

Instructor:	Lori Scolaro	Unit:	International Business
School:	Millard West High School	Lesson:	“The Culture of International Business”
Course:	International Business	Length of Time:	10 - 15 hours
Teaching Strategy:	Graphic Organizer and Assessment Rubric	Intended Level:	Secondary

Unit Overview/Lesson(s) Description:

This unit explores the social and cultural factors that shape and impact international business. After selecting a country in which to do business, students will create a PowerPoint presentation and/or brochure or poster that describes the economic, social, political, legal, monetary and cultural factors necessary to conduct trade in that country.

Nebraska Essential Learnings Covered In Unit/Lesson:

BE 12.11 Students will understand the relationship between international and domestic business concepts from a multicultural, global perspective. They will demonstrate competency by explaining the interrelatedness of social, cultural, political, legal, economic and ethical factors that shape and impact the international business environment.

Instructional Content:

- E-commerce – evaluate e-commerce opportunities and recognize sound business practices specifically related to conducting international business electronically
- Foundations of International Business – explain the role of international business and how it impacts business (geography, career opportunities, travel considerations)
- Global Business Environment – describe the interrelatedness of the social, cultural, political, legal and economic factors that shape and impact the international business environment
- International Finance – explain the concept of currency and exchange and the role of financial institutions

Links to Nebraska Standards:

- R/S/L 12.1.1 Students will identify the main idea and supporting details in what they have read.
- R/S/L 12.1.2 Students will locate, evaluate, and use primary and secondary resources for research.
- R/S/L 12.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- R/S/L 12.2.5 Students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.
- R/S/L 12.3.2 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.
- SS/H 12.4.7 Apply geography to interpret the past, understand the present, and plan the future.

Links to National Economics Standards:

- ✓ Standard 5: Gains from Trade

Links to NBEA Standards: *International Business, Pg 94-99*
Level I – Foundations of International Business

Geography:

- Identify major geographic features of various countries
- Determine the impact of geography on international business, including factors such as climate, time zones, distance, topography, and natural resources

Travel Considerations

- Identify the major transportation systems of selected countries

Level II – Global Business Environment

Social and Cultural Influences

- Identify distinctive social and cultural factors that affect business activities (e.g. time, workday, workweek, schedules, and holidays)
- Analyze how the social, cultural, political, legal, and economic environment of a given country might impact a company doing business in that country

Political Environment

- Evaluate how the political environment and geographic location of a given country impact international business

Legal Systems

- Describe the challenges that U.S. licensing requirements for exporting products and services present a U.S. company involved in exporting
- Discuss legal implications for the ethical conduct of business across national boundaries
- Analyze implications of the Foreign Corrupt Practices Act and other regulations

Economic Environment

- List characteristics that define the various levels of economic development of countries
- Identify how economic issues affect international business activities
- Analyze the availability of resources in a country and the economic potential of that country to improve the quality of life of its citizens by engaging in international trade
- Discuss the effect of literacy level, technology, natural resource availability, and infrastructure on the level of a company's economic development

Level III – International Business Communication

Oral and Written Communication

- Identify basic words and phrases in languages used in business throughout the world
- In a given language, use words and phrases important to business people
- Recognize business challenges related to people speaking various languages
- Compare the use of business cards throughout the world

Non-Verbal Communication

- Identify cultural differences in food, dress, and social behaviors throughout the world
- State examples of non-verbal communication affecting international business relationships and negotiations
- Identify major holidays of various cultures, how they are celebrated, and describe their impact on doing business internationally
- Recognize gift giving in business relationships and give examples of appropriate and inappropriate gifts for persons
- Compare business entertainment in various parts of the world
- Compare business protocol of various countries

Instructional Resources:

- Computer with Internet, word processing and PowerPoint software applications

- Recommended text: “Kiss, Bow and Shake Hands: Doing Business in Sixty Countries,” Terri Morrison, Wayne Conaway, and George Borden, authors. 1994 ©, Adams Media Corporation, 260 Center Street, Holbrook, MA 02343 ISBN: 1-55850-444-3 (*Students select approved country from this highly-recommended 60-chapter text. NOTE: New edition to be released in 2006*).
- Other recommended texts/resources available from the National Business Education Association publications website at www.nbea.org:
 “Creative Teaching Ideas for International Business”
 “Do’s and Taboos series of books:
 “Do’s and Taboos Around the World,” “Do’s and Taboos Around the World for Women in Business,” “Do’s and Taboos of Humor Around the World,” and “Do’s and Taboos of Preparing for Your Trip Abroad”
- Optional: “Learning, Earning and Investing,” 2004 ©. ISBN 1-56183-570-2. Moody Foundation publication/textbook made available through the National Council on Economic Education (NCEE), 1140 Avenue of the Americas, New York, NY 10036. Also available online <http://lei.ncee.net/>. Particular chapters in text relating to unit include the following lessons:
 ✓ Lesson 22: Investing Internationally: Currency Value Changes

URLS:

http://www.businessculture.com/	Doing Business in other nations
http://www.executiveplanet.com	Guide to International business cultures
http://www.disordered.org/Travel.html	Man in a Suitcase travel tips site
http://www.getcustoms.com	Getting Through Customs
http://www.internationalist.com/travel/	International travel links
http://lonelyplanet.com/	World guide to travel
http://www.lonelyplanet.com/destinations/	Select a specific country to visit
http://www.newspapers.com/country.htm	Newspaper links to countries
http://www.odci.gov/cia/publications/factbook/index.html	World Factbook
http://www.ricksteves.com/plan/plan_menu.htm	Rick Steves’ European travel tips

Classroom Activities/Procedures:

- Students will develop a 10 slide (minimum) PowerPoint, brochure or poster describing social/cultural factors necessary for conducting business in their country.
- Students will give a short presentation about their country.

Closure/Evaluation and Assessment/Assignment:

- PowerPoint: Minimum of 10 slides
- Brochure: Promotional brochure
- Poster: Promotional poster

Content criteria for the above include, but are not limited to:

- Type of Government
- Official language
- Religion
- Currency and current conversion rate
- Population demographics
- Geographic demographics, including climate, topography, etc
- Education
- Business practices and protocol
- Greetings, including titles/forms of address
- Gifts
- Dress/Attire
- Gestures
- Business practices
- Work week hours / business hours / vacation or holiday practices
- Do's and Don'ts – advice for the business person!
- “Other” pertinent supplemental information related to your specific country
- Use of appropriate graphics, images, visuals, maps, etc
- Sources of information? Web sites, books consulted, etc.

Student Name							CULTURE PROJECT RUBRIC						
Criteria	Weight	Score	Thorough (5)	Good (4)	Adequate (3-2)	Minimal (1-0)							
History	3		Thorough description, at least five facts noted	Good description, at least four facts noted	Adequate description, three or two facts noted	Minimal description, one or no facts noted							
Climate	3		Thorough description, at least five facts noted	Good description, at least four facts noted	Adequate description, three or two facts noted	Minimal description, one or no facts noted							
Geography	3		Thorough description, at least five facts noted	Good description, at least four facts noted	Adequate description, three or two facts noted	Minimal description, one or no facts noted							
Currency	3		Thorough description, at least five facts noted	Good description, at least four facts noted	Adequate description, three or two facts noted	Minimal description, one or no facts noted							
Holidays	3		Thorough description, at least five facts noted	Good description, at least four facts noted	Adequate description, three or two facts noted	Minimal description, one or no facts noted							
Language	3		Thorough description, at least five facts noted	Good description, at least four facts noted	Adequate description, three or two facts noted	Minimal description, one or no facts noted							
Ethnicity	3		Thorough description, at least five facts noted	Good description, at least four facts noted	Adequate description, three or two facts noted	Minimal description, one or no facts noted							
Gift-Giving	3		Thorough description, at least five facts noted	Good description, at least four facts noted	Adequate description, three or two facts noted	Minimal description, one or no facts noted							
Dress	3		Thorough description, at least five facts noted	Good description, at least four facts noted	Adequate description, three or two facts noted	Minimal description, one or no facts noted							
Culture	3		Thorough description, at least five facts noted	Good description, at least four facts noted	Adequate description, three or two facts noted	Minimal description, one or no facts noted							
Oral Presentation	3		Thorough coverage of all elements, well organized, easy to follow	Good coverage of most elements, fairly well organized, fairly easy to follow	Adequate coverage, some elements missing, not well organized, not easy to follow	Minimal coverage, most elements missing, poorly organized, confusing							
Deadline	1		Handed in early	Handed in on time		Handed in late							
Format	1		All elements included with professional appearance	Some elements missing with professional appearance	Some elements missing with unprofessional appearance	Missing most elements with unprofessional appearance							
Conventions (technical writing, spelling, grammar, punctuation errors)	1		No errors	One error	Two errors	Three or more errors							

Total (180 points)	<input type="text"/>
Grading Scale	
A = 180 - 167 points B = 166 – 153 points C = 152 – 139 points D = 138 – 124 points F = 123 points or below	
Comments:	