

International Business

Course Description

This International Business course will focus on the world of international business, including economics, cultural influences on business, and government and political influences on business. Organizing for international business; including structures of international business organizations, importing, exporting, trade relations, foreign exchange, currency exchange, and international finance. Other topics to be discussed include global financial activities, foreign markets, investment strategy, stocks, bonds & mutual funds, fundamental & technical analysis.

International business news will be discussed to increase the student's awareness of what is taking place throughout the global community.

International Business

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Foundations of International Business and Business environment	Approx. 5 weeks
Unit 2	International Business Communications and Culture	Approx. 7 weeks
Unit 3	International Banking, Finance and Investment	Approx. 13 weeks
Unit 4	Ethical and Social Responsibilities in a Global Economy	Approx. 10 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

9.1-Personal Financial Literacy

- 9.1.12.D.12: Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
- 9.1.12.D.14: Evaluate how taxes affect the rate of return on savings and investments.
- 9.1.12.E.3: Compare and contrast product facts versus advertising claims.
- 9.1.12.E.10: Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity thefts are successful in fully restoring their personal identities.

9.3– Career and Technical Education

Career Cluster: Business Management and Administration

- 9.3.12.BM-MGT.3: Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-HR.7: Plan, organize and implement compensation, benefits, health and safety programs.
- 9.3.12.BM-BIM.1: Describe and follow laws and regulations affecting business operations and transactions.

Career Cluster: Agriculture, Food & Natural Resources

- 9.3.12.AG NR.2: Analyze the interrelationships between natural resources and humans.

Common Career Technical Core (CCTC)

Career Cluster: Business Management and Administration

Pathway: –General Management

- BM-MGT.3: Apply economic concepts fundamental to global business operations.

Pathway: – Human Resources Management

- BM-HR.7: Plan, organize and implement compensation, benefits, health and safety programs.

Pathway: - Business Information Management

- BM-BIM.1: Describe and follow laws and regulations affecting business operations and transactions.

Career Cluster: Agriculture, Food & Natural Resources

Pathway: - Natural Resources Systems

- AG NR.2: Analyze the interrelationships between natural resources and humans.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Types and Purposes

- CCSS.ELA-LITERACY.W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Research to Build and Present Knowledge

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Production and Distribution of Writing

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Course: International Business Unit: I Grade Level: 9-12	Unit Overview: Foundations of International Business
New Jersey Student Learning Standards (NJSLS): 9.3.12.BM MGT.3, 9.3.12.AG NR.2, 9.3.12.BM HR.7, 9.3.12.BM MGT.3, 9.3.12.BM BIM.1, 9.1.12.D.12, 9.1.12.D.14, 9.1.12.E.3 9.1.12.E.10	
Common Career Technical Core (CCTC): BM MGT.3, AG-NR.2, NR.2, BM HR.4, BM HR.7, BM BIM.1	
Common Core State Standards (CCSS): CCSS.ELA-LITERACY.W.11-12.2.A, CCSS.ELA-LITERACY.W.11-12.2.F, CCSS.ELA-LITERACY.W.11-12.7, CCSS.ELA-LITERACY.W.11-12.4	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Differentiate between domestic and international business. NJSLS: 9.1.12.D.12 9, 9.3.12.BM MGT.3 CCTC: BM MGT.3 CCSS: CCSS.ELA-LITERACY.W.11-12.2.A	Why is Global Business is important? How do the global economy impact foreign and domestic relations? Why trade with other nations? Why do companies	<ul style="list-style-type: none"> Define and discuss Global Business Understand the difference between Global Business and Domestic business Articulate why Global Business is 	Debate Business Ethics activity and discussion. KWL Chart International Business Where do my sneakers come from? Have students trace the origins and the role of	The Global Business Environment: Lesson Plans http://study.com/academy/topic/the-global-business-environment-lesson-plans.html International Monetary Fund Lesson Plans Global Business

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	frequently expand their business operations to the global markets? .	important	global business in the creation of the sneakers or shoes they are wearing (i.e. Chuck Taylors, Uggs)	https://www.imf.org/external/np/exr/center/students/hs/think/lesson1.pdf
Explain how the availability of economic resources impact international trade. (I.e. human resources and natural resources) NJSLS: 9.3.12.AG NR.2, 9.1.12.E.10 CCTC: NR.2, BM HR.4 CCSS: CCSS.ELA-LITERACY.W.11-12.2.A	How do environmental and human capital impact the business environment? What is human capital? What is the role of politics in international business?	<ul style="list-style-type: none"> Identify the role of human resources management in international business. Develop an awareness of careers related to the content of this course study and prepare for a job in the global marketplace. Describe the role of organized labor in international business. 	<p>Mock Corporation In groups of 4-5 students create a business plan for a multinational corporation that must operate in at least one area of conflict. Take into consideration human capital, natural resources, and politics of the region.</p> <p>Journal What do you think is the most effective way to recruit and retain workers?</p> <p>Oxford Style Debate Is it ethical to use</p>	<p>PBS Rare Mineral and Cell Phones http://www.pbs.org/wgbh/nova/next/physics/are-earth-elements-in-cell-phones/</p> <p>Managing Human Capital in an International Business http://wps.prenhall.com/wps/media/objects/728/745520/chapter13.pdf</p> <p>WTO Trade in natural resources and the business community: what is at stake? https://www.wto.org/english/res_e/publications_e/wtr10_forum_e/wtr10_18may10_e.htm</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			minerals such as tungsten in our smart phones if the use of this resource is harmful to the environment and human rights?	
<p>Identify skills for international business and describe their Importance for workers, consumers, and citizens.</p> <p>NJSLS: 9.3.12.BM HR.7 CCTC: BM HR.7 CCSS: CCSS.ELA-LITERACY.W.11-12.2.F</p>	<p>How do the unique components of global business impact the economy?</p> <p>What are the skills necessary for global business?</p> <p>What role does language play in global business?</p>	<ul style="list-style-type: none"> Identify and describe basic Global Business Activities Comprehend and explain the components of the Global Business environment Identify the important skills for Global business 	<p>Journal What are the most important factors in a global business?</p> <p>PowerPoint Presentation Present the essential components of a global business to students.</p>	<p>Components of the Global Business Environment http://www.academia.edu/5569397/COMPONENTS_OF_BUSINESS_ENVIRONMENT</p> <p>The Value of Foreign Languages in Business Communication http://scholarsarchive.jwu.edu/cgi/viewcontent.cgi?article=1016&context=mba_student</p>
<p>Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and</p>	<p>Why is protocol important?</p> <p>How are pricing</p>	<ul style="list-style-type: none"> Identify the causes of inflation and discuss the impact it has on businesses and 	<p>Presentation: In groups of 3-5 research and apply information discovered on an assigned country. In a</p>	<p>Could Hong Kong's political uncertainty affect its credit rating? http://www.scmp.com/news/hong-</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>impact the Global business environment. NJSLS: 9.3.12.BM MGT.3</p> <p>CCTC: BM MGT.3</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.7</p>	<p>decisions made?</p> <p>How are decisions made on utilization of resources?</p> <p>How does culture influence business, especially global business?</p> <p>How can market pricing impact inflation?</p> <p>What is the role of culture in society?</p>	<p>consumers</p> <ul style="list-style-type: none"> • Identify and explain how countries make economic decisions on what should or should not be produced • Identify where various countries are in their economic development • Debate why some countries are better than others for expansion of business into that country • Conduct research using a variety sources of information on different countries and draw conclusions from that research 	<p>PowerPoint, Prezi, or website articulate conclusions from research on various countries</p> <p>Venn Diagram: Compare and contrast cultural variation between countries and even sub cultures.</p> <p>Role Play: Assign students a culture and a business/trade scenario and have them conduct business according to their culture.</p>	<p>kong/economy/article/1991464/could-hong-kongs-political-uncertainty-affect-its-credit</p> <p>BBC Ivory Coast Politics and Chocolate http://www.bbc.com/news/business-12677418</p> <p>Brexit Vote Weakens Pound, Shocks Global Business http://www.usnews.com/news/articles/2016-06-24/brexit-vote-weakens-pound-shocks-global-business</p>

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<p>Explain the role of Global business; analyze how it impacts business at all levels (including the local, state, national, and Global levels)</p> <p>NJSLS: 9.3.12.BM MGT.3, 9.1.12.D.14 CCTC: BM MGT.3 CCSS: CCSS.ELA-LITERACY.W.11-12.4</p>	<p>What are cultures influences on Global business?</p> <p>How does communication impact Global business and relationships?</p> <p>What are the consequences for poor communications?</p>	<ul style="list-style-type: none"> Identify various influences on people in various cultures Recognize the various forms of communication Identify various forms of non verbal communications Explain social and cultural factors affecting a particular company's international business activities 	<p>Sketch: Dramatization sketch of going through Customs into another country (foreign language speaking students needed to participate)</p> <p>Role Play: Role play by only communicating using non-verbal communications (no writing allowed). Grunts and groans permitted</p>	<p>globalEDGE Blog: The Steady State Economy - Impacts on Global Business http://globaledge.msu.edu/blog/post/1464/the-steady-state-economy--impacts-on-global-business</p> <p>National Business Education Association: https://www.nbea.org/newsite/curriculum/standards/international.html</p>
<p>Identify the role which foundations of International Business have played to shape today's global economy.</p> <p>NJSLS: 9.3.12.BM MGT.3, 9.1.12.E.10</p>	<p>What is globalization?</p> <p>How did air travel impact global business?</p> <p>What is the role of technology in global</p>	<ul style="list-style-type: none"> Identify and discuss types of global financial activities. Identify the types of risks commonly encountered in 	<p>World View Project: http://www.rebooting.ca/carc/grade8/f/index.html</p> <p>International Careers Career exploration/mock job search</p>	<p>Globalization and its Effect on International Business http://orgs.bloomu.edu/gasi/2012%20Proceedings%20PDFs/Herrman2012-06%20Globalization%2</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>CCTC: BM MGT.3</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.4</p>	<p>business?</p>	<p>international business and discuss appropriate risk management Procedures.</p> <ul style="list-style-type: none"> • Identify major international resources • Recognize major U.S. trade partners and patterns • Identify the 3 levels of economic development • Understand how economic development affects international trade • Categorize limitations on free trade • Identify the 4 major influences 		<p>0and%20its%20Effect%20on%20International%20Business%20-%20Publication.pdf</p> <p>10 Basic Questions about Globalization https://www.imf.org/external/np/exr/center/students/hs/think/lesson1.pdf</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<p>on international business</p> <ul style="list-style-type: none"> Determine how each influence affects international business 		
<p>Describe basic international business activities and how they are used to develop or restrict international trade.</p> <p>NJSLS: 9.3.12.BM BIM.1 CCTC: BM BIM.1</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.2.F, CCSS.ELA-LITERACY.W.11-12.4</p>	<p>What are the benefits and drawbacks of doing business in other countries?</p> <p>How do the environmental factors of a nation impact its economic decisions?</p> <p>How do global markets impact trade?</p>	<ul style="list-style-type: none"> Determine the causes of globalization Understand the role of importing, exporting, and trade relations Explain how a countries economic system affects their economic decisions. Explore international career planning Identify examples of international 	<p>Trading Simulation Students participate in a trading simulation and use this experience to discover the pros and cons of free trade. In a class discussion they relate the simulation to concepts of regional vs. universal trade, trade barriers, and diminishing marginal trade.</p> <p>Journal/Research How would your life change is NAFTA was repealed? Each student will share with the class.</p>	<p>Foundation for Teaching Economics: http://www.fte.org/teacher-resources/lesson-plans/tradelessons/</p> <p>IMF Why People Trade https://www.imf.org/external/np/exr/center/students/hs/think/lesson3.pdf</p> <p>Globalization 101 Lesson Plans http://www.globalization101.org/trade-2/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		business activities occurring before 1800 vs. today.		

Unit 1 Vocabulary	
Goods Services Products Scarcity Imports Exports Foreign Exchange Market Exchange rate	Foreign debt Trade relations Absolute advantage Comparative advantage Trade surplus Trade deficit Balance of Trade Balance of Payments

Suggested Unit Projects

Choose At Least One

Healthy Foods, Inc., a company that specializes in health food grocery stores, wants to expand their stores into a different country. They have hired you to research a country and identify potential areas of cultural and political differences that may create conflicts between Americans and foreign business people. In addition, you must present to their Board of Directors your recommendations for whether or not your country of choice is a good place in which to expand.

Step 1: Select a country and form a group of up to four people.

Step 2: Research the country of interest.

Determine the business issues pertaining to the following criteria:

1. Time (Punctuality for social and business meetings)
2. Monetary denomination (What is it and what is the current exchange rate to the U.S. Dollar?)
3. Important holidays (When and why?)
4. Work week (Days and hours)
5. Cultural influences on business: Consider taboos, class distinctions, greetings, language, direct and indirect communication, high vs. low context

You have just been hired as an import/export consultant to come up with a product to be sold to an international market.

Working individually, you will identify a product, locate a country to export your product to, and explain why there is a good market opportunity in the targeted country.

Part 1: Identifying a Product and Country

Directions: Use the Trade Leads, Best Market and Country reports on the itdn.net web site to get you started. Fill in the information below:

List two possible products and a potential country below:

Product

Country

Example: Fish/Seafood Product Austria (itdn.net, Country Reports, Leading Trade Sectors)

1. _____

2. _____

Give at least two reasons why you think your product and country would be a good

cultures, nonverbal communication, negotiations, religion influence, etc.).

6. Political influences on business (Consider type of political system, political risk, trade barriers, potential bribery, etc.)

Step 3: Business Manual

Design a short "How to do Business in _____" manual for American Business people. This document should incorporate the above business issues into a concise, easy to read manual that is professional and written in a business context. Be creative! Use pictures! Make it visually interesting! Be sure to include a "References" page at the end of the manual. To add credibility, create your manual in a "book format" and incorporate a bar code on the back cover and quotes from famous people.

The Rules:

- Minimum length for the manual (Step 3): Five pages. (8.5 x 11 paper)
- Maximum length for the manual (Step 3): Seven pages. (8.5 x 11 paper)

The Manual (_____/160 Points)

- Is the project written in a business context?
- Was your project grounded in various types of research?

- Would a businessperson be engaged by your message and learn valuable lessons?

Time, Monetary Denomination, Holidays, Work week & Background:

Cultural Influences on Business: Consider taboos,

idea.

Example:

1. Austria is a landlocked country that does not have its own supply of fish and seafood.
2. Consumption of fish/seafood is growing.

Product and Country 1:

1. _____

2. _____

Product and Country 2:

1. _____

2. _____

Part 2: Identify and describe your product in detail. Give three reasons why you feel there is demand for this product in the country you selected.

Example: The product I selected is fish and seafood. The types of fish and seafood that I will sell to Austrian markets are more expensive types of fish and seafood such as shrimp, lobster, yellow fin tuna, scallops and swordfish. My research indicated that fish and seafood are growing in demand in Austria for the following reasons: 1) consumers are more health conscience and fish is considered a healthier meat alternative, 2) consumers in Austria have increasingly

<p>Written Analysis:</p> <ul style="list-style-type: none"> • Your written analysis should be 1 to 2 pages long (not including the Works Cited page). • It should cite sources in MLA format and have a Works Cited page at the end. • The analysis and presentation should include the implications of the four factors of the International Business Environment (see page 16 in your textbook) of having Healthy Foods, Inc. in a foreign country. <p>Presentation:</p> <ul style="list-style-type: none"> • You will need to create an engaging presentation using some type of visual presentation (PowerPoint, Prezi, or other presentation app). Be creative, use pictures, video, and more to create a sophisticated presentation that informs and analyzes the pros and cons of doing business in your selected country. Your presentation should finish with your clear and well-supported recommendation for whether or not your company should expand to your selected country. <p>Findings and Recommendations Oral and Written Presentation (_____/100 Points)</p>	<hr style="border: 0.5px solid black; margin-bottom: 10px;"/> <hr style="border: 0.5px solid black; margin-bottom: 10px;"/> <hr style="border: 0.5px solid black; margin-bottom: 10px;"/> <p>International Business Project</p> <p>Part 4: Company Logo/Trademark</p> <p>Create a Logo for your company. Use may use markers, colored pencils, colored paper etc. Remember the examples we discussed in class (Coke, Nike, Nabisco, Keebler, Quaker etc.) Look at the example on the board for ideas.</p> <p>Part 5: Business Customs</p> <p>Directions:</p> <ul style="list-style-type: none"> • Access the itdn.net website • Click on Country Report • Select your country from the pull-down menu • Click Business Travel <p>Find at least three business practices/customs that a businessperson should know about when doing business in this country. Briefly describe each custom.</p> <p>Country: _____</p> <hr style="border: 0.5px solid black; margin-top: 10px;"/>
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Part 6: Trade Barriers

Directions:

- Access the itdn.net website
- Click on Country Report
- Select your country from the pull-down menu
- Click Trade Barriers

Scroll through the list of trade barriers and find two that would affect how you did business in the country you selected.

Country: _____

Part 7: Trade Alliance Map

Directions: Determine which trade alliance your country belongs to and on a map

- 1) label and color your country one color
- 2) label and color other member countries a second color
- 3) create a key showing the name of the trade alliance, the colors and what they represent

Part 8: Summary Report

Directions: Write a two page summary report of your research and findings including the following information:

Paragraph 1 (at least seven sentences)

- Identify your product and country. Explain why you think your product and country would be a good idea. Give three reasons why you feel there is demand for your product in the country you selected.
- What is the name of your company and why did you choose it.

Describe the trademark that you created for your company.

Paragraph 2 (at least seven sentences)

- Describe the three business practices/customs you found that a businessperson would need to know when doing business with your country. Why is it important to understand the culture of the country that you are doing business with?

Paragraph 3 (at least seven sentences)

- What trade alliance does your country belong? Which nearby countries also belong?
- Describe the two trade barriers that you found. How would these barriers change the way you would do business in this country?

Paragraph 4 (at least five sentences)

- What information from the research website did you find most interesting? Why? Do you think you could use this website for other projects?

Paragraph 5 (at least seven sentences)

What did you learn from our business consultants about advertising and marketing in general? What were you able to teach the “experts”? Explain

Suggested Structured Learning Experiences

NY Stock Exchange
 11 Wall St, New York, NY 10005
[1 \(212\) 896-2830](tel:12128962830)

[Google New York](#)
 76 Ninth Avenue
 4th Floor
 New York, NY 10011
 Phone: 1 (212)-565-0000