Introduction to International Business is the foundational course for the International Business pathway. The course is designed for high school students as a gateway to business careers of today, and provides an overview of fundamental business concepts, employability skills, the global business community, and cultural competency. Knowledge of business principles, the impact of financial decisions on the global business community, and soft skill proficiencies demanded by businesses combine to establish the frameworks of this course. Emphasis is placed on developing a concept of the basic fundamentals of business careers. Course topics will include identifying how different cultures and their importance towards cultural competency has on the business world. Emphasis is also placed on developing the fundamental computer and communication skills required for all career pathways. Students will learn essentials for working in an international business environment, managing a business, and owning a business.

The intention of this course is to establish a foundation of core concepts required to succeed in an international business environment and for the students to be successful both personally and professionally. Elements of the course will require students to not only understand the concepts, but apply their knowledge of these concepts through business simulations and defend their actions and decisions as well. 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 integrated components of both the employability skills standards and content standards for this course.

Employers interested in hiring a student who has completed the international business pathway can expect the following attributes, competencies, talents, and skills:

- **Global Awareness and Spirit of Entrepreneurship**: Students are globally aware and articulate with a basic concept of the international business enterprise, to include geography of global centers, risks, ethics, organizational structure, and best practices leading to return on investments. Students also have a broad knowledge of financial institutions and differences between domestic and international economies and laws.

- **Business Knowledge**: Students have a general knowledge of basic business principles, mission statements, vision statements, strategic planning, product development, customer service, etc. and how these relate to the success of the business.

- **Employability Skills**: Personal commitment to high standards, and participation in student organizations prepare students to meet business standards requirements of attendance, sense of urgency, teamwork, communication, professional dress, and leadership.
- **Cultural Competency**: Mastery of cultural competency produces a student prepared to enter a multicultural workforce and/or an international industry. Students have a heightened awareness of diversity, cultural differences, customs, etc. as applied to customer services, products, and business success.

- **Team Building**: Students recognize their own personality, interests, and values as they relate to a career. Students also compare and contrast their attributes to communication styles of others and to the application of effective team development. Furthermore, students demonstrate the ability to appreciate differences within the team and how to work within effective teams to achieve high outcomes and expectations.

- **Communication and Marketing**: Students have basic skills in developing marketing plans, communication strategies, and technology required to enhance overall business success. Students possess a creative and innovative entrepreneurship drive and a responsibility to the success of the investment. Students recognize cultural differences and have a sensitivity to global differences in communication and customs.

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### Course Standard 1

**BMA-IIB-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard**: 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 Coworkers</td>
<td>Making and Returning Calls</td>
<td></td>
<td>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
</tr>
<tr>
<td>Interacting with Suppliers</td>
<td>Making Cold Calls</td>
<td></td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
</tr>
</tbody>
</table>
### Nonverbal Communication

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

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

### Teamwork and Problem Solving

<table>
<thead>
<tr>
<th></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>
<tr>
<td></td>
<td>Preparing Visual Aids</td>
</tr>
<tr>
<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>Handling Customer Complaints</td>
<td>When a Résumé Should be Used</td>
<td></td>
<td></td>
<td>Using Employment Agencies</td>
</tr>
<tr>
<td>Strategies for Customer Service</td>
<td></td>
<td></td>
<td></td>
<td>Landing an Internship</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>
<tr>
<td>Playing Fair</td>
<td>Showing Dependability</td>
<td>Demonstrating Your Skills</td>
<td>Appropriate Work Email</td>
<td>Dealing with Difficult Customers</td>
</tr>
</tbody>
</table>
### 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></td>
<td>Expressing Yourself on a Team</td>
<td>Staying Organized</td>
</tr>
<tr>
<td></td>
<td>Giving and Receiving Constructive Criticism</td>
<td>Finding More Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managing Projects</td>
</tr>
<tr>
<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><strong>Introducing People</strong></td>
<td><strong>Meeting People for the First Time</strong></td>
<td><strong>Keeping Phone Calls Professional</strong></td>
<td><strong>Dressing for Success</strong></td>
</tr>
<tr>
<td>------------------------</td>
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</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>
<tr>
<td>International Etiquette</td>
<td></td>
<td></td>
<td>Demonstrating Leadership</td>
</tr>
<tr>
<td>Cross-Cultural Etiquette</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working in a Cubicle</td>
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<td></td>
<td></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-IIB-2**

Summarize personal strengths, weaknesses, and personality traits through the completion of different types of assessments.

2.1 Assess self-interests, values, communication styles, and personalities through the use of personality inventories.

2.2 Compare and contrast strengths and weaknesses as related to personal strengths, weaknesses, and personality traits through inventory assessment results.

2.3 Demonstrate the ability to articulate and critique interests, values, personal traits, communication styles, and behaviors as relatable to an international business career.

2.4 Analyze and describe effective interpersonal communication in an international business work setting.

2.5 Summarize previous inventory results to describe ideas about self to international dimensions such as: travel, art, music, food, and language.

**Course Standard 3**

**BMA-IIB-3**

Collect and compare fundamental business concepts that affect business and international business decision making.

3.1 Compare and contrast the relationships between the functions of business: accounting, finance, production, marketing, sales, management, quality, human resources, customer service, and supply chain.
3.2 Examine and describe how the Law of Demand, the Law of Supply, prices, and profits work together to determine production and distribution in a global market economy.

3.3 Analyze how profits are made, including how to interpret a profit and loss statement which may include the following elements: labor relations, labor shortages, unemployment, unionization, warranties, supply chain, forecasting, and adjustments.

3.4 Illustrate how rational decision-making and root cause analysis entails comparing the marginal benefits and the marginal costs of an action.

3.5 Investigate how global markets, prices, and competition influence economic behavior.

**Course Standard 4**

**BMA-IIB-4**

Summarize from multiple sources the essential management styles, outcomes, vision statements, and needed personality traits used in international business settings.

4.1 Identify the different types of management styles used in business and international business settings.

4.2 Predict the outcomes of management styles used in business and international business settings to appropriate styles and personal traits needed to effectively lead an organization.

4.3 Collect and summarize the necessary parts to an effective vision and mission statement.

4.4 Analyze and describe the characteristics of effective vision and mission statements created to lead an international business.

4.5 Compare and contrast the pros and cons of sole proprietorship, partnership, and corporation in international business.

4.6 Utilize technology in a variety of ways while solving business problems such as time management, project development, and resource allocations in international business.

**Course Standard 5**

**BMA-IIB-5**

Make observations towards the interrelatedness and diversity of geographic, social, cultural, political, and legal factors and how they shape the international business environment.

5.1 Analyze and describe the characteristics of effective international business approaches and various business types.

5.2 Compare and contrast the top ten major global business centers, their successes, common traits, and characteristics of effective international business.

5.3 Explore: culture, multiculturalism, stereotyping, cultural, generational, and other biases and their effects on conducting business internationally from an inward and outward perspective.

5.4 Identify and analyze social, historical, and cultural factors that affect business and international business activities.

5.5 Define and investigate the role of importing, exporting, and trade relations.

**Course Standard 6**

**BMA-IIB-6**

Apply communication strategies necessary and appropriate for effective and profitable international business relations.
6.1 Demonstrate appropriate business (oral, written, visual, and digital) communication skills needed in the workplace to facilitate effective information and communication sharing.
6.2 Classify essential social media etiquette requirements and the importance of digital presence in business and international business representations.
6.3 Develop and critique written communications that utilize proper tone, grammar, and bias-free language for the workplace.
6.4 Create visual communication models that work to overcome language and generational barriers, such as customer service, project management, mediation, and related areas.
6.5 Identify and model best practices in customer service for specific or multiple international business settings.
6.6 Demonstrate appropriate etiquette in communication in a multicultural and multigenerational international business environment.
6.7 Recognize and assess complications involved when speaking, writing, or interpreting a language incorrectly.
6.8 Research and evaluate the impact of both verbal and nonverbal communications affecting international business relationships and negotiations and how it might contrast with the United States.
6.9 Use appropriate technology to plan, develop, practice, and present material to different types of audiences for specific business purpose.

Course Standard 7

BMA-IIB-7
Recognize the need for ethical business behavior in a global business environment.
7.1 Explore strategies for managing ethical behavior globally.
7.2 Compare and contrast ethical and unethical behavior in various countries.
7.3 Develop a logical argument for the need to follow a business’s required ethical behavior regardless of the behavior of an international global market.
7.4 Demonstrate an awareness and multiple ways that labor laws differ significantly from country to country.
7.5 Identify international environmental concerns, how international businesses addresses those concerns, and how this might contrast with United States regulations and ethical behavior.

Course Standard 8

BMA-IIB-8
Compare and contrast economic concepts as they relate to international business.
8.1 Compare and contrast developed and developing countries and their use of different types of currency, trade status, and international impacts on world markets.
8.2 Interpret information from exchange rate formulas and charts.
8.3 Develop an argument about the exchange rate as the price of one nation’s currency in terms of another nation’s currency.
8.4 Analyze why and when exchange rates change, some groups benefit to these changes, and when some groups or countries may lose during financial fluctuations.
8.5 Compare and contrast absolute advantage and comparative advantage within international business.
8.6 Utilize financial software tools to draw conclusions and demonstrate an understanding of global economic activities.

Course Standard 9

BMA-IIB-9
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.
9.1 Explain the goals, mission, and objectives of Future Business Leaders of America.
9.2 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.
9.3 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.
9.4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.
9.5 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 1

<table>
<thead>
<tr>
<th>Weblinks</th>
<th>Title</th>
<th>Programs and Courses Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.interpretive.com/">https://www.interpretive.com/</a></td>
<td>Simulations/Student Interaction</td>
<td>International Business, Marketing</td>
</tr>
<tr>
<td><a href="http://www.edumundo.co.uk/products/manage-mentgames/international-business-management-simulation">http://www.edumundo.co.uk/products/manage-mentgames/international-business-management-simulation</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="https://www.16personalities.com/">https://www.16personalities.com/</a></td>
<td>Personality Inventories</td>
<td>International Business, Marketing</td>
</tr>
<tr>
<td><a href="https://www.mynextmove.org/explore/ip">https://www.mynextmove.org/explore/ip</a></td>
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</tr>
<tr>
<td><a href="https://www.truity.com/test/holland-code-career-tes">https://www.truity.com/test/holland-code-career-tes</a></td>
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<td><a href="https://www.mynextmove.org/">https://www.mynextmove.org/</a></td>
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<td>International Business, Marketing</td>
</tr>
<tr>
<td><a href="https://www.yourfreecareertest.com/">https://www.yourfreecareertest.com/</a></td>
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<tr>
<td><a href="http://www.mycareer.com/">http://www.mycareer.com/</a></td>
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<tr>
<td><a href="https://www.livecareer.com/resume-examples/">https://www.livecareer.com/resume-examples/</a></td>
<td>Resume and Cover Letter</td>
<td>International Business, Marketing</td>
</tr>
</tbody>
</table>