Business Management & Administration Career Cluster
International Business Concepts
Course Number 07.45200

Course Description
*International Business Concepts* is the third course in the International Business pathway. Students in this course will use the knowledge and skills learned in *Introduction to International Business* and *Global Awareness and Cultural Competency* to demonstrate project management skills by developing an International business plan. *International Business Concepts* asks students to develop and utilize their cultural awareness, basic business competencies, and project management strategies to analyze business opportunities in a global market center, analyze the culture of that global market center, and create a business plan that will succeed in an international market. Students will use the knowledge gained through research and analysis of business best practices, and applicable laws and regulations to develop a plan in order to provide a product or service that will succeed in an international market.

The business plan will include the structure and financing of the organization as well as managing the information of the proposed business. Managing, marketing, and human resources will also be a focus in the course. At the end of this course, students will have developed the project management and business management skills that are the basis for developing and managing a business in an international market. Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating, and maintaining a business. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

Students enrolled in this course should have successfully completed *Introduction to International Business* and *Global Awareness and Cultural Competency*. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.
Course Standard 1

BMA-IBC-1

Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

<table>
<thead>
<tr>
<th>Person-to-Person Etiquette</th>
<th>Telephone and Email Etiquette</th>
<th>Cell Phone and Internet Etiquette</th>
<th>Communicating At Work</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with Your Boss</td>
<td>Telephone Conversations</td>
<td>Using Blogs</td>
<td>Improving Communication Skills</td>
<td>Reasons, Benefits, and Barriers</td>
</tr>
<tr>
<td>Interacting with Subordinates</td>
<td>Barriers to Phone conversations</td>
<td>Using Social Media</td>
<td>Effective Oral Communication</td>
<td>Listening Strategies</td>
</tr>
<tr>
<td>Interacting with Co-workers</td>
<td>Making and Returning Calls</td>
<td>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
<td></td>
</tr>
<tr>
<td>Interacting with Suppliers</td>
<td>Making Cold Calls</td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
<td></td>
</tr>
<tr>
<td>Handling Conference Calls</td>
<td></td>
<td>Effective Word Use</td>
<td>Show You Are Listening</td>
<td></td>
</tr>
<tr>
<td>Handling Unsolicited Calls</td>
<td></td>
<td>Giving and Receiving Feedback</td>
<td>Asking Questions</td>
<td></td>
</tr>
</tbody>
</table>

Nonverbal Communication

<table>
<thead>
<tr>
<th>Applications and Effective Résumés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Nonverbally</td>
</tr>
<tr>
<td>Writing Documents</td>
</tr>
<tr>
<td>Using Language Carefully</td>
</tr>
<tr>
<td>Completing a Job Application</td>
</tr>
<tr>
<td>Reading Body Language and mixed Messages</td>
</tr>
<tr>
<td>Constructive Criticism in Writing</td>
</tr>
<tr>
<td>One-on-One Conversations</td>
</tr>
<tr>
<td>Writing a Cover Letter</td>
</tr>
<tr>
<td>Matching Verbal and Nonverbal communication</td>
</tr>
<tr>
<td>Small Group Communication</td>
</tr>
<tr>
<td>Things to Include in a Résumé</td>
</tr>
<tr>
<td>Improving Nonverbal Indicators</td>
</tr>
<tr>
<td>Large Group Communication</td>
</tr>
<tr>
<td>Selling Yourself in a Résumé</td>
</tr>
<tr>
<td>Nonverbal Feedback</td>
</tr>
<tr>
<td>Making Speeches</td>
</tr>
<tr>
<td>Terms to Use in a Résumé</td>
</tr>
<tr>
<td>Showing Confidence Nonverbally</td>
</tr>
<tr>
<td>Involving the Audience</td>
</tr>
<tr>
<td>Describing Your Job Strengths</td>
</tr>
<tr>
<td>Showing Assertiveness</td>
</tr>
<tr>
<td>Answering Questions</td>
</tr>
<tr>
<td>Organizing Your Résumé</td>
</tr>
<tr>
<td>Nonverbal Feedback</td>
</tr>
<tr>
<td>Visual and Media Aids</td>
</tr>
<tr>
<td>Writing an Electronic Résumé</td>
</tr>
<tr>
<td>Errors in Presentation</td>
</tr>
<tr>
<td>Dressing Up Your Résumé</td>
</tr>
</tbody>
</table>
1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<table>
<thead>
<tr>
<th>Teamwork and Problem Solving</th>
<th>Meeting Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Creatively</td>
<td>Preparation and Participation in Meetings</td>
</tr>
<tr>
<td>Taking Risks</td>
<td>Conducting Two-Person or Large Group Meetings</td>
</tr>
<tr>
<td>Building Team Communication</td>
<td>Inviting and Introducing Speakers</td>
</tr>
<tr>
<td></td>
<td>Facilitating Discussions and Closing</td>
</tr>
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<td></td>
<td>Preparing Visual Aids</td>
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<td></td>
<td>Virtual Meetings</td>
</tr>
</tbody>
</table>

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Customer Service</th>
<th>The Application Process</th>
<th>Interviewing Skills</th>
<th>Finding the Right Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Job Skills</td>
<td>Gaining Trust and Interacting with Customers</td>
<td>Providing Information, Accuracy and Double Checking</td>
<td>Preparing for an Interview</td>
<td>Locating Jobs and Networking</td>
</tr>
<tr>
<td>Becoming a Problem Solver</td>
<td>Learning and Giving Customers What They Want</td>
<td>Online Application Process</td>
<td>Questions to Ask in an Interview</td>
<td>Job Shopping Online</td>
</tr>
<tr>
<td>Identifying a Problem</td>
<td>Keeping Customers Coming Back</td>
<td>Following Up After Submitting an Application</td>
<td>Things to Include in a Career Portfolio</td>
<td>Job Search Websites</td>
</tr>
<tr>
<td>Becoming a Critical Thinker</td>
<td>Seeing the Customer’s Point</td>
<td>Effective Résumés:</td>
<td>Traits Employers are Seeking</td>
<td>Participation in Job Fairs</td>
</tr>
<tr>
<td>Managing</td>
<td>Selling Yourself and the Company</td>
<td>Matching Your Talents to a Job</td>
<td>Considerations Before Taking a Job</td>
<td>Searching the Classified Ads</td>
</tr>
<tr>
<td></td>
<td>Handling Customer Complaints</td>
<td>When a Résumé Should be Used</td>
<td></td>
<td>Using Employment Agencies</td>
</tr>
<tr>
<td></td>
<td>Strategies for Customer Service</td>
<td></td>
<td></td>
<td>Landing an Internship</td>
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<td></td>
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<td></td>
<td>Staying Motivated to Search</td>
</tr>
</tbody>
</table>

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

<table>
<thead>
<tr>
<th>Workplace Ethics</th>
<th>Personal Characteristics</th>
<th>Employer Expectations</th>
<th>Business Etiquette</th>
<th>Communicating at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Good Work Ethic</td>
<td>Demonstrating a Good Attitude</td>
<td>Behaviors Employers Expect</td>
<td>Language and Behavior</td>
<td>Handling Anger</td>
</tr>
<tr>
<td>Behaving Appropriately</td>
<td>Gaining and Showing Respect</td>
<td>Objectionable Behaviors</td>
<td>Keeping Information Confidential</td>
<td>Dealing with Difficult Coworkers</td>
</tr>
<tr>
<td>Maintaining Honesty</td>
<td>Demonstrating Responsibility</td>
<td>Establishing Credibility</td>
<td>Avoiding Gossip</td>
<td>Dealing with a Difficult Boss</td>
</tr>
</tbody>
</table>
### Playing Fair
- Showing Dependability
- Demonstrating Your Skills
- Appropriate Work Email
- Dealing with Difficult Customers

### Using Ethical Language
- Being Courteous
- Building Work Relationships
- Cell Phone Etiquette
- Dealing with Conflict

### Showing Responsibility
- Gaining Coworkers’ Trust
- Appropriate Work Texting

### Reducing Harassment
- Persevering
- Understanding Copyright

### Respecting Diversity
- Handling Criticism
- Social Networking

### Making Truthfulness a Habit
- Showing Professionalism

### Leaving a Job Ethically

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### 1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team-work skills.

<table>
<thead>
<tr>
<th>Expected Work Traits</th>
<th>Teamwork</th>
<th>Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Responsibility</td>
<td>Teamwork Skills</td>
<td>Managing Time</td>
</tr>
<tr>
<td>Dealing with Information Overload</td>
<td>Reasons Companies Use Teams</td>
<td>Putting First Things First</td>
</tr>
<tr>
<td>Transferable Job Skills</td>
<td>Decisions Teams Make</td>
<td>Juggling Many Priorities</td>
</tr>
<tr>
<td>Managing Change</td>
<td>Team Responsibilities</td>
<td>Overcoming Procrastination</td>
</tr>
<tr>
<td>Adopting a New Technology</td>
<td>Problems That Affect Teams</td>
<td>Organizing Workspace and Tasks</td>
</tr>
<tr>
<td>Expressing Yourself on a Team</td>
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<tr>
<td>Giving and Receiving Constructive Criticism</td>
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<tr>
<td></td>
<td></td>
<td>Managing Projects</td>
</tr>
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<td></td>
<td></td>
<td>Prioritizing Personal and Work Life</td>
</tr>
</tbody>
</table>

### 1.6 Present a professional image through appearance, behavior and language.

<table>
<thead>
<tr>
<th>On-the-Job Etiquette</th>
<th>Person-to-Person Etiquette</th>
<th>Communication Etiquette</th>
<th>Presenting Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Professional Manners</td>
<td>Meeting Business Acquaintances</td>
<td>Creating a Good Impression</td>
<td>Looking Professional</td>
</tr>
<tr>
<td>Introducing People</td>
<td>Meeting People for the First Time</td>
<td>Keeping Phone Calls Professional</td>
<td>Dressing for Success</td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td>Showing Politeness</td>
<td>Proper Use of Work Email</td>
<td>Showing a Professional Attitude</td>
</tr>
<tr>
<td>Business Meal Functions</td>
<td></td>
<td>Proper Use of Cell Phone</td>
<td>Using Good Posture</td>
</tr>
<tr>
<td>Behavior at Work Parties</td>
<td></td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to Associates</td>
</tr>
<tr>
<td>Behavior at Conventions</td>
<td></td>
<td></td>
<td>Accepting Criticism</td>
</tr>
</tbody>
</table>
Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:
Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

### Course Standard 2

**BMA-IBC-2**

Research and evaluate the characteristics involved in building an effective team and explain how businesses utilize teams.

2.1 Justify the role that diversity of strengths plays in building an effective business team.
2.2 Analyze stereotyping and other biases based on culture, age, and gender and how it can lead to ineffective business practices.
2.3 Evaluate ways that businesses can maximize productivity through the development of effective teams.
2.4 Compare and contrast the benefits of using virtual teams and face-to-face teams.
2.5 Develop effective teams based on team member personalities, interests, and values, as well as employability skills that are needed and identified by leading businesses.
2.6 Utilize diverse teams to create vision, mission, and strategic objectives that will guide the operations of the business.
2.7 Draw conclusions from international business case studies and summarize steps taken to build effective business teams.

### Course Standard 3

**BMA-IBC-3**

Research and critique the decisions companies make in order to enter a targeted global center.

3.1 Research and present the culture, including brief historical reasons for the culture, of a targeted global center.
3.2 Make observations and complete a needs analysis for the targeted global center.
3.3 Investigate the business incentives available of the global center identified.
3.4 Prepare a SWOT (strengths, weaknesses, opportunities, and threats) analysis for the identified product or service.
3.5 Compare and contrast different customer service strategies based on the culture of the targeted global center.
3.6 Evaluate best practices mediation strategies used by international businesses to avoid both business and customer concerns.
Course Standard 4

BMA-IBC-4
Perform a risk analysis for a business operating in a targeted global center.
4.1 Explain product liability and the impact on the business.
4.2 Use SWOT analysis to identify possible threats including political, regulatory, cultural, and financial sources.
4.3 Explore aspects of Intellectual property, privacy, piracy, cyber security, patents, etc.
4.4 Apply prior knowledge of risk management to mitigate problems identified through SWOT analysis.
4.5 Plan solutions to problems identified through SWOT analysis for improving the business operations of a targeted global center and integrate project management strategies for efficiency.

Course Standard 5

BMA-IBC-5
Develop a team with the purpose to effectively research, develop, and present a startup business plan.
5.1 Determine the best form of legal business ownership and the method of entry into the global center.
5.2 Evaluate financial considerations and project the total cost needed to start a business (i.e. start-up costs, ongoing operational expenses, budgeting, risk analysis, and cash reserves).
5.3 Apply concepts to present the business venture in a written company overview.
5.4 Design a marketing plan and brand analysis appropriate for a targeted global center.
5.5 Address targeted global ethical concerns related to the business plan.
5.6 Draw conclusions collectively from garnered information to write an executive summary for the creation of a new international business venture.
5.7 Cite evidence to present the business plan using appropriate technology to construct meaningful project management strategies, customer service goals, industry needs, and effective communication policies to meet customer expectations of this new international business.

Course Standard 6

BMA-IBC-6
Develop a marketing plan including specific business branding to identify, reach, and retain customers in the targeted global center.
6.1 Conduct market research to determine target market using primary and secondary data sources to locate information.
6.2 Use market segmentation (behavioral, demographic, psychographic, and geographic differences) to define the target market.
6.3 Establish a customer profile based on the cultural values and norms for specific business venture.
6.4 Create an advertising campaign based on the cultural values and norms of a targeted global center to promote the business product or service.
6.5 Develop a social media campaign based on the cultural values and norms of a targeted global center to promote the business product or service.
6.6 Address and support how the marketing plan is responsive to the culture in the targeted global center.
6.7 Develop the image of the business by creating the logo, slogan, online, and social presence of the business.

### Course Standard 7

**BMA-IBC-7**

*Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events.*

7.1 Explain the goals, mission, and objectives of Future Business Leaders of America.
7.2 Explore the impact and opportunities a student organization (FBLA) can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.
7.3 Explore the local, state, and national opportunities available to students through participation in related student organization (FBLA) including but not limited to conferences, competitions, community service, philanthropy, and other FBLA activities.
7.4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.
7.5 Explore the competitive events related to the content of this course and the required competencies, skills, and knowledge for each related event for individual, team, and chapter competitions.
## Resources for Course 3

<table>
<thead>
<tr>
<th>Weblinks</th>
<th>Title</th>
<th>Programs and Courses Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.mindtools.com/pages/article/newTMC_07.htm">https://www.mindtools.com/pages/article/newTMC_07.htm</a></td>
<td>Risk Analysis</td>
<td>International Business, Marketing</td>
</tr>
</tbody>
</table>