

**Business Management & Administration Career Cluster**  
**Introduction to International Business**  
**Course Number 07.43200**

**Course Description**

*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.

**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.**

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

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	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

<b>Nonverbal Communication</b>	<b>Written Communication</b>	<b>Speaking</b>	<b>Applications and Effective Résumés</b>
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.**

<b>Teamwork and Problem Solving</b>	<b>Meeting Etiquette</b>
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.**

<b>Problem Solving</b>	<b>Customer Service</b>	<b>The Application Process</b>	<b>Interviewing Skills</b>	<b>Finding the Right Job</b>
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 n

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

<b>Workplace Ethics</b>	<b>Personal Characteristics</b>	<b>Employer Expectations</b>	<b>Business Etiquette</b>	<b>Communicating at Work</b>
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
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers

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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

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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-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

Weblinks	Title	Programs and Courses Applicable
<a href="https://www.interpretive.com/">https://www.interpretive.com/</a> <a href="http://www.edumundo.co.uk/products/managementgames/international-business-management-simulation">http://www.edumundo.co.uk/products/managementgames/international-business-management-simulation</a>	Simulations/Student Interaction	International Business, Marketing
<a href="https://www.16personalities.com/">https://www.16personalities.com/</a> <a href="https://www.mynextmove.org/explore/ip">https://www.mynextmove.org/explore/ip</a> <a href="https://www.truity.com/test/holland-code-career-test">https://www.truity.com/test/holland-code-career-test</a> <a href="https://www.keirsey.com/sorter/register.aspx">https://www.keirsey.com/sorter/register.aspx</a>	Personality Inventories	International Business, Marketing
<a href="https://www.mynextmove.org/">https://www.mynextmove.org/</a> <a href="https://www.yourfreecareertest.com/">https://www.yourfreecareertest.com/</a> <a href="http://www.mi-career.com/">http://www.mi-career.com/</a>	Interest Inventories	International Business, Marketing
<a href="https://www.livecareer.com/resume-examples/">https://www.livecareer.com/resume-examples/</a> <a href="https://www.forbes.com/sites/nextavenue/2016/02/09/8-critical-ways-to-improve-your-resume/#2974d2141bc9">https://www.forbes.com/sites/nextavenue/2016/02/09/8-critical-ways-to-improve-your-resume/#2974d2141bc9</a> <a href="https://www.inc.com/christina-desmarais/how-to-write-a-cover-letter-that-will-get-you-a-job-interview.html">https://www.inc.com/christina-desmarais/how-to-write-a-cover-letter-that-will-get-you-a-job-interview.html</a> <a href="https://www.inc.com/jeff-haden/3-key-things-smart-employers-look-for-in-a-resume.html?cid=search">https://www.inc.com/jeff-haden/3-key-things-smart-employers-look-for-in-a-resume.html?cid=search</a>	Resume and Cover Letter	International Business, Marketing