

**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.**

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

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

**1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.**

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

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

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

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

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss

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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				

### 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.

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

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

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism

International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

**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**

Weblinks	Title	Programs and Courses Applicable
<a href="http://ctaeir.org/Resources/Student_Info_Guides/International%20Business%20Marketing/Globalization%20in%20an%20International%20Market%20-%20Student%20Information%20Guide.pdf">http://ctaeir.org/Resources/Student_Info_Guides/International%20Business%20Marketing/Globalization%20in%20an%20International%20Market%20-%20Student%20Information%20Guide.pdf</a>	Globalization	International Business, Marketing
<a href="https://www.mindtools.com/pages/article/newTMC_07.htm">https://www.mindtools.com/pages/article/newTMC_07.htm</a>	Risk Analysis	International Business, Marketing