The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.</p> <p><u>Interconnections:</u> The reflection demonstrates connections between the experience and material from other courses, past experience, and/or personal goals.</p> <p><u>Self-criticism:</u> The reflection demonstrates ability of the student to question his or her own biases, stereotypes, and preconceptions.</p>
Reflection Novice 2	<p><u>Clarity:</u> There are frequent lapses in clarity and accuracy.</p> <p><u>Relevance:</u> Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</p> <p><u>Analysis:</u> Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.</p> <p><u>Interconnections:</u> There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</p> <p><u>Self-criticism:</u> There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, and so forth.</p>
Unacceptable 1	<p><u>Clarity:</u> Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</p> <p><u>Relevance:</u> Most of the reflection is irrelevant to student and/or course learning goals.</p> <p><u>Analysis:</u> Reflection does not move beyond description of the learning experience(s).</p> <p><u>Interconnection:</u> No attempt to demonstrate connections to previous learning or experience.</p> <p><u>Self-criticism:</u> No attempt at self-criticism.</p>

Developed by Steven Jones, Coordinator, Office of Service Learning, IUPUI

Case Study Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
TOTAL					

Comments:

Code of Ethics – Sample

CODE OF ETHICS

[Company Name] will conduct its business honestly and ethically wherever it operates in the world. [Company Name] will constantly improve the quality of its services, products, and operations and will create a reputation for honesty, fairness, respect, responsibility, integrity, trust, and sound business judgment. No illegal or unethical conduct on the part of officers, directors, employees, or affiliates is in the company's best interest. [Company Name] will not compromise its principles for short-term advantage. The ethical performance of this company is the sum of the ethics of the men and women who work here. Thus, all are expected to adhere to high standards of personal integrity.

Officers, directors, and employees of the company must never permit their personal interests to conflict, or appear to conflict, with the interests of the company, its clients, or its affiliates. Officers, directors, and employees must be particularly careful to avoid representing [Company Name] in any transaction with others with whom there is any outside business affiliation or relationship. Officers, directors, and employees shall avoid using their company contacts to advance their private businesses or personal interests at the expense of the company, its clients, or its affiliates.

No bribes, kickbacks, or other similar remuneration or consideration shall be given to any person or organization in order to attract or influence business activity. Officers, directors, and employees shall avoid gifts, gratuities, fees, bonuses, or excessive entertainment intended to attract or influence business activity.

Officers, directors, and employees of [Company Name] will often come into contact with, or have possession of, proprietary, confidential, or business-sensitive information and must take appropriate steps to assure that such information is strictly safeguarded. This information—whether it is on behalf of [Company Name] or any of its clients or affiliates—could include strategic business plans, operating results, marketing strategies, customer lists, personnel records, upcoming acquisitions and divestitures, new investments, manufacturing costs, processes, and methods. Proprietary, confidential, and sensitive business information about this company, other companies, individuals, and entities should be treated with sensitivity and discretion and only be disseminated on a need-to-know basis.

Misuse of material inside information in connection with trading in the company's securities can expose an individual to civil liability and penalties under the Securities Exchange Act. Under this act, directors, officers, and employees in possession of material information not available to the public are "insiders." Spouses, friends, suppliers, brokers, and others outside the company who may have acquired the information directly or indirectly from a director, officer, or employee are also "insiders." The act prohibits insiders from trading in or recommending the sale or purchase of the company's securities while such inside information is regarded as "material" or if it is important enough to influence you or any other person in the purchase or sale of securities of any company with which we do business, which could be affected by the inside information. The following guidelines should be followed in dealing with inside information:

- Until the material information has been publicly released by the company, an employee must not disclose it to anyone except those within the company whose positions require use of the information.

- Employees must not buy or sell the company's securities when they have knowledge of material information concerning the company until it has been disclosed to the public and the public has had sufficient time to absorb the information.
- Employees shall not buy or sell securities of another corporation, the value of which is likely to be affected by an action by the company of which the employee is aware and which has not been publicly disclosed.

Officers, directors, and employees will seek to report all information accurately and honestly and as otherwise required by applicable reporting requirements.

Officers, directors, and employees will refrain from gathering competitor intelligence by illegitimate means and refrain from acting on knowledge that has been gathered in such a manner. The officers, directors, and employees of [Company Name] will seek to avoid exaggerating or disparaging comparisons of the services and competence of their competitors.

Officers, directors, and employees will obey all Equal Employment Opportunity laws and act with respect and responsibility toward others in all of their dealings.

Officers, directors, and employees will remain personally balanced so that their personal lives will not interfere with their ability to deliver quality products or services to the company and its clients.

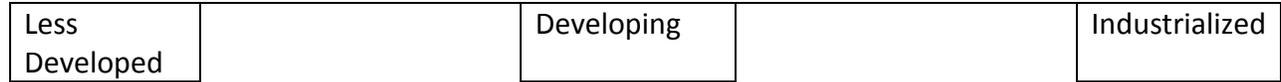
Officers, directors, and employees agree to disclose unethical, dishonest, fraudulent, and illegal behavior, or the violation of company policies and procedures, directly to management.

Violation of this Code of Ethics can result in disciplinary action, including possible termination. The degree of disciplinary action relates in part to whether there was a voluntary disclosure of any ethical violation and whether the violator cooperated in any subsequent investigation.

Remember that good ethics is good business!

Continuum Line

Place countries on the continuum line based on their levels of development.



Cross-Cultural Business Blunders

The following cultural blunders are presented to our visitors, and we would like to stress that such examples of “culture gone wrong” are presented in order illustrate to people how crucial cultural awareness is in international business today.

- Managers at one American company were startled when they discovered that the brand name of the cooking oil they were marketing in a Latin American country translated into Spanish as "Jackass Oil."
- American Motors tried to market its new car, the Matador, based on the image of courage and strength. However, in Puerto Rico the name means "killer" and was not popular on the hazardous roads in the country.
- A cologne for men pictured a pastoral scene with a man and his dog. It failed in Islamic countries because dogs are considered unclean.
- An American business person refused an offer of a cup of coffee from a Saudi businessman. Such a rejection is considered very rude, and the business negotiations stalled.
- One company printed the "OK" finger sign on each page of its catalogue. In many parts of Latin America that is considered an obscene gesture. Six months of work were lost because the company had to reprint all the catalogues.
- Leona Helmsley should have done her homework before she approved a promotion that compared her Helmsley Palace Hotel in New York as comparable to the Taj Mahal—a mausoleum in India.
- A golf ball manufacturing company packaged golf balls in packs of four for convenient purchase in Japan. Unfortunately, pronunciation of the word "four" in Japanese sounds like the word "death" and items packaged in fours are unpopular.
- FedEx (Federal Express) wisely chose to expand overseas when it discovered the domestic market was saturated. However, the centralized or "hub and spoke" delivery system that was so successful domestically was inappropriate for overseas distribution. In addition, they failed to consider cultural differences: In Spain the workers preferred very late office hours, and in Russia the workers took truck-cleaning soap home due to consumer shortages. FedEx finally shut down over 100 European operations after \$1.2 billion in losses.
- Mountain Bell Company tried to promote its telephone and services to the Saudis. Its ad portrayed an executive talking on the phone with his feet propped up on the desk, showing the soles of his shoes—something an Arab would never do!

Discussion Rubric

Student Name: _____ Date: _____

	5	4	3	2	1	Score
Quality of Comments	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other students' remarks, provokes questions and comments from the group	Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from students and/or others	Volunteers comments but lacks depth, may or may not lead to other questions from students	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or questions	Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic	
Resource/Document Reference	Clear reference to text being discussed and connects it to other text or reference points from previous readings and discussions	Has done the reading with some thoroughness, may lack some detail or critical insight	Has done the reading, lacks thoroughness of understanding or insight	Has not read the entire text and cannot sustain any reference to it in the course of discussion	Unable to refer to text for evidence or support of remarks	
Active Listening	Posture, demeanor, and behavior clearly demonstrate respect and attentiveness to others.	Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion, shows consistency in responding to the comments of others	Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion, shows some consistency in responding to the comments of others	Drifts in and out of discussion, listens to some remarks while clearly misses or ignores others	Disrespectful of others when they are speaking, behavior indicates total non-involvement with group or discussion	
Total						

Drawing Rubric

Student Name _____

Date _____

Criteria	Excellent 3	Satisfactory 2	Insufficient 1	Score
Completed Drawings	Drawing contains clean, sharp lines.	Drawing has mostly clean lines.	Drawing has many lines that are not cleanly drawn.	
Understanding	Student shows accuracy and understanding of drawing method.	Student shows satisfactory command of drawing method.	Student shows signs of misunderstanding of drawing method.	
CADD Concepts	Student shows command of hidden lines and 3-D connections in drawing.	Student shows adequate command of hidden lines and 3-D connections in drawing.	Student shows poor understanding of hidden lines and 3-D connections in drawing.	
Total				

Group Work Assessment Rubric

Student Name _____

Date _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
TOTAL				

Comments:

Identifying Advantages and Disadvantages of Sole Proprietorships, Partnerships, and Corporations

Directions: For each item in the following list, decide if it is an advantage or disadvantage of a sole proprietorship, partnership, or corporation. In the appropriate column, enter *A* if it is an advantage or *D* if it is a disadvantage. (Some items may be an advantage or a disadvantage of more than one form of business organization.)

	Advantage/Disadvantage	Sole Proprietorship	Partnership	Corporation
Example	Ease of starting	A	A	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Identifying Functions of Money

Directions: For each of the following activities, decide whether the situation is an example of money as a medium of exchange, a measure of value, or a store of value. Place a check mark in the appropriate column to indicate your answer.

	Medium of Exchange	Measure of Value	Store of Value
The exchange rate for U.S. dollars to Canadian dollars is 1 USD = 1.01661 CAD.			
A company in Europe must pay for imported goods with Mexican pesos.			
A student is saving £50 a month to help pay for college expenses.			
A multinational company receives payment for the sale of goods and converts the funds into the currency of its home country.			
Food for a week for a family of four in France costs Fr230 in one city and Fr267 in another city.			
An engineer makes a higher salary than an administrative assistant at the same company.			
A shopper goes to three stores to compare prices on computer printers.			
A pair of a certain brand of jeans costs three times as much in a country where this kind of clothing is very scarce.			

International Business Plan Format Guidelines

Title page. The first page of the business plan is the title page. It should include the following:

INTERNATIONAL BUSINESS PLAN

Type of business proposed

Name of Student

Date

The title page will not be numbered.

Table of contents. The table of contents should follow the title page. The table of contents may be single spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

The first page of Section I, Executive Summary, is numbered 1, and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix/appendices (optional).

Follow this outline when you write your entry. Each section must be titled, including the bibliography and the appendix/appendices.

I. EXECUTIVE SUMMARY

One-page description of the project

II. INTRODUCTION

This section includes the type of business, product, or service proposed and a brief description of it, as well as a brief description of the country proposed for trade, the rationale for selecting the country, identification of existing trade barriers, and identification of sources of information (research sources and interviews).

III. ANALYSIS OF THE INTERNATIONAL BUSINESS SITUATION

A. Economic, political, and legal analysis of the trading country

1. Describe the trading country's economic system, economic information important to your proposed business/product/service, and the level of foreign investment in that country.
2. Describe the trading country's governmental structure and stability, how the government controls trade and private business.
3. Describe laws and/or governmental agencies that affect your business/product/service (i.e., labor laws, trade laws [United States and/or Canada and foreign]).

B. Trade area and cultural analysis

1. Describe geographic and demographic information, important customs and traditions, other pertinent cultural information, and competitive advantages and disadvantages of the proposed product and/or service.
2. Provide a market-segment analysis that explains the target market (age, income level, population estimate, other specific demographic and economic information) and the customer buying behavior related to the proposed product and or service.
3. Provide an analysis of the potential location, including the importance and requirements of each trade document required by the United States and/or Canada and the country of choice.

IV. PLANNED OPERATION OF THE PROPOSED BUSINESS/PRODUCT/SERVICE

A. Proposed organization

Type of ownership and rationale; advantages/disadvantages of the type of ownership selected; start-up steps to form the business; planned personnel (or functional) needs; proposed staffing to handle managerial, financial, marketing, legal, production (if applicable) functions; proposed organization chart and brief job descriptions, if necessary

B. Proposed product/service

1. Provide details of the product(s)/service(s) to be offered; include potential suppliers, manufacturing plans, and inventory policies, if applicable. If the business is a service business, give appropriate information about plans to provide the service, including necessary supplies.
2. Explain how the products/supplies will be transported to/from the home country; describe costs, benefits, and risks of the transportation method; provide documents needed to transport the products/supplies.

C. Proposed strategies

1. Provide proposed pricing policies, what currency will be used, costs, markups, markdowns, relation to competition, and factors that could affect the price of the product (e.g., competition, political conditions, taxes, tariffs, and transportation costs).
2. Provide a proposed promotional program, promotional activity(ies), media availability, costs, one-year promotional plan outline

V. PLANNED FINANCING

Projected income and expenses (The following are recommended items to be included. You may select the appropriate items for your business.)

- A. Provide projected income statements for the first year of operation (sales, expenses, and profit/loss).
- B. Provide a projected balance sheet for the end of the first year.
- C. Include a brief narrative description of the planned growth of the proposed business, including financial resources, needs, and a brief 3-year plan projection.

VI. BIBLIOGRAPHY

VII. APPENDIX/APPENDICES

Include your Code of Ethics and any exhibits appropriate to the written entry but not important enough to include in the body.

International Business Plan Rubric

Student Name: _____

Please refer to Format Guidelines for International Business Plan for a more detailed explanation of these items.

	Exceeds Expectations 4	Meets Expectations 3	Falls Below Expectations 2	Has Little/No Value 1-0	Score
EXECUTIVE SUMMARY					
1. One-page description of the project					

INTRODUCTION

2. The type of business, product, and/or service with a description; description of the country; rationale for selecting the country; identification of existing trade barriers; sources of information					
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ANALYSIS OF THE INTERNATIONAL BUSINESS SITUATION

Economic, political, and legal analysis					
3. Description of the country's economic system					
4. Description of the country's governmental structure and stability					
5. Description of the laws affecting the product and/or service					
Trade area and cultural analysis					
6. Geographic and demographic information, important customs and traditions, other pertinent cultural information, competitive advantages and disadvantages					
7. Market-segment analysis					
8. Analysis of the potential location					

PLANNED OPERATION OF THE PROPOSED BUSINESS/PRODUCT/SERVICE

9. Proposed organization					
Proposed product(s)/service(s)					
10. Details of the product(s)/service(s).					
11. How the product(s)/service(s) will be transported to/from the home country; documentation					
Proposed strategies					
12. Proposed pricing policies					
13. Proposed promotional program					

PLANNED FINANCING

14. Projected income and expenses					
-----------------------------------	--	--	--	--	--

APPEARANCE AND WORD USAGE

15. Professional layout; neatness; proper grammar, spelling, and word usage					
Total Points (maximum 60 points):					

Portfolio Assessment Form

Portfolio is complete, on time, and well organized	5	4	3	2	1
Samples for each goal match the student's capabilities	5	4	3	2	1
Student selects appropriate samples for each goal	5	4	3	2	1
Student displays steady progress in meeting goals	5	4	3	2	1
Student takes pride in working toward goals	5	4	3	2	1

Evaluation Guide

Suggested Scoring

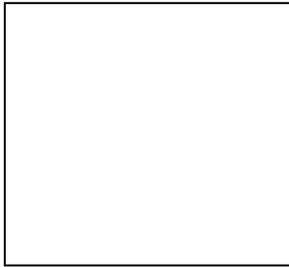
5 Exceeds expectations	21 – 25	Student meets or exceeds expectations in meeting goals.
4 Meets expectations	17 – 20	Student meets expectations in most goals and may exceed expectations in one or two goals
3 Capable of improvement	13 – 16	Student is capable of improvement in meeting goals.
2 Capable of much improvement	9 – 12	Student is working far below capabilities.
1 Inappropriate	5 – 8	Work chosen is generally inappropriate. Student needs guidance in assembling portfolio.

Reflection Exercise

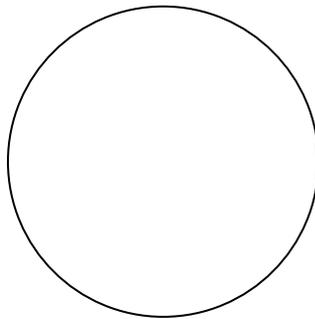
NAME: _____

DATE: _____

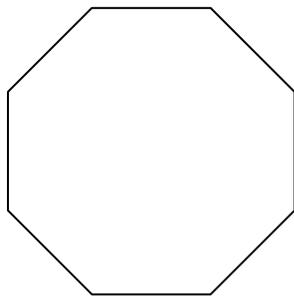
PERIOD: _____



Something I learned that SQUARED with my beliefs:



A question going AROUND in my mind:



STOP! How do I plan to implement what I have learned?

Three important POINTS to remember are:

Report Writing Format

There is no set format for report writing. However, there are general sections that should be included, and these will be explained. Here are the main sections of the report writing format:

Title Section – If the report is short, the front cover can include any information that you feel is necessary. In a longer report, you may want to include a table of contents, definitions of terms, and so on.

Summary – There needs to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and only skim the report, so make sure you include all the relevant information. You should write this last, so you will include everything that is necessary.

Introduction – The first page of the report needs an introduction. You will explain the problem and show the reader why the report is being made. You need to give terms of reference if you did not include these in the title section and explain how the details of the following report are arranged.

Body – This is the main section of the report. The previous sections needed to be written in plain English, but this section can include jargon from your industry. There should be several sections, with each having a subtitle. Information is usually arranged in order of importance with the most important information coming first. If you wish, a Discussion section can be included to go over your findings and their significance.

Conclusion – This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

Recommendations – This is what needs to be done. In plain English, explain your recommendations, putting them in order of priority.

Appendix/Appendices - This includes information that the experts in the field will read. It has all the technical details that support your conclusions.

This report writing format will make help the reader find what he or she is looking for. Remember to write all the sections in plain English, except for the Body. Also remember that the information needs to be organized logically, with the most important information coming first.

Tips for Good Writing

Keep it simple. Do not try to impress. Rather, try to communicate. Keep the sentences short and to the point. Do not go into a lot of detail unless needed. Make sure every word needs to be there, that it contributes to the purpose of the report.

Use an active voice rather than a passive one. Active voice makes the writing move smoothly and easily. It also uses fewer words than the passive voice and gives impact to the writing by emphasizing the person or thing responsible for an action. Here is an example: Bad customer service decreases repeat business (active voice). Repeat business is decreased by bad customer service (passive voice).

Accurate grammar and punctuation is important. Having someone proofread is a good idea. Remember that the computer cannot catch all the mistakes, especially with words like “red, read” or “there, their.”

Report Rubric

Student Name: _____

Unit: _____

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Topic	Directly related	Somewhat related	Remotely related	Totally unrelated	
Organization	Good organization, events are logically ordered, sharp sense of beginning and end	Organized, events are somewhat jumpy	Some organization, events jump around, start and end are unclear	Not organized, events make no sense	
Quality of Information	Supporting details specific to subject	Some details do not support the subject	Details are somewhat sketchy	Unable to find specific details	
Grammar & Spelling	All grammar and spelling are correct	Only one or two errors	More than two errors	Very frequent grammar and/or spelling errors	
Interest Level	Vocabulary is varied, supporting details are vivid	Vocabulary is varied, supporting details need work	Vocabulary is constant, details lack "color"	Needs descriptive words	
Neatness	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Legible writing, some ill-formed letters, print too small or too large, pages stapled together	Illegible writing, loose pages	
Progress	Report contains more than required information for stage of development	Report contains required information for stage of development	Report missing some required information for stage of development	Report missing all required information for stage of development	
	Total				

Role-Play or Skit Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
TOTAL					

Comments:

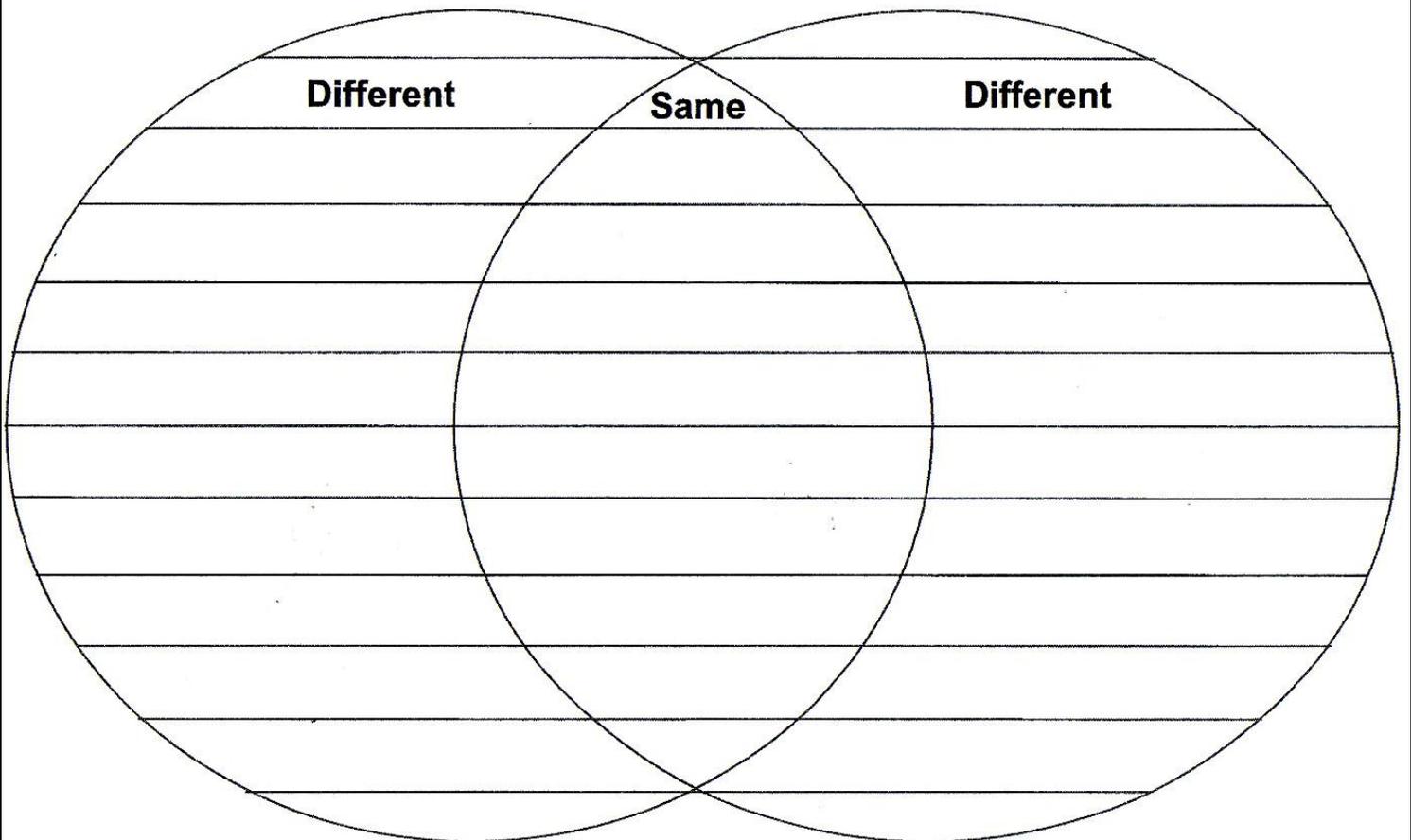
Venn Diagram

Name: _____ Date: _____

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

Subject: _____

Subject: _____



Written Report Assessment Rubric

Name: _____ Date: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
TOTAL					

Comments:

WTO Dispute Settlement Worksheet

Name: _____ Date: _____

Short title:	
Complainant:	
Respondent:	
Third parties:	
Agreements cited (Excluding article numbers):	
Request for consultations received:	
Summary of dispute:	

Appendix B: Glossary

Unit 1

Culture: The set of shared attitudes, values, goals, and practices that characterizes a society, institution, organization, or group

Domestic Business: Making, buying, and selling goods and services within a country

Export: Any resource, intermediate good, or final good or service that producers in one country sell to buyers in another country

Global Dependency: A condition that exists when goods and services that consumers need and want are made in another country

Globalization: A global movement to increase the flow of goods, services, people, real capital, and money across national borders in order to create a more integrated and interdependent world economy

Import: Any resource, intermediate good, or final good or service that buyers in one country purchase from sellers in another country

International Business: The exchange of goods and services among individuals and businesses in multiple countries

Trade Barrier: A governmental policy, action, or practice that intentionally interrupts the free flow of goods or services between countries

Unit 2

Corporation: Form of business organization that is created as a distinct "legal person" composed of one or more actual individuals or legal entities, primary advantages include limited liability, ease of ownership, transfer, and perpetual succession.

Direct Exporting: A practice in which a marketer takes direct responsibility for its products abroad by selling them directly to foreign customers or through local representatives in foreign markets

Foreign Direct Investment (FDI): The act of building productive capacity directly in a foreign country

Franchise: A type of business in which a parent company grants another independent entity the privilege to do business in a prespecified manner, including manufacturing, selling products, marketing technology, and other business approaches

Indirect Exporting: Sending products to foreign markets by using an intermediary, usually to an export trading company based in the exporter's country

Joint Venture: An association of two or more individuals or companies engaged in a solitary business enterprise for profit without actual partnership or incorporation

Licensing: A process in which one firm gives another firm a permission, which allows the latter to engage in an activity otherwise legally forbidden to it, usually involves the transfer of intellectual and proprietary knowledge in return for royalty as revenue

Management Contract: A document allowing another party to manage a firm or fund

Matchmaker Program: A service organized by the United States International Trade Administration that aids firms that are new to exporting or new to the market to meet prescreened business prospects in foreign markets that are interested in the firms' products or services

Microcredit: Small loans, perhaps \$50 or \$100, that are extended to small businesses to finance a business start-up or other business activity

Multinational Company or Corporation (MNC): A business with operations in more than one country

Partnership: A form of business organization in which two or more co-owners form a business. In a general partnership, each partner is liable for the debts of the partnership. Limited partnership permits some partners to have limited liability.

Sole Proprietorship: A business owned by a single individual. The sole proprietorship pays no corporate income tax but has unlimited liability for business debts and obligations.

Turnkey Project: A project in which a firm agrees to set up an operating plan for a foreign client and hand over the "key" when the plant is fully operational.

Wholly Owned Subsidiary: An independent company owned by a parent company.

Unit 3

Balance of Trade: The difference between a country's total imports and exports over a set period

Democracy: Government by the people exercised either directly or through elected representatives

Duty: A tax imposed on imports by the customs authority of a country

Export: Any resource, intermediate good, or final good or service that producers in one country sell to buyers in another country

Foreign Debt: Money owed by a nation to foreign investors, banks, or governments

Import: Any resource, intermediate good, or final good or service that buyers in one country purchase from sellers in another country

Infrastructure: A nation's transportation, communication, and utility system

Political System: A system of politics and government involved in determining who should have authority, how religious questions should be handled, and what the government's influence on its people and economy should be

Quota: The quantity of goods of a specific kind that a country permits to be imported without restriction or imposition of additional duties

Social Responsibility: An ethical belief or theory that an entity, be it an organization or individual, has an obligation to act to benefit society at large

Totalitarian System: A centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life

Trade Barrier: A governmental policy, action, or practice that intentionally interrupts the free flow of goods or services between countries

Embargo: A type of economic sanction that totally disallows the imports of a specific product or all products from a specific country, typically placed in time of war

Visa: An endorsement from a country that allows a passport holder to enter that country

Work Visa (Work Permit): Legal authorization that allows a person to work in a country in which they do not hold citizenship

Unit 4

Host Country: The country in which the multinational enterprise is a guest

Social Responsibility: An ethical belief or theory that an entity, be it an organization or individual, has an obligation to act to benefit society at large

Ethics: Moral principles that govern a person's or group's behavior

Individualism: The belief in the individual and his or her ability to function relatively independently

Collectivism: The belief that the group is more important than the individual

Culture: The set of shared attitudes, values, goals, and practices that characterizes a society, institution, organization, or group

Cultural Baggage: The idea that a person carries his or her beliefs, values, and assumptions with him or her at all times

Culture Shock: A normal reaction to the differences of another culture

Ethnocentrism: A belief that one culture is better than other cultures

Body Language: A type of nonverbal communication in which meaning is conveyed by facial expressions, upper and lower body movement, and gestures

Contexting: The level of how direct and indirect communication is

Subculture: A subset or part of a larger culture

Unit 5

Automated Production: A production system in which machines perform the work

Computerized Production: Using computers to control machines and perform work in the production process

Expatriate Manager: A national of one country appointed to a management position in another country

Finished Goods: Goods that have completed the manufacturing process but have not yet been sold or distributed to the end user

Inventory Control: A method of monitoring the amount of raw materials and finished goods on hand

Manual Production: The use of human hands and bodies as a means of transforming goods into finished goods and services

Operations Management: The process of designing and managing a production system

Outsourcing: Using a person or group from outside the company to perform or provide a firm's functions

Polycentric Staffing: A staffing policy in a multinational enterprise in which host-country nationals are recruited to manage subsidiaries in their own country, while parent-country nationals occupy key positions at corporate headquarters

Production Possibilities Schedule: The maximum amount of goods (for example, food and clothing) that a country is able to produce given its labor supply

Production Process: The means by which a company turns raw materials into finished goods

Production Sharing: A process that occurs when a producer chooses to make a product in stages, and in different countries, so that the firm can employ the lowest cost resources in the production process

Raw Materials: The basic material from which a product is made

Supply Chain: A system of organizations, people, technology, activities, information, and resources involved in moving a product or service from supplier to customer

Transformation: The use of resources to create goods or services

Unit 6

Absolute Advantage: The ability of one nation or economic region to produce a good or service more efficiently (using the same amount of resources) than another nation or region

Comparative Advantage: The ability of one nation or economic region to produce a product at a lower opportunity cost compared to another nation or region

Consumer Market: Individuals and households that are the final users of products

Demographics: Statistical data that describe the makeup of a country's population, such as age range, gender, educational levels, and average household income

Distribution: Activities needed to physically move and transfer ownership of goods or services from producer to consumer

International Marketing: Marketing activities among sellers and buyers in other countries

Market Segment: A distinct subgroup of customers that shares certain personal and behavioral characteristics

Market: The likely customers for a good or service in a certain geographic location

Marketing Mix: The four major marketing elements of product, price, distribution, and promotion

Organizational Market (Commercial Market, Business-to-Business Market): Buyers who purchase products for resale or additional production

Target Market: The particular market segment that a company plans to serve

Unit 7

Currency Option: A contract giving the option holder the right to buy or sell an underlying currency at a specified price and on a specified date. The option writer (seller) holds the obligation to fulfill the other side of the contract.

Exchange Controls: Government restrictions to regulate the amount and value of a nation's currency

Exchange Rate: The price of one currency in terms of another (i.e., the number of units of one currency that may be exchanged for one unit of another currency)

Floating Exchange Rate: An exchange rate system in which currency values are allowed to fluctuate according to supply and demand forces in the market without direct interference by government authorities

Foreign Exchange: Currency of another country or a financial instrument that facilitates payment from one currency to another

Foreign Exchange Markets: Networks of commercial banks, investment banks, and other financial institutions that convert, buy, and sell currencies in the global economy

Hard Currency: A monetary unit that is easily converted into other currencies

Interest Rate: The cost of using someone else's money

International Monetary Fund (IMF): An international organization designed to promote global economic stability and development, compiles statistics on cross-border transactions and publishes a monthly summary of each country's balance of payments

Macro Country Risks: Country (or political) risks that affect all foreign firms in a host country

Micro Country Risks: Country risks specific to an industry, company, or project within a host country

Soft Currency: A currency that is not readily accepted in exchange for other currencies or convertible to gold

World Bank: An international organization created at Breton Woods in 1944 to help in the reconstruction and development of its member nations. Its goal is to improve the quality of life for people in the poorer regions of the world by promoting sustainable economic development. See also International Bank for Reconstruction and Development.