

Public District School Board Writing Partnership

Business Studies

Course Profile

Introduction to International Business

Grade 12

Workplace Preparation

BBB4E

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

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Course Overview

Introduction to International Business, Grade 12, Workplace, BBB4E

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000.*

Prerequisite: None

Course Description

This course provides an introduction to international business, including an investigation of the economic relationships that Canadian governments and Canadian businesses have developed with other nations and the effects on productivity, prices, and variety of goods. Students will learn about the requirements for competing in international markets, conducting business in other countries, and pursuing careers in the field of international business.

Course Notes

This Course Profile is a support document that presents only one of many possible ways for teachers to organize their course so students can acquire and demonstrate the skills and knowledge specified in the curriculum policy documents through the learning expectations. Teachers using this profile are encouraged to use the information presented to refine, revise and develop activities that reflect the various learning styles and learning preferences of individual students; and respond to local needs.

Throughout this course teachers should refer to, and make use of, the school's Guidance and Career Education Program Plan (*Choices Into Action*). This plan is available from the Guidance/Student Services area, the principal's office, or members of the school's Program Advisory Team. Students can utilize career-access software, e.g., *Career Cruising* and *Career Explorer*, to explore job descriptions, working conditions, earnings, education, and career paths and related fields in international business. Students should be aware of the cooperative education experiences available and the dynamic nature of business career paths available to them. Unit 4, International Career Skills, can be integrated throughout the course.

It is advisable for teachers to identify and gain the assistance of local businesses wherever possible. Teachers are encouraged to develop an in-class display of community businesses and to highlight existing school/business partnerships. Also, teachers might access a variety of community business links that reflect the diversity of the local school community and use them as supplementary resources.

The teacher should encourage the students to get feedback from their other teachers about the work: talk to a Geography teacher about the maps; a history teacher about the historical background; and interview civic leaders about the impact of international business on the community.

Access to computer technology, including the standard office productivity tools, such as word processors, spreadsheets, databases, e-mail, and the Internet, is required for some of the activities described in this Course Profile.

Note: Since many of the activities require students to conduct research using the Internet, teachers must ensure that students are aware of, and follow, school and board policies related to Internet use.

Note: Field trips and guest speakers are suggested in some activities. Teachers must ensure that they follow board and school policies related to out of school activities and visitors to the school.

Units: Titles and Times

Unit 1	Canada in the Global Marketplace	30 hours
Unit 2	International Markets	30 hours
* Unit 3	Conducting International Business	30 hours
** Unit 4	International Careers and Skills	20 hours

* Unit 3 is fully developed in this Course Profile.

** Unit 4 is fully developed in the Catholic Course Profile.

Unit Overviews

Unit 1: Canada in the Global Marketplace

Time: 30 hours

Strand(s): Canada in the Global Marketplace

Unit Description

This unit focuses on the development and the increasing importance of trade in Canada. Students trace the history of Canadian trade and the changing trade relationships Canada has had with a variety of nations. Teachers may wish to start with the discovery of Canada and its exploration, which was based on trade. A portfolio and/or journal assignment introduced here focuses the students on one of Canada's trading partners and requires a cross-unit effort to complete. Students, for example, select a country that trades with Canada and develop a profile of that country. The profile could include a description of Canada's trade history with the selected nation, the trade opportunities that exist for Canadian businesses there, and success stories about actual businesses that import goods from businesses within this country, profiles of businesses that are an export market for Canadian products, a cultural profile of the people in this nation, and travel information for Canadian businesspeople that wish to deal with businesses in the selected country. Teachers provide a list and brief description of the resources students could use to assist in their research (see Resources).

Cluster 1.1 focuses on the importance of trade for Canadian businesses, consumers and workers. Students develop a chart that lists, in column one, a variety of categories (automotive, beverage, food, clothing, footwear, etc.) of products that they use regularly. In column two, the chart names a specific product that corresponds to the category and a specific foreign business that produces this product. In column three students discuss the impact on Canada and the Canadian consumer and worker if Canada no longer permitted foreign trade with this company. In column four students describe the impact on the foreign company and the economics of the foreign country that provides these goods if trade with Canada stopped. The lists could be posted on a bulletin board or used to conduct a small group seminar. The class develops a note entitled, "Why Trade is Important," in their notebooks.

Cluster 1.2 deals with the history of Canada's foreign trade. Teachers should assign a trade agreement or trade organization to individual students or pairs of students and have them use the agreement or organization to discuss the development of trade in Canada. NAFTA (North American Free Trade Agreement), the WTO (World Trade Organization), ASEAN (Association of Southeast Asian Nations), the EU (European Union), the G8, the FTAA (Free Trade Area of Americas), APEC (Asia Pacific Economic Cooperation), and Team Canada are all examples of agreements or organizations that have an impact on Canadian trade. By tracing Canada's relationship with any one of these agreements or organizations (as well as many other bi-lateral trade agreements), students can explain how the changes in world markets affect some Canadian businesses and how other nations' needs may present business opportunities for Canada. Each student or group of students should find a creative way of presenting their research to the class, which will be peer reviewed. Students should summarize each presentation in their notebooks.

Cluster 1.3 requires that students examine a variety of company profiles obtained from websites, magazines, videos, newspapers and company brochures and documents to discuss the impact of these businesses on the Canadian economy, consumer, environment, worker and the global political climate. The profiles might be grouped into “heroes” and “villains” categories, with multinational companies that exploit child labour, make unsafe products, create political instability to obtain resources and pollute the environment in the “villain” category, and companies that have fair trade practices, good employee relationships, provide needed goods and services to consumers in a safe, environmentally friendly way in the “hero” category. Students could be asked to select their worst “villain” and their greatest “hero” to display in class, along with an explanation as to why the company was selected as a “hero” or “villain”. (The class could create a Most Wanted list, or a Keep Up The Good Work citation).

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
1.1	CGV.01, CGV.02, CG1.01, CG2.01, CG2.02, CG2.03	Knowledge/Understanding Thinking/Inquiry Application	Importance of Trade in Canada (10 hours)
1.2	CGV.01, CGV.03 CG1.02, CG3.01, CG3.02, CG3.03	Knowledge/Understanding Thinking/Inquiry Communication Application	History of Canadian Trade (10 hours)
1.3	CGV.01, CGV.04 CG1.03, CG4.01, CG4.02, CG4.03, CG4.04, CG4.05	Knowledge/Understanding Thinking/Inquiry Communication Application	The Effects of International Business on Canada (10 hours)

Unit 2: International Markets

Time: 30 hours

Strand(s): International Markets

Unit Description

Students examine businesses, which operate in a domestic as well as in an international setting. They compare and contrast the procedures and challenges of doing business within a country and beyond the borders of that country. They examine barriers to trade for businesses, which have an influence on these opportunities.

In **Cluster 2.1**, students need to become familiar with different types of markets and the features of those markets. Using brainstorming students describe local, regional, national, and international market segments. Real life examples from the business world and any unique features that apply to these businesses should be identified. Also, as part of this activity, groups of students select a commonplace consumer product that is sold around the world. Their task is to determine how the business that sells that product attempts to overcome challenges, such as language, packaging, tastes, and customs. How is this challenge different from dealing in a domestic environment?

Cluster 2.2 focuses on business opportunities in other countries. Using information from the Internet, newspapers, and magazines, students select a country to study and a business, which is interested, or may be interested, in dealing in international markets. Using a list of factors that influence business decisions to expand, students identify the factors that a business may find challenging. Factors include: trade agreements, language, culture, currency, exchange rates, sources of funds for investment, geography, climate, political and economic systems. Students explain why each factor would or would not be a challenge for the business and the country chosen.

Students look at business successes in the international marketplace. Why are some businesses successful when selling internationally while other businesses are not successful? How much risk is involved for a business when dealing on an international basis? Students debate or discuss the risk factors and, in doing so, determine why every business will not necessarily be successful. Students interview parents, business people and access information online about successful international businesses to obtain information. To help focus the student debate or discussion, students consider the following strategies that could reduce risk for a business when operating on an international basis: (1) selling to more than one country, (2) offering more than one product line, (3) going into partnership with a local company in another country, and (4) utilizing local expertise in running the business in the foreign country.

Cluster 2.3 deals with the barriers to trade, that is, those things, which get in the way of conducting business between countries. Using community resources, such as a guest speaker from the Chamber of Commerce and/or from the Economic Development Corporation, factors impinging on trade could be presented to the students. Students summarize the ideas presented by guest speakers. A clear understanding of these factors, such as the cost of labour and the availability of appropriate technology, is critical because they will lead into the next unit on Conducting International Business. Students with the teacher’s guidance identify any factors not mentioned by guest speakers.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
2.1	IMV.01, IMV.02, IM1.01, IM2.01, IM2.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Opportunities and Challenges (6 hours)
2.2	IMV.01, IMV.03, IM1.02, IM3.01	Knowledge/Understanding Thinking/Inquiry Communication Application	Factors influencing business opportunities (8 hours)
2.3	IMV.01, IMV.02, IMV.03, IM1.03, IM1.04, IM2.03, IM3.02, IM3.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Success in international markets (8 hours)
2.4	IMV.03, IM3.03, IM3.04, IM3.05, IM3.06	Knowledge/Understanding Thinking/Inquiry Communication Application	Barriers to trade (8 hours)

Unit 3: Conducting International Business

Time: 30 hours

Strand(s): Conducting International Business

Unit Description

Students explore the different cultures in which Canada conducts business, how Canadian companies successfully market products within these foreign markets, and the technology that allows for the communication and exchange of information on a global scale. Teachers must be aware of the ways in which differences between Canadian culture and those of other nations can be portrayed, and that the diversity of cultures is one of the building blocks of Canadian society. Many different strategies can be used to compare the differing cultures and how they may affect international business practice including making scrapbooks of current global news articles, posters/billboards, community guest speakers, and

portfolios. The culminating activity has students develop a marketing plan introducing a Canadian product/service into a foreign market of their choice. Students prepare a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of their chosen nation, the cultural uniqueness that may affect the marketing of the product/service, and the technology available to them to successfully communicate within the business environment of that nation.

In **Cluster 3.1**, teachers focus on Canadian organizations that do business on a global scale and brainstorm some of the issues that may be present in communicating ideas within cultures that have different languages, workplace norms, and trade policies. Students analyse case studies and examples of international businesses that have both successfully and unsuccessfully expanded their operations into foreign markets. Students, individually or in pairs, create a web that indicates how issues such as religion, language, family structure, ethics, currency, political and economic systems, and geographic locations may affect their lives differently. By having students place themselves in the roles of teenagers living in other nations, students are able to understand how their daily routines and consumer needs may be different, and how business and foreign markets meet the needs of the population within their borders. Students compare the uniqueness of another nation and the cultures within. As a group, students research a foreign country and its business practices to compare with business practices in Canada. Students make an oral report of their research. The teacher encourages students to choose a country that they have an interest in, but also ensures that a wide variety of nations are compared so that the class can learn about the diversities in business practices.

Cluster 3.2 enables students to research whether there are markets with unmet needs abroad and within Canada for foreign products. Teachers may choose to have students undertake market research within the school for a product that is sold in foreign countries but not as popular in Canada, e.g., Vegemite is a popular condiment in Australia, yet has few sales in North America. Students provide examples of the product/service to the student body to receive their opinion of its popularity and viability in the Canadian market. As an introduction to this activity, teachers may want to implement a market economy game that shows how the exchange of goods and services drives a marketplace. Discussion should take place within the unit of how insensitivity to cultures could lead to disastrous results in foreign markets.

Cluster 3.3 has students researching, via the Internet or library resources, a foreign city, and what a person visiting that city could do while on vacation. Using electronic presentation or desktop software, the teacher has students create a presentation or a travel brochure for the city the student has chosen to research. The information can include transportation methods to that country, prices of travel, passport and visa information, and travel tips. Working in groups, students list the attractions of the city and relate those attractions to business opportunities for entrepreneurs looking to fulfill the needs of travelers. Depending on the resources available, students can locate tourist and business and trade organizations for those cities on the Internet and email those organizations for information relating to travel. Local travel agencies may be able to provide information. The teacher must monitor student contact and highlight safety issues including the school and board policy about Internet use. (See www.tcdsb.org *Surf Right*.)

In the culminating activity for **Cluster 3.4** students develop a marketing plan for a Canadian product to be introduced into a foreign nation. Students learn about the elements of a successful marketing plan. Students choose three foreign markets for their product and create three separate advertisements each appropriate for the culture of that nation. Students choose what media to use, i.e., TV ad, newspaper, radio, flyer and explain why this media form is appropriate for their choice of nation. The advertisements should clearly demonstrate how each culture is unique, and how the traditions and values of that foreign culture will influence that marketing strategy.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
3.1	IBV.01, IBV.02, IB1.01, IB1.02, IB1.03, IB1.04, IB2.06	Knowledge/Understanding Thinking/Inquiry Communication Application	Identifying Challenges and Differences Within Different Cultures and Customers (10 hours)
3.2	IBV.02, IB2.01, IB2.02, IB2.05	Knowledge/Understanding Thinking/Inquiry Communication Application	The Exchange of Goods and Services (5 hours)
3.3	IBV.03, IB3.01, IB3.02, IB3.03, IB3.04, IB3.05, IB3.06, IB3.07	Knowledge/Understanding Thinking/Inquiry Communication Application	E-commerce and the Technology of Communication Within Foreign Markets (5 hours)
3.4	IBV.02, IB2.03, IB2.04, IB2.07	Knowledge/Understanding Thinking/Inquiry Application Communication	Marketing Products and Services in Foreign Markets (10 hours)

Unit 4: International Careers and Skills

Time: 20 hours

Strand(s): International Careers and Skills

Unit Description

Students develop understanding of the necessary skills for career opportunities within Canada and foreign markets relating to international business. Students research potential careers relating to exporting and importing of goods and the roles that these careers play in our market economy. Teachers book necessary resources well in advance of completing this unit, as much of the research can be facilitated by use of the Internet. Career activities can be integrated throughout the course.

Cluster 4.1 focuses students' attention on the availability of work in foreign countries and the factors to be considered in making an informed decision to work there. Discussions relating to the types of work in foreign countries lead into research about where certain countries of the world rank in such categories as quality of life, cost of living, working conditions, work habits, and salaries. Countries can be compared and contrasted as to their vast differences in worker rights and attitudes. Teachers may choose to use case studies that analyse multinational companies within foreign markets and the types of economic activity related to them. Students can research websites to access information about countries and their political and economic relations to international business.

In **Cluster 4.2**, the focus turns to the types of occupations that are popular in today's economy and how these trends are affecting job opportunities within our local economy. Students research career websites such as *CareerCruising* or *Bridges* to access information about occupations related to International Business. Upon completion, students seek out local businesses that provide that type of career opportunity using the phone book, Internet, or local Chamber of Commerce to compile a database. This database can be referenced to assist students in describing ways in which their local community is affected by international business.

Finally, **Cluster 4.3** focuses on how students can utilize their knowledge of different cultures and customs to be able to effectively service both local and foreign customer bases. Teachers may choose to use a case study that deals with students applying for jobs in a foreign market. Each student develops a résumé and cover letter for a job application appearing in a newspaper. The job requires the students to relocate to a foreign country. Students research the country, languages spoken, currency conversions related to salaries and wages, and the technologies that are available to that foreign country in order to send the resume electronically. Teachers may want to ask students to bring in copies of their own résumés to assist in the creation of one tailored to the details of the foreign jobs they are applying for.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
4.1	CSV.01, CS1.01, CS1.02, CS1.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Career Opportunities (5 hours)
4.2	CSV.02, CS2.01, CS2.02, CS2.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Career Related Effects of International Business (5 hours)
4.3	CSV.03, CS3.01, CS3.02, CS3.03, CS3.04, CS3.05	Knowledge/Understanding Thinking/Inquiry Communication Application	Skills for Success (10 hours)

Teaching/Learning Strategies

There is a conscious quest for a balance of traditional modelling of skills and knowledge, together with a blend of small group and individual practice and individual exploration in this profile. Concepts and ideas that students discover are usually internalized more deeply and retained with greater meaning than ideas that are passively received in didactic fashion. When students report and discuss discoveries with fellow students and the teacher, the learning is consolidated and enhanced. Educational research has shown that guided instruction and interactive learning are cornerstones of efficient teaching practice. The Pedagogy Resources section and The *Ontario Curriculum Unit Planner K-12* provide detailed explanations of strategies.

Assessment & Evaluation of Student Achievement

Teachers should employ assessment strategies frequently and throughout the course in order to communicate the expectations of the course to students, to make appropriate adjustments to teaching and learning strategies as required, and to accommodate the special needs of students. Students' input to the assessment process itself should be welcomed and valued.

Marking schemes and rubrics used for evaluation should be organized to include the four Achievement Chart categories or for as many as are applicable. One student-generated product or process may be evaluated under multiple categories: Knowledge and Skills, Thinking/Inquiry, Communication, and Application categories.

Some strategies, which are consistent with the assessment techniques referred to in the activities, are:

- Share the rubrics for culminating activities at the beginning of the unit, so expectations and criteria are clear for students and can be used to support the learning in all activities in the unit.
- Develop rubrics with students, where appropriate and when both teacher and students understand and are comfortable with the process.
- Emphasize the language of assessment and evaluation in your discussions with students.
- Provide sample work demonstrating achievement at different levels for students.
- Provide different opportunities to assess the achievement of the expectations.
- Provide opportunities for self- and peer assessment to be used as formative assessment to support and improve student learning.
- Provide multiple opportunities for students to demonstrate their achievement of expectations.
- Provide opportunities for students to retry assignments until they can demonstrate their learning.
- Develop tests that provide opportunities to demonstrate all categories on the Achievement Chart (not just knowledge) at all levels.
- Give practice tests as an opportunity for formative assessment.
- Use assessment tools that are appropriate for the expectations being addressed and relate to the categories on the Achievement Chart.
- Provide prompt feedback so that students can use it to improve their learning.
- Design a variety of assessment tasks to address different learning styles.
- Provide choice in activities/assessment tasks to accommodate the diverse needs of the learners in the classroom.
- Provide opportunities for students to track their own progress.

Assessment Purposes

Assessment may be diagnostic, formative, and summative. Diagnostic assessment includes informal observation checklists, quizzes and in class questions and answers. The following strategies and tools may be used for both formative and summative purposes.

Method	Strategy	Tool
Paper-and-Pencil Tasks	Test - selected response - true/false - constructed response	Marking Scheme
Performance Task	Oral presentation Scrapbook Brochure Debate	Rubric Checklist
Personal Communication	Student-Teacher conference Classroom Question and Answer	Rating Scale Anecdotal record

Final Course Evaluation

Thirty percent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation. The final evaluation could be a portfolio (see Appendix A) that consists of material that relates to a specific Canadian trade relationship. Seventy percent of the grade will be based on assessments and evaluations conducted throughout the course.

Accommodations

Teachers should review individual students' IEPs and implement the prescribed accommodations. The course expectations are set; the methods by which they are achieved are open. Teachers have a store of good practices they commonly use to enable the learning for all students in their class. The following are common, frequently used strategies listed by exceptionalities to reaffirm the good teaching practices found in Ontario classrooms.

Reading <ul style="list-style-type: none">• Read questions first.• Modify reading requirements.• Use reading partners.• Pre-teach concepts/vocabulary.• Highlight notes.• Use visuals.	Math <ul style="list-style-type: none">• Check work after each example.• Modify the complexity of examples.
Written Language <ul style="list-style-type: none">• Vary assignments.• Give explicit instructions.• Allow more time.• Provide photocopied notes.• Allow point-form notes and graphic organizers.• Use peer editing.• Teach spell/grammar check.	Memory <ul style="list-style-type: none">• Teach students to verbalize concepts.• Check that daily assignments are recorded in planner.• Insist students write things down; provide lists and flow charts.• Give visual clues.

ESL/ELD Accommodations

- English-speaking students can help their ESL classmates by repeating, rephrasing, and writing words down.
- Bilingual peer tutors, if available, can facilitate clarification in the first language.
- Give recognition to partners for undertaking responsibilities.
- Avoid all-ESL groupings.
- Encourage ESL students to use their own language for clarification and explanation.
- Provide students with a summary sheet that can be used at the end of each class (with teacher assistance) to list main terms or concepts that were the focus of the lesson.
- Make overheads of handouts on which the teacher highlights important terms, explains words, and clarifies instructions, etc. while students do the same on their copy.
- Provide a glossary of terms for the reading.
- Encourage the use of first-language dictionaries for assignments and assessments.
- Pair written instructions with verbal instructions.
- Provide visual and auditory clues.
- Prior work may be needed to familiarize ESL students with the vocabulary of rubrics and how they are used.

Note: The international business classroom presents an opportunity for the ESL students to shine in class. The students' cultural and product expertise is a rich resource.

Enrichment Accommodations

The teacher can enrich the learning experience by:

- requiring multiple and sophisticated forms of communication;
- encouraging and reinforcing the application of abstract thinking skills to complex content, resulting in a sophisticated product;
- integrating cross-curricular activities;
- fostering in-depth learning of a self-selected topic within the expectation requirements;
- being aware that students may be gifted in one area and not in others;
- encouraging and using the DECA™ and Ontario Business Educators Association (OBEA) contests;
- allowing students to demonstrate mastery of content through preferred style of learning, where appropriate;
- motivating students to synthesize course content with their own experiences and ideas.

Resources

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are also reminded that much of the material on the Internet is protected by copyrighted. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Note: the writers prior to publication have verified the URLs for the websites. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Pedagogy Print

Bennett, B., Carol Rolheiser-Bennett, and Laurie Stevahn. *Cooperative Learning Where Heart Meets Mind*. Toronto: Educational Connections, 1991. ISBN 0-4444-555-6

Gibbs, Jeanne. *Tribes: A Process for Social Development and Cooperative Learning*. Santa Rosa, 1996. ISBN 0-932762-08-5

OSSTF/FEESO. *Quality Assessment: Fitting The Pieces Together*. Toronto: OSSTF Educational Services Committee, 1999. ISBN 0-920930-47-6.

Pedagogy Internet

Innovation Teaching – <http://www.interserf.net/mcken/teacher.htm>

Interactive Curriculum – www.interactivecurriculum.com - the completed profile units, tests, and appendices.

Pedagonet – <http://www.pedagonet.com/> - This site offers an innovative search engine, which facilitates the exchange of learning resources.

Premier Tracks – <http://4teachers.org/premier/> - A collection of K-12 web-based lessons for a variety of subject areas created by SCR*TEC's TrackStar.

School Net – <http://www.schoolnet.ca> - this site is dedicated to serving the interests of students, parents, and educators regarding every facet of education, from kindergarten through graduate school.

Teacher Talk – <http://www.mightymedia.com/ttalk/index.asp> - This site provides a discussion area for teachers related to technology instruction.

Safety

Canadian site for occupational Health and safety – www.ccohs.ca/

Live Safe! Work Smart! Health And Safety Resources for Ontario Secondary School Teachers. Queen's Printer for Ontario, 2000. ISBN 0-7794-0226-X. Ministry of Labour Publications Department, phone 1-416-326-7731

General Interest

Electronic

Canada's School Net – <http://www.schoolnet.ca>

Canadian Exporter's Catalogue lists numerous Canadian businesses that are already exporting and provides links to 100's of country profiles – <http://www.worldexport.com/>

Canoe - A bilingual, international network of news and information sites is at Canoe (Canadian Newsstand and Information) – <http://www.canoe.com/>

Careers in a Package - An interdisciplinary teaching tool, which provides young people with a basic understanding of the packaging industry, its potential for career choice, and its impact on the environment is available from Careers in a Package – <http://www.packagingcareers.org/>.

Cities.com offers a searchable database of 4331 city guides in 150 different countries – <http://www.cities.com/>

Country profiles are plentiful in the CIA World Fact Book – <http://www.cia.gov/cia/publications/factbook/>

DECA is a Business/Marketing Organization site for students and teachers, with resources available – <http://www.deca.org>, or DECA ONTARIO – <http://www.deca.on.ca>.

Department of Foreign affairs and International Trade provides 100's of country profiles with detailed marketing data. There are two sites maintained by dfait, – <http://www.infoexport.gc.ca/menu-e.asp> that provides the profiles and – <http://www.dfait-maeci.gc.ca/menu-e.asp>, which is the home page that has a wealth of information for the international marketer.

Electric Library Canada provides searches and tools not available anywhere else – <http://www.elibrary.ca>

Find Articles is an on-line article-search service of articles from over 300 reputable magazines and journals – <http://www.findarticles.com>

Foundation for Teaching Economics promotes excellence in economic education – <http://www.fte.org>

Global Edge is a site maintained by Michigan State University and is full of information for the global marketer – <http://globaledge.msu.edu/ibrd/ibrd.asp>

International Marketing Links - A site with international marketing information to be found on the web – <http://www.d.umn.edu/~jvileta/mktg.html>

International Trade Center offers an index to trade information sources by country and region – <http://www.intracen.org/menus/countries.htm>

International Trade Links - A site that offers links to other international business sites – <http://www.itm-usa.com/international.html>

Krislyn's Strictly Business site provides an extensive list of links to international business magazines – <http://sites.krislyn.com/internat.htm>

Prices and earnings Around the Globe, a 44-page comparison of international purchasing power is available in PDF format at:

http://www.ubs.com/e/index/about/research/pcc/publications.newdialog.0015.Upload1.pdf/total_publication.pdf

Strategis - Industry Canada maintains a website, for Canadian businesses wishing to trade. The site contains links to other secondary sources of important marketing data – <http://strategis.ic.gc.ca/>

Statistics Canada - The Canadian Government's definitive source of secondary data is Statistics Canada, and provides information for international marketers as well. Many of the reports cost money, but there is still a great deal of free information that a marketer can use here – <http://www.statcan.ca/>

Study Web is an extensive research library of annotated links in 25 categories
– <http://www.studyweb.com/>

Tilburg University Marketing and Marketing - Links to a list of marketing magazines from many different countries are available at – <http://marketing.kub.nl/magazine.htm>

The Canadian Foundation for Economic Education site gives information on economics, enterprise, entrepreneurship, and personal finance – <http://www.cfee.org>

The Global Schoolhouse connects to the best online collaborative learning site – <http://www.gsn.org>

The Internationalist is a center for international business and travel
– <http://www.internationalist.com/welcome.php3>

Tradeport has information on doing business in other countries
– <http://www.tradeport.org/>

Travel Aids is a site that provides country profiles for the business traveller
– http://rcmtravelsite.com/Travel_Aids/

U.S. Census Bureau provides a separate section on trade statistics
– <http://www.census.gov/foreign-trade/www/>

U.S. State Department provides links to country profiles – <http://www.state.gov/r/pa/bgn/>

Newspapers and Magazines

Ad Age Global – <http://www.adageglobal.com/>

Canadian Business Magazine – <http://www.canbus.ca>

E-Business Magazine – <http://www.hp.com/Ebusiness>

Macleans' Magazine – <http://www.macleans.ca>

Marketing Magazine – <http://www.marketingmag.ca>

Report on Business Magazine – <http://robmagazine.com>

Strategy Magazine – <http://www.strategymag.com/>

The Globe and Mail – <http://www.theglobeandmail.com>

The National Post – <http://www.nationalpost.com/>

The New York Times – <http://www.nytimes.com>

The Toronto Star – <http://www.thestar.com/>

Print

Liepner, Mike, et al. *Exploring Business for the 21st Century*. McGraw-Hill Ryerson, Toronto, 2001. ISBN 0-07-089158-3

Murphy, Terry G., et al. *The World of Business: A Canadian Profile*, 4th ed. Scarborough: Nelson Thomson Publishing, 2001. ISBN 0-17-620140-8

Schultz, Mike, David Notman, and Ruth Hernder. *International Business: Canada and Global Trade*. Toronto, Irwin Publishing, 2002. ISBN 0-7725-2932-9

Videos

Disney Goes to Haiti. Crowing Rooster Arts, 1995. Orders can be placed via the National Labour Committee (NLC) website – <http://www.nlc.org> or by calling (212) 242-0986.

Economix. Montreal, QC: National Film Board of Canada and the Kativik School Board in co-operation with the Canadian Foundation for Economic Education.

Notman, David and Jack Wilson. *The World of Business. Video Series (Teacher's Resource)*. Scarborough, Ontario: ITP Nelson, 1997.

Unit 1 Profile of Business. ISBN 0-17-606584-9
Unit 2 International Business. ISBN 0-17-606585-7
Unit 4 and 5 Money and Financial Institutions, Credit and Personal Finance. ISBN 0-17-606587-3
Unit 6 You, The Consumer. ISBN 0-17-606588-1
Unit 7 Accounting. ISBN 0-17-606589-X
Unit 8 Marketing ISBN 0-17-606569-5
Unit 9 Canadian Law. ISBN 0-17-606590-3

Unit 1: Canada in the Global Marketplace

Electronic

Examine the **General Interest** sites first.

A list of trade barriers by country and market sector – <http://mkaccdb.eu.int/mkdb/mkdb.pl>

A universal currency converter can be found at – <http://www.xe.com/ucc/>

Canada Customs and Revenue Agencies Website provides a “tariff wizard” for calculating international tariffs – <http://207.61.56.166/services/servicee.htm>

Canadian Business for Social Responsibility at – www.cbsr.bc.ca.

David Suzuki Internet site – www.davidsuzuki.org

Ethics Centre - A list of Canada’s NGOs at www.ethicscentre.com

Hudson’s Bay Company – <http://www.hbc.com>

Links to every global trade organization and major trade agreements
– <http://web.idirect.com/~tiger/institu.html>

Go-Global - A site for terminology with links – <http://www.go-global.com/globallinks.html>

Fraser Institute redirects public attention to the role markets can play in providing for the economic and social well-being of Canadians and provides on-line publications – <http://www.fraserinstitute.ca>

Print Resources

Canadian Foundation for Economic Education. *International Economic Development*. Examines what is meant by economic development and how it is measured and looks at Canada’s contribution to the process of economic development in the Third World.

Canadian Foundation for Economic Education. *Canada’s Charitable Economy*. Publication about the role and contribution of volunteers and charitable organizations.

Canadian Foundation for Economic Education. *EXPORT CANADA*. An introduction to trade and the major trade issues and questions that confront.

Liepner, Michael and J. Magnan. *Exploring Business: A Global Perspective*. Toronto: McGraw-Hill Ryerson Limited, 1994. ISBN 0-07-089158-3

Pico Iyer. *The Global Soul*. New York, Vintage, 2000.

Videos

Breadman, *The World of Business*. Video Series, Unit 1

ECO Chips, *The World of Business*. Video Series, Unit 7

Liquidators, *The World of Business*. Video Series, Unit 7

Vietnam, *The World of Business*. Video Series, Unit 2

Unit 2: International Markets

Electronic

Explore all the **General Interest** sites first.

Canadian Labour Congress – <http://www.clc-ctc.ca/eng-index.html> - site examines the impact of rationalization on Canadian business, economics and labour.

Government of Canada Website highlighting many advantages of investing in Canada.
– <http://www.investincanada.gc.ca/>

Government of Canada – <http://www.cbsc.org> - Each CBSC office in every Canadian province offers a variety of products, services and expert referrals to help you obtain quick, accurate and comprehensive business information.

International Chamber of Commerce (ICC), the Business and Industry Advisory Committee (BIAC), and the Organization for Economic Cooperation and Development (OECD) – <http://ccib.org>

Strategis – <http://strategis.ic.gc.ca> - contains export opportunities, foreign market conditions, trade statistics and key contacts in Canada and abroad

The Toronto Board of Trade – <http://www.bot.com>

Trade Facilitation Office Canada (TFOC) maintains a comprehensive databank of Canadian importers, buyers and agents, and of foreign companies seeking new export markets – <http://www.tfoc.ca/>

World Trade Centers Association offers access to trade opportunities, its online catalogue, and links to WTC's worldwide – <http://www.wtca.org>

World Trade Organization home page – <http://www.wto.org/> - A site that is a source of information and videos that opposes the WTO and multi-national trade – <http://www.wtowatch.org/multimedia/>

Print Resources

Canadian Foundation for Economic Education. *The BRIDGES Project Teaching Resource Kit*. A teaching kit on Canada's relationship with the Asia Pacific region.

Canadian Foundation for Economic Education. *The Canadian Economy: Adjusting to Global Change*. An examination of challenges facing the Canadian economy in an increasingly competitive global marketplace.

McEachin, R. *Reach the Global Marketplace: A Canadian Guide to Researching Foreign Markets and Online Sources*. Toronto: Productive Publications, 1995. ISBN 0-920847-92-7

Seelye, Ned. *Culture Clash: Managing in a Multicultural World*. Lincolnwood: NTC Publishing, 1996. 41 case studies from various countries designed to develop cultural fluency.

Thomas L. Friedman. *The Lexus and the Olive Tree; Understanding Globalization*. Farrar, Straus & Giroux, 1999.

Video Resources

“Cuban Trade,” *The World of Business*. Video Series, Unit 2

“Vulture Funds,” *The World of Business*. Video Series, Unit 7

“Luxury Goods,” *The World of Business*. Video Series, Unit 6

Unit 3: Conducting International Business

Electronic

Examine the **General Interest** sites first.

Canadian Council on Social Development's – <http://www.ccsd.ca/main> product is information and its main activity is research.

C.D. Howe Institute is an independent, non-profit, economic, and social policy research institution – <http://www.cdhowe.org>

CLIENT TOOLKIT – www.RogersEducation.com - details on electronic searches and other queries, visit the Teaching Tools section in the Client TOOLKIT

Funny Translation Errors – <http://www.ojohaven.com/fun/translation.funnies.html>

Maslow's Hierarchy of Needs – <http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

Media Builder assists in the creation of banners for WebPages – <http://www.mediabuilder.com/abm.html>

Surf Right – <http://www.tcdsb.on.ca>

The Media Information Network - The 2001 National List of Advertisers is a reference book providing over 13 000 brand names, their manufacturer or distributor, and limited advertising spending data.

– <http://www.cardmedia.com/>

1000 Travel Tips – <http://www.1000traveltips.org>

Videos

Doc Martens. Oakville: Magic Lantern Communications, 1997. 8 min. Video describes the product life cycle of the popular boot.

Competing in a Global Environment. Oakville: Magic Lantern Communications, 1997. 30 min. American video describes the challenges companies face in the global marketplace.

“Cross-Culture,” *The World of Business*. Video Series, Unit 2

International Marketing. Mississauga: Marlin Motion Pictures, 1997. 13 min. American video focusing on international marketing.

Marketing Products and Services. Oakville: Magic Lantern Communications, 1996. 30 min. American video explains marketing concepts and the marketing mix.

Terra Nova Boots, *The World of Business*. Video Series, Unit 2

The Lonely Planet Video Series, Volume 1 through 4, Pilot Productions, 1996. Video series that visits individual countries to explore the culture and travel destinations for each.

Print Resources

Alfons Trompenaars, et al. *Riding the Waves of Culture: Understanding Diversity in Global Business*, 2nd ed. McGraw-Hill Professional Publishing (December 1, 1997)

Canadian Cooperative Association. *Co-operative Development*. Ottawa, 1997. This resource package investigates the issues facing a small agricultural enterprise in a developing country.

Canadian Foundation for Economic Education. *Canada/U.S. BORDER Project Teaching Resource Kit*. A teaching kit on the economic relationship between Canada and the United States.

Czinkota, Czinkota, and Tarrant. *The Global Marketing Imperative*. Lincolnwood: NTC Publishing, 1996. Comprehensive guide to global marketing issues

Guy, Vincent, et al. *The International Business Book*. Lincolnwood: NTC Publishing, 1998. Case studies, checklists, games, and quizzes challenge assumptions about other cultures and build positive and productive international business relationships

Kaatz, Ron. *Advertising and Marketing Checklists*, 2nd ed. Lincolnwood: NTC Publishing, 1996. 107 worksheets, forms, and checklists on advertising and marketing.

Judson, Bruce and Kate Kelly. *Hyper Wars 11 Strategies for Survival and Profit in the Era of Online Business*. New York: Scribner, 1999. ISBN 0-684-85564-X Chapter 7, Market Relentlessly, deals with concepts for Web marketing. It goes beyond a discussion of banner ads and is appropriate for students.

Marketing Magazine. A weekly magazine reviewing various Canadian issues and marketing trends in including everything from controversial advertising to new product launches

Phillip R. Harris and Robert T. Moran. *Managing Cultural Differences*, 3rd ed. Gulf Publishing, Houston, 1993.

Roger E. Axtell. *Do's and Taboos Around the World*, 2nd ed. John Wiley and Sons, New York, 1990.

Roger E. Axtell. *Gestures: The Do's and Taboos of Body Language Around the World*. John Wiley and sons, New York, 1991.

Vincent Guy and John Mattock. *The International Business Book; All the Tools, Tactics and Tips You Need for Doing Business across Cultures*. NTC Publishing Group, Lincolnwood, 1995.

Williamson, Ian. *Marketing Beyond 2000*. Toronto: Productive Publications, 1997. ISBN 1-896210-66-X

Unit 4: International Careers and Skills

Electronic

Examine the **General Interest** sites first.

Career Cruising – <http://www.careercruising.com/home/index/html>

Career Explorer – <http://cdn.cx.bridges.com/>, www.on.cx.bridges.com

Curriculum Vitae Tips – <http://www.cvtips.com>

International opportunities program offers country specific links for students wishing to work or study abroad – <http://www.cie.uci.edu/iop/work2.html>

Jobsabroad site for students wishing to work or study in another country
– <http://www.jobsabroad.com/search.cfm>

Job Shark – <http://www.jobshark.ca/caeng/index.cfm>

Resume Dot Com – <http://www.pcrservices.com/>

The Career Services Centre of Western Washington University maintains a website, which provides a wide assortment of links to sites of interest to students wishing to work and study abroad

– <http://www.careers.wvu.edu/intlinks4.asp>

Print Resources

Canadian Crossroads International, 31 Madison Ave. Toronto, ON M5R 2S2, Tel: 416-967-0801
Opportunities to live and work in developing countries.

International Employment Gazette More than 400 current overseas jobs, published 26 times per year

International Directory of Voluntary Work, David Woodworth, Vacation Work, Oxford, UK.

Jeffrey Heilbrunn, ed. *Marketing Encyclopaedia*. Chicago: NTC Business Books, 1995. Essays by professional and academic marketing experts on issues and trends shaping the future of marketing.

Live and Work Series published by Vacation Work, Oxford, UK. Each book on specific country or region.

The Canadian Guide to Working and Living Overseas, 3rd ed. Jean-Marc Hachey, University of Toronto Press, 2000.

The Complete Guide to International Jobs and Careers: Your Passport to a World of Exciting and Exotic Employment, 2nd ed. Ronald and Caryl Krannich 1992.

Transitions Abroad is a bimonthly full-color magazine guide to practical information on affordable alternatives to mass tourism: living, working, studying, or vacationing alongside the people of the host country. *Work Abroad*, the guide for working and studying in a foreign country, published by Travel Abroad Magazine (see above) is available through their

Website – <https://ssl.ahnet.net/transa/forms/ordernew.html>

What in the World is Going On? A guide for Canadians wishing to work, volunteer or study in other countries, 5th ed. Canadian Bureau for International Education, 1996.

Work Your Way Around the World, 7th ed. Vacation Work, Oxford, UK

Video Resources

Future Work, Labour Market Trends and Opportunities. Human Resource Development Canada, 2000. 50 minutes. Describes labour market opportunities and the globalization of the Canadian economy.

Canadian Retail and Service Business Websites

Air Canada – <http://www.aircanada.ca>

Aldo Shoes – <http://www.aldoshoes.com>

Altamira Financial Services – <http://www.altamira.com>

Bell Canada Enterprises – <http://www.bce.ca>

Bootlegger – <http://www.bootlegger.com>

Canadian Tire – <http://www.canadiantire.ca>
Chapters.ca – <http://www.chapters.ca>
Club Monaco – <http://www.clubmonaco.com>
Daimler Chrysler Canada – <http://www.chryslercanada.ca>
Danier Leather – <http://www.danier.com>
Ford of Canada – <http://www.ford.ca>
Four Seasons Hotels and Resorts – <http://www.fourseasons.com>
Gap – <http://www.gapinc.com>
Legalhome.com Inc. – <http://www.legalhome.com>
McDonald’s Corporation – <http://www.mcdonalds.com>
Nevada Bob’s Golf – <http://www.nevadabobs.ca>
Rent A Goalie – <http://www.rentagoalie.com>
Retail Council of Canada – <http://www.retailcouncil.org>
Roots – <http://www.roots.com>
Staples/Business Depot – <http://www.staples.ca>
Tommy Hilfiger Inc. – <http://www.tommy.com>

OSS Considerations

Safety is a very important issue that should be emphasized by the teacher. The fields trips suggested in the activities are governed by the local board policy on trips. Discussions should include the environment, trip safety, online safety, ethics and legal requirements of working online, and interview safety. Special emphasis should be placed on part-time and summer jobs, as many students are either employed or looking for employment. An enthusiastic student/employee can also be a safe and informed one. A safety resource produced by The Ontario Ministry of Labour is found in the Overview Resources. This course may be counted as an optional credit or as additional compulsory credit for diploma purposes.

The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000.

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.

The Ontario Curriculum, Grades 9 to 12, Choices Into Action: Guidance and Career Education Program Policy For Ontario Elementary And Secondary Schools, 1999.

Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.

Appendix A

Rich Performance Task Final Evaluation

Teachers who are using the Portfolio Assessment should introduce the Portfolio requirements at the beginning of the course.

The Working Portfolio

The working portfolio is not just a collection of the student's work. The portfolio has a clear purpose: to hold student work for subsequent units or the Culminating Project. The portfolio is a tool to store and organize student work. Students need teacher direction on which pieces of work will be stored or used in future units. The teacher and students establish the form the portfolio will take and select the contents for the portfolio (rough drafts, best work or work that needs revisions, school material or material from outside the school). The rubrics or assessment tools used for assessment and evaluation should be given to the students at the start of the activity to allow for formative assessment and maintained in the portfolio. At the end of each unit the teacher/students determine the work to be placed in the portfolio. Students attach the following cover sheet to each item.

Portfolio Item Cover Sheet
Date:
Item:
Why I chose this item for my portfolio:
Strengths shown:
How I could Improve:
Assessed by:
Assessment Tool Used:

Other options are a working portfolio that progresses to either a showcase portfolio to display the best work or an assessment portfolio used to document achievement of learning expectations.

Portfolio Checklist

(The checklist becomes a formative assessment tool for the student).

Superior Portfolio Performance
<input type="checkbox"/> Extensions of assigned activities are done.
<input type="checkbox"/> Applications of concepts are enhanced wherever possible.
<input type="checkbox"/> Portfolio is stored in more than one medium.
Proficient Portfolio Performance
<input type="checkbox"/> Extensions of assigned activities are done with assistance.
<input type="checkbox"/> All errors are corrected.
<input type="checkbox"/> Applications of concepts are occasionally enhanced.
Adequate Portfolio Performance
<input type="checkbox"/> Assigned activities are completed.
<input type="checkbox"/> Initial errors have been corrected.
<input type="checkbox"/> Applications of concepts are evident.
Limited Portfolio Performance
<input type="checkbox"/> Assigned activities are not completed.
<input type="checkbox"/> Initial errors, which have been pointed out are not corrected.
<input type="checkbox"/> Gaps exist in the applications of concepts.

Portfolio inspection/assessment is an ongoing process. The assessment tools are kept in an archive that reflects the student progress. The Portfolio Archive is used to track the on-going portfolio assessment.

Appendix A (Continued)

Portfolio Inspection/Assessment Tool starts with the highest category. The hope is that the student will aspire to the first set of criteria. The tool can be used for both formative and summative assessment, but the items do not tie to expectations, rather they apply only to learning skills.

Portfolio Inspection/Assessment Tool

Superior Portfolio Performance	
	The portfolio is clearly organized and exciting to look through.
	The work demonstrates creative and insightful mastery of concepts and tools.
	Unique techniques are used to store the portfolio.
	Makes elegant and precise correction of all errors.
	Self-evaluation reflects a desire to excel in the subject.
Proficient Portfolio Performance	
	The portfolio is organized and easy to look through.
	The work demonstrates perceptive use and comprehensive mastery of concepts and tools.
	Storage method is clean and attractive.
	All errors are corrected.
	Self-evaluation reflects a desire to succeed in the subject.
Adequate Portfolio Performance	
	The portfolio is complete and organized.
	The work demonstrates appropriate use of concepts and tools.
	Basic requirements are met for the storage method.
	Most of the errors are corrected.
	Self-evaluation reflects a desire to succeed some of the time.
Limited Portfolio Performance	
	The portfolio is unorganized, messy, or hard to look through.
	The work demonstrates limited mastery of concepts and tools.
	Storage method problems are not solved.
	Few errors are corrected.
	Self-evaluation does not reflect a desire to improve in the subject.
	Total Mark

Comments:

Assessed by:

Date:

Coded Expectations, Introduction to International Business, Grade 12, Workplace Preparation, BBB4E

Canada in the Global Marketplace

Overall Expectations

CGV.01 · evaluate the importance of international business in the global marketplace;

CGV.02 · compare the reasons various Canadian companies and industries have become involved in international business;

CGV.03 · analyse the changes that have occurred in Canada's international business activities and relationships over time;

CGV.04 · determine the ways in which the lives of Canadians have been and are affected by international business activity.

Specific Expectations

The Importance of International Business

CG1.01 – explain the relationship among international business and global economic development, prosperity, specialization, and stability;

CG1.02 – explain how changes in world markets and international political events may affect a company in Canada;

CG1.03 – analyse the effect of a country's international business activities on its political environment (e.g., government, policies, legislation).

Reasons for Involvement in International Business

CG2.01 – explain how other nations' needs, wants, and problems may present business opportunities for Canadian companies;

CG2.02 – explain how the needs and wants of Canadians may present opportunities for foreign companies;

CG2.03 – describe how international business can help companies to achieve goals (e.g., growth, higher profit, access to new technologies, greater economies of scale).

Changes in Canada's International Business Activity

CG3.01 – describe Canada's past and current major trading partners and the primary products traded;

CG3.02 – describe the ways (e.g., trade missions, trade agreements, export subsidies) in which Canadian governments have worked to expand international business opportunities for Canadian companies;

CG3.03 – analyse the impact of various trade agreements and trade organizations (e.g., the General Agreement on Tariffs and Trade, the Canada-U.S. Free Trade Agreement, the North American Free Trade Agreement, the World Trade Organization) on Canada's international business activity.

The Effects of International Business on Canada

CG4.01 – describe the effect of international business activity on economic conditions in Canada (e.g., on employment levels; quality, quantity, and variety of goods and services; productivity; prices; competition; technological development);

CG4.02 – compare the success that various regions in Canada have had in carrying on international business activity;

CG4.03 – describe how Canadian companies that achieve success in international business can have positive effects on the lives of Canadians (e.g., through improved employment opportunities, incomes, product choices, prices, quality);

-
- CG4.04** – describe how international business activity can have negative effects on the lives of Canadians (e.g., through job loss, wage competition, increased vulnerability to global business cycles and events, competitive pressures);
- CG4.05** – describe the complex relationships among the many public groups to whom international businesses are accountable.

International Markets

Overall Expectations

- IMV.01** · analyse the ways in which a company can explore business opportunities in domestic and international markets;
- IMV.02** · compare the challenges confronting the operation of an international business and a domestic business;
- IMV.03** · summarize the procedures to be followed and the factors to be considered in the import and export of products and services.

Specific Expectations

Business Opportunities

- IM1.01** – define the features of local, regional, national, and international markets;
- IM1.02** – describe the factors influencing a company’s exploration of business opportunities in other countries (e.g., trade agreements, language, culture, currency, exchange rates, sources of funds for investment, geography, climate, political and economic systems);
- IM1.03** – explain how a company can determine whether a potential market for its product exists in another country;
- IM1.04** – identify the sectors or small enterprises that have achieved success internationally.

Operational Challenges

- IM2.01** – describe the characteristics and features of a particular product sold in different countries;
- IM2.02** – explain why organizations may have trouble maintaining the same product quality when the product is produced in different countries;
- IM2.03** – compare successful and unsuccessful attempts by companies to export and market products to countries with different cultures.

Import and Export Considerations

- IM3.01** – analyse the factors that can influence a company’s ability to import or export a product;
- IM3.02** – describe the characteristics of companies that are successfully importing goods into Canada and the products imported;
- IM3.03** – explain how the value of foreign currencies can affect the ability of a company to compete internationally;
- IM3.04** – describe an export strategy for a specific product to a specific country;
- IM3.05** – describe the factors that influence a company’s ability to compete internationally (e.g., knowledge, skills, cost of labour, availability of appropriate technology, quality of capital, quality of management, production methods, levels of efficiency, marketing skills);
- IM3.06** – determine duties and tariffs placed on goods which are imported and exported.

Conducting International Business

Overall Expectations

IBV.01 · describe how cultural differences affect international business practices and success;

IBV.02 · summarize the effects and challenges of marketing internationally;

IBV.03 · summarize the ways in which technology, including information and communication technology, has affected international business.

Specific Expectations

Culture and Customs

IB1.01 – identify the challenges that can arise for leaders of organizations when different branches or functions of an organization operate within different market environments (e.g., markets with different languages, work ethics, attitudes);

IB1.02 – identify key cultural differences (e.g., language, religion, family structure, ethics, political and economic system, attitude towards minorities) and describe how they create both opportunities and challenges for companies involved in international business;

IB1.03 – compare features of Canada’s culture and business protocol with those of another nation;

IB1.04 – describe the influence of culture on the business practices and opportunities of Canadian companies.

International Marketing

IB2.01 – compare the challenges of marketing and exporting a good with those of marketing and exporting a service;

IB2.02 – describe how the exchange of products by buyers and sellers creates a market;

IB2.03 – explain how to determine whether there is a market in Canada for an imported product;

IB2.04 – analyse a marketing plan for the export of a product (e.g., Canadian maple syrup to China);

IB2.05 – explain why products must be marketed in a culturally sensitive manner;

IB2.06 – compare communication preferences (e.g., choice of media, tone, level of sophistication, symbolism, body language, gestures) in Canada with those of other countries;

IB2.07 – compare advertisements for the same product that would be targeted at three different markets (e.g., Canada, the United States, one European country, and one non-European country).

Effects of Technology

IB3.01 – describe how technology has influenced the business practices (e.g., travel, transportation, distribution, marketing, management) of companies competing in international business;

IB3.02 – describe how current technological skills and equipment can help a company to explore international business opportunities and engage in international business activity;

IB3.03 – identify techniques and technologies that can be used by a Canadian business to export a product to another country;

IB3.04 – explain how e-commerce has affected the growth of international business;

IB3.05 – demonstrate their ability to gather information about international business on the Internet;

IB3.06 – create a database of information about the major cities of the world;

IB3.07 – demonstrate the use of information technology to locate information (e.g., regarding modes of transportation, prices, times, passports, visas, vaccinations) required for planning international travel.

International Careers and Skills

Overall Expectations

- CSV.01** · summarize a wide range of career opportunities available in international business;
- CSV.02** · analyse the effect of international business activity on jobs and the workplace in Canada;
- CSV.03** · summarize the key skills necessary for success in a career in international business.

Specific Expectations

Career Opportunities

- CS1.01** – describe the factors that influence an individual’s decision to explore work opportunities in another country (e.g., quality of life, work opportunities, working conditions, work habits, political and economic stability, salaries and benefits);
- CS1.02** – analyse the jobs in a multinational company that specifically involve international activity;
- CS1.03** – summarize work opportunities in international businesses and the characteristics of employment in other nations.

Career-Related Effects of International Business

- CS2.01** – identify occupations that have experienced both increased and decreased employment in recent years due to the expansion of global business;
- CS2.02** – describe how international business may affect their job opportunities and future employment;
- CS2.03** – describe ways in which opportunities for employment in their community may be influenced by international business.

Skills for Success

- CS3.01** – describe the criteria (e.g., cultural sensitivity, knowledge of other languages) for effective customer service in a variety of settings;
- CS3.02** – investigate how current and emerging technologies (e.g., fax machines, voice recognition and translation software) apply to international business;
- CS3.03** – explain the advantages of having technological skills and familiarity with information technology for an individual seeking to explore opportunities in international markets;
- CS3.04** – describe skills and knowledge that can enhance a person’s ability to work internationally (e.g., language knowledge, business negotiation skills, cultural awareness, knowledge of international marketing techniques);
- CS3.05** – demonstrate the ability to convert currencies.

Unit 3: Conducting International Business

Time: 30 hours

Unit Description

Students explore the different cultures in which Canada conducts business, how Canadian companies successfully market products within these foreign markets, and the technology that allows for the communication and exchange of information on a global scale. Teachers must be aware of the ways in which differences between Canadian culture and those of other nations can be portrayed, and that the diversity of cultures is one of the building blocks of Canadian society. Many different strategies can be used to compare the differing cultures and how they may affect international business practice including making scrapbooks of current global news articles, posters/billboards, community guest speakers, and portfolios. The culminating activity has students develop a marketing plan for introducing a Canadian product/service into a foreign market of their choice. Students prepare a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of their chosen nation, the cultural uniqueness that may affect the marketing of the product/service, and the technology available to them to successfully communicate within the business environment of that nation.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Tasks
3.1 Identifying Challenges and Differences within Different Cultures and Customers 10 hours	IBV.01, IBV.02, IB1.01, IB1.02, IB1.03, IB1.04, IB2.06	Knowledge/ Understanding Thinking/Inquiry Application Communication	1. Class discussion 2. Checklist 3. Case Study 4. Role Play 5. Presentation
3.2 The Exchange of Goods and Services 5 hours	IBV.02, IB2.02, IB2.05	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Trading Game 2. Impact Opportunities Analysis 3. Cultural Sensitivity List 4. Visual Display
3.3 E-commerce and the Technology of Communication Within Foreign Markets 5 hours	IBV.03, IB3.01, IB3.02, IB3.03, IB3.04, IB3.05, IB3.06, IB3.07	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Impact of Technology 2. Community Link 3. Company Profile 4. Travel Brochure 5. Travel Database
3.4 Marketing Products and Services in Foreign Markets 10 hours	IBV.02, IBV.03, IB2.01, IB2.02, IB2.03, IB2.04, IB2.07, IB3.02, IB3.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Marketing Challenges 2. Campaign Analysis 3. Marketing Plan Investigation 4. Advertising Comparison 5. Marketing Plan Development

Activity 3.1: Identifying Challenges and Differences within Different Cultures and Customers

Time: 10 hours

Description

Teachers focus on Canadian organizations that do business on a global scale and brainstorm some of the issues that may be present in communicating ideas within cultures that speak a different language and have different work ethics and trade policies. Students analyse case studies and examples of international business that have both successfully and unsuccessfully expanded their operations into foreign markets. Individually or in pairs, students create a web that indicates how issues such as religion, language, family structure, ethics, political and economic systems, and geographic locations may affect their lives differently. By placing themselves in the roles of teenagers living in other nations, students learn how their daily routines and consumer needs may be different, and how businesses and foreign markets meet the needs of the population within their borders. As a group, students research a foreign nation and its business practices to compare with the business practices in Canada. Using various resources, students prepare an oral presentation on the ways in which Canadian culture and the culture of a foreign nation provide challenges and opportunities for businesses. The teacher encourages students to choose a country they have an interest in, and ensures that a wide variety of nations are compared so that the class can learn about the diversity of business practices within many different countries.

Strand (s) & Learning Expectations

Strand(s): Conducting International Business

Overall Expectations

IBV.01 - describe how cultural differences affect international business practices and success;

IBV.02 - summarize the effects and challenges of marketing internationally.

Specific Expectations

IB1.01 - identify the challenges that can arise for leaders of organizations when different branches or functions of an organization operate within different market environments (e.g., markets with different languages, work ethics, attitudes);

IB1.02 - identify key cultural differences (e.g., language, religion, family structure, ethics, political and economic system, attitude towards minorities) and describe how they create both opportunities and challenges for companies involved in international business;

IB1.03 - compare features of Canada's culture and business protocol with those of another nation;

IB1.04 - describe the influence of culture on the business practices and opportunities of Canadian companies;

IB2.06 - compare communication preferences (e.g., choice of media, tone, level of sophistication, symbolism, body language, gestures) in Canada with those of other countries.

Prior Knowledge & Skills

- Unit 1, Canada in the Global Marketplace, and Unit 2, International Markets, which introduced the terminology for international business discussions.
- Students should have an understanding of the terms *culture* and *customs*.

Planning Notes

- For diagnostic assessment the teacher might assess student understandings of cultural differences around the world by means of a teacher-developed pre-test or quiz.
- Check websites, such as www.dfait-maeci.gc.ca and links to culture that will provide an overview of a country's culture. A sub-set of this website, – www.canschool.org, focuses on Canadians in the World. It has data on 'Canadian Culture,' 'Canada in the Global Economy', and a link 'For Teachers'. Using 'cultural differences' as the key phrase with a search engine on the Internet will generate many websites for further exploration.
- Gather information on international consumer behaviour from individuals, including students in class, who have visited or lived in other countries.
- Ensure there are enough copies for teacher assessment of *Oral Presentation Checklist* (BBB4M Public Course Profile) for each presentation as well as some student assessment of these presentations.
- Using the Internet, newspapers, business magazines, and/or contact with the local Economic Development Corporation office, collect a number of case studies of businesses that illustrate success or failure in understanding or misunderstanding the cultural differences of another nation. Tailor the list of countries that students can choose based on the amount of information you have gathered. Students could collect these cases, and be allowed to choose the country they wish to study.
- Consult and implement school and board policies related to Internet use.
- Copy the rubrics and assessment tools for distribution to the students.
- Book computer access.

Teaching/Learning Strategies

3.1.1

In a teacher-directed-discussion, students describe how different climates, religions, and history has shaped culture throughout the world, with a primary focus on the culture of Canada. Stress with the students that there is no intent to stereotype; the object of the exercise is to show cultural differences. The teacher summarizes ideas on the board and students record this data in notebooks.

3.1.2

The teacher and students develop a definition for Canadian culture by answering the question, "What is it like to be a Canadian?"

3.1.3

Divide the class into small groups. Each group selects (or is assigned) a country to profile. The profile consists of a computer report on the differences and similarities between the consumer culture and the business culture of the assigned country and the consumer and business culture of Canada. Various case studies are available from texts, magazines, or websites to assist students in their research. The final goal of the research requires students to select an export business opportunity for a Canadian company to his/her selected nation. Then select an import business opportunity for a company in that country that would meet the consumer needs of Canadians.

3.1.4

The groups should prepare a checklist for Canadian business people wishing to do business in their selected country. Teachers can direct students to Resources in the Overview.

3.1.5

Students role-play to illustrate and identify communication preferences. For example: How much can be communicated without the use of verbal communication? Can body language and gestures convey messages and, if so, how effective are they? Teachers assign students a task to role play, without using any verbal communication, and assess how effective students were in conveying their message. The teacher and students create a list of frequently used North American gestures. Students compare the list with a list of frequently used gestures from their selected country. Books found in Resources supply examples.

3.1.6

Student groups make 10-minute presentations to the class, illustrating the cultural differences of their chosen country with pictures, slides, cases, actual products, language phrases, currency, and short role plays. The teacher reminds the students to include the business opportunities created by these cultural differences, focusing on actual product examples, wherever possible. Encourage students to use actual products. Students also, during the presentation, outline how Canadians should behave when doing business in this country.

Assessment & Evaluation of Student Achievement

- For diagnostic assessment the teacher assess student understandings of cultural differences around the world by means of a pre-test or quiz.
- Involving students in the assessment process is one way to encourage group members' involvement. Peer assessment can be used effectively to evaluate both the process and the product: Group Tally Sheet, Appendix 3.1.1, the Role Play Evaluation Chart, Appendix 3.1.2, and the *Oral Presentation Checklist* found in BBB4M Public Course Profile at www.curriculum.org.
- Teachers use the checklist developed in class to assess the student's individual Canadian Cultural profiles. The checklist should include references to the bilingual nature of Canada, our holidays and customs, our greetings, eating habits, entertainment, cultural pursuits, athletics, working habits, vacation destinations, and other indicators of our Canadian identity. A good definition should contain at least 10 characteristics.
- A teacher-prepared oral presentation rubric and the *Oral Presentation Checklist* provide for both formative and summative assessment. The teacher gives the assessment tools and rubrics to students at the start of the activity.

Accommodations

- The teacher should take into consideration the student's IEP for specific accommodations and suggestions that address the student's learning needs.
- Extensive suggestions can be found in The *Ontario Curriculum Unit Planner K-12*
- ESL students may not be familiar with the use of rubrics and should be given practice before using them as assessment tools.
- Allow more time to prepare presentations and to pre-tape spoken segments.
- Providing ESL students with a glossary of difficult English vocabulary used in the Appendices might also be beneficial.
- Enrichment activities could include an extension of the required content for the presentation:
- Enrichment Trip Grade 11 – OAC – see <http://queensu.ca/cds/emcc/> One-week sessions at Queen's University held May each year. Students stay in residence.
- Pair students who have difficulty making oral presentations with students who are not shy about speaking to the class.
- For research, provide a partial or complete list of applicable websites and/or other resources.

Resources

See Overview Resources Unit 3.

Appendix 3.1.1

Group Tally Sheet

Instructions <ul style="list-style-type: none">• Each member of the group is an observer. Enter each team member's name.• When a team member demonstrates one of the interaction skills put a checkmark in his/her column.• Total the columns.• Share your data with the group.• Record your group's conclusion about participating.• Make sure each team member receives feedback on helpful behaviours.• Set a team goal for future improvement.			
Observer:			
Date:			
Activity:			
Interaction Skill	Name	Name	Name
Gives Ideas			
Asks for ideas			
Compliments Ideas			
Total checkmarks			
Group's Conclusion			
Team Goal <i>What would you do differently?</i>			
Observer's Goal <i>Set a personal goal for being even better in the future.</i>			

Appendix 3.1.2

Role-Play Assessment Chart

Evaluator(s) _____

As evaluators your primary goal is to provide formative feedback and help the group identify their strengths.

A successful role play communicates a clear message without the use of verbal communication. Connections and relationships between different concepts and ideas are illustrated.

Group Topic					
Group Members					
<p>Place a check mark to show your evaluation of the role play. Level 1 indicates limited but still acceptable mastery and quality of content. Level 2 shows moderate success. Level 3 shows considerable mastery and quality of work. Level 4 “Take it on a road trip.”</p>					
Criteria		Level of Performance			
Communication- use of symbols and visuals		Level 1	Level 2	Level 3	Level 4
• Body language conveys the message					
• Gestures convey the message.					
• Emphasis highlights the important information.					
• Visualizations (illustrations, shapes, pictorial details) facilitate retention					
Originality and creativity of ideas.					
Value and interest for the audience.					

Activity 3.2: The Exchange of Goods and Services

Time: 5 hours

Description

Students research whether there are markets with unmet needs abroad and within Canada for foreign products. Teachers may allow students to conduct market research within their school about a popular product sold in foreign countries that is not as popular in Canada, e.g., Vegemite is a popular condiment in Australia, yet has few sales in North America. Students can actually provide examples of the product/service to the student body to receive their opinion of its popularity and viability in the Canadian market. As an introduction to this activity, teachers may want to implement a market economy game that shows how the exchange of goods and services drives a marketplace. Discussion should take place within the unit of how insensitivity to cultures could lead to disastrous results in foreign markets.

Strand(s) & Learning Expectations

Strand(s): Conducting International Business

Overall Expectations

IBV.02 - summarize the effects and challenges of marketing internationally.

Specific Expectations

IB2.01 - compare the challenges of marketing and exporting a good with those of marketing and exporting a service;

IB2.02 - describe how the exchange of products by buyers and sellers creates a market;

IB2.05 - explain why products must be marketed in a culturally sensitive manner.

Prior Knowledge & Skills

- definition of culture and customs
- Internet research skills
- desktop publishing and presentation software skills

Planning Notes

- Plan questions to use as diagnostic tool to determine background knowledge.
 - Remind students well in advance of the trading exercise. Make suggestions as to the types of products they could use. Provide an opportunity for them to submit their products in advance, in a closed bag, to keep the trading secret until the actual “flea market” takes place.
 - Purchase an item that the students will not recognize.
 - Purchase some trading items.
 - Prepare checklists and other assessment tools.
 - If students are to undertake a survey, inform school administration and other staff members.
- Note:** Students must be instructed to accept “no comment” as a valid answer to any questions, and to respect that people may choose not to respond at all.

Teaching/Learning Strategies

3.2.1

Students should bring in a product that they would like to trade. As an addition to the mix of products, the teacher could find a product that would be unfamiliar to the class. Teachers provide 20 minutes of class time for students to make trades. Upon completion of the exercise, teachers discuss what cultural values were associated with many of the products, and how a change in these cultural values would have made trading easier. In a short written report, students summarize the cultural associations attached to their product and discuss the impact of culture on demand.

3.2.2

Using a business opportunity discussed in Strategy 3.1.3, the class selects a product that they feel has the best chance of success in the Canadian market. The class designs a survey to measure the acceptance of this item among teenagers. The class should study the results of the survey and, as a class, decide if the marketing opportunity they envisioned has any real potential. **Note:** Teachers must follow the school board on policy safety and food allergies.

3.2.3

Students make a list of the cultural impact(s) their new opportunity (Strategy 3.1.3) would have on some Canadians. What are the cultural sensitivities to consider before marketing this product in Canada? (Environmental groups might be offended by the product's material, labour groups might not want more foreign competition, social welfare groups might object to the working conditions of the people, etc.)

3.2.4

Using the business export idea they presented in class for Strategy 3.2.2, students make up a list of the cultural impact(s) their new opportunity would have on some consumers in the target nation. What are the cultural sensitivities to consider before marketing this product in that country? The list could be the basis for an illustrated poster or chart entitled The Dos and Don'ts of Doing Business in (the name of the selected country).

Assessment & Evaluation of Student Achievement

Formative

- Teachers could assess the cultural association report or provide an opportunity for peer assessment of this exercise. (*Written Report Rubric*, Appendix 2.1, BDI3C Public Course Profile found at www.curriculum.org)
- Use teacher-developed checklist to assess the amount of detail in the Dos and Don'ts assignment.

Activity 3.3: E-commerce and the Technology of Communication within Foreign Markets

Time: 5 hours

Description

Activity 3.3 has students researching, via the Internet or library resources, a foreign city, and what a person visiting that city could do while on vacation. Using electronic presentation software and/or desktop publishing software, have students create a presentation or a travel brochure for the city the student has chosen to research. Focus the information on issues such as transportation methods to that country, cost of travel, currency used, passport, visa information and travel tips. Working in groups, students list the attractions of the city and relate those attractions to business opportunities for entrepreneurs looking to fulfill the needs of travellers. Depending on the resources available, students locate tourist business and trade organizations for the assigned cities on the Internet and e-mail those organizations for information relating to travel. Local travel agencies can provide information.

Strand(s) & Learning Expectations

Strand(s): Conducting International Business

Overall Expectations

IBV.03 - summarize the ways in which technology, including information and communication technology, has affected international business.

Specific Expectations

IB3.01 - describe how technology has influenced the business practices (e.g., travel, transportation, distribution, marketing, management) of companies competing in international business;

IB3.02 - describe how current technological skills and equipment can help a company to explore international business opportunities and engage in international business activity;

IB3.03 - identify techniques and technologies that can be used by a Canadian business to export a product to another country;

IB3.04 - explain how e-commerce has affected the growth of international business;

IB3.05 - demonstrate their ability to gather information about international business on the Internet;

IB3.06 - create a database of information about the major cities of the world;

IB3.07 - demonstrate the use of information technology to locate information (e.g., regarding modes of transportation, prices, times, passports, visas, vaccinations) required for planning international travel.

Prior Knowledge & Skills

- Student travel experiences, background knowledge, and general interest will enhance the study of this activity.

Planning Notes

- Contact a travel agency, and arrange for a travel representative to speak to the class. The theme of the talk could be on Travelling Abroad – the good, the bad, and the ugly. As well, an overview of the role and responsibility of a travel representative will assist in student presentations and in the creation of travel brochures and provide career information.
- Collect samples of travel brochures for use in the class.
- Contact representatives from the Economic Development Corporation, the Chamber of Commerce, and/or the Better Business Bureau to participate in a panel presentation. The theme of the presentation should focus on how business practices have changed since the advent of e-commerce.
- Book computer time for Internet access. Review the school/board's Internet use agreement(s) and online safety rules.
- Review the school's policy on guest speakers/presenters. Remember to have students send follow-up thank you notes to community speakers/presenters.
- Check out websites in advance (see Resources) for appropriate links for student research. A useful website for travel tips is <http://www.1000traveltips.org>.
- Access to the *Written Report Rubric* (Appendix 2.1. in BDI3C Public Course Profile), *Website Assessor* in BBB4M Public Course Profile and *Website Content Checklist* in BTX4C Public Course Profile are necessary for student, peer, and teacher assessment and evaluation. Ensure there are enough copies of the rubrics and assessment tools for the class.

Teaching/Learning Strategies

3.3.1

Using brainstorming, have students create a list of as many technological terms as possible, e.g., e-commerce, e.f.t.s. (electronic full text sources), e-mail, video conferencing, etc. Ask the class to identify how these technological improvements have impacted on business practices. Divide the class into five groups and assign one of the following business practices to each group: travel, transportation of goods, distribution, marketing, and management. Each group describes how each of the technologies from the master list has impacted on their business practice. Students summarize findings on chart paper, which after being presented to the class should become part of a bulletin board display. Before the students begin the brochure activity, work with the class to develop a list of attributes of an effective brochure. These become the Assessment criteria for a checklist. Establish a marking scale. The class should develop a description that means something to them for each value on the scale.

3.3.2

Teachers should invite representatives from the Economic Development Corporation, Chamber of Commerce, and/or the Better Business Bureau to sit on a panel or speak about to discuss the topic: “Using E-commerce When Dealing in Foreign Markets.” Student questions prepared in advance should probe the past, present, and future of e-commerce in the business world. How has e-commerce affected growth of International Business? What impact has it had on the local community? What businesses exist in the local community today because of the advent of e-commerce? Students should summarize main ideas presented by panel members and submit a one-page synopsis of the presentation.

3.3.3

Teachers use the Country/Company Profile(s) developed in Strategies 3.1.3 and 3.2.2, which provides necessary reference information. Using the profile already developed, students do further research to identify techniques and technologies that were used to export or import goods and services for their company. Students prepare a one-page summary for evaluation. (*Written Report Rubric*, BTX4E Public Course Profile found at www.curriculum.org)

3.3.4

Teachers invite a travel representative to make a presentation to the class to show students how to research travel information. A teacher- and student-generated list of points for the speaker is essential: What are the alternatives in methods of transportation; What costs are associated with travel; When are passports or visas necessary; What are some good travel tips. After, the teacher covers any points not touched on by the guest speaker before the students start their research. Students select a city to research, with the approval of the teacher, and, using the framework developed by the guest speaker, gather information. Students make multi-media or oral presentations to the class. The teacher and students assess the presentations. Students may also choose to create a travel brochure as part of the presentation. The teacher arranges a display of the products in display cases around the school.

3.3.5

Using the data gathered in Strategy 3.3.4, the class compiles a database of travel tips around the globe. Once compiled, students could share these tips with other teachers and students in school print publications, such as a newsletter.

Assessment & Evaluation of Student Achievement

Formative:

- Involving students in peer assessment encourages them to participate fully in-group activities. However, the teacher assigns individual grades.
- Peer assessment is part of Strategy 3.3.4.

-
- Teacher assessment is part of Strategy 3.3.1, and 3.3.2, (Written Report Rubric, found in BTX4E Public Course Profile www.curriculum.org) and Strategy 3.3.3.
 - Self-, peer formative assessment and teacher evaluation of student's oral presentations using the Oral Presentation Rubric Appendix 3.1.2 and Oral Presentation Checklist in BBB4M Public Course Profile and a teacher-developed rubric.

Activity 3.4: Marketing Products and Services in Foreign Markets

Time: 10 hours

Description

In the culminating activity students develop a marketing plan for a Canadian product to be introduced into a foreign nation. They explore the elements of a successful marketing plan. They then explore how an advertisement for a particular product would appear in three separate cultures. Students apply what they have learned about marketing products in different cultures through their own examples of an advertisement, e.g., TV ad, newspaper, radio, or flyer, and explain why this ad is appropriate for their choice of nation. Within those advertisements, it should be clearly demonstrated how each culture is unique, and how the traditions and values of that culture dictate the marketing strategies.

Strand(s) & Learning Expectations

Strand(s): Conducting International Business

Overall Expectations

IBV.02 - summarize the effects and challenges of marketing internationally.

Specific Expectations

IB2.03 - explain how to determine whether there is a market in Canada for an imported product;

IB2.04 - analyse a marketing plan for the export of a product (e.g., Canadian maple syrup to China);

IB2.07 - compare advertisements for the same product that would be targeted at three different markets (e.g., Canada, the United States, one European country, and one non-European country).

Prior Knowledge & Skills

- use of electronic research techniques and presentation software, if available.

Planning Notes

- Ask students to bring in a copy of their favourite music compact disc to explore the challenges of marketing products internationally.
- Review the work strategy, think/pair/share.
- Teachers should be prepared to bring to class examples of marketing plans. Examples may be found at www.bplans.com where there are a number of actual marketing plans designed for different types of businesses. Teachers may also choose to speak with the marketing or entrepreneurial studies teacher within their school for examples of marketing plans created by students.
- Teachers could visit the website www.adcritic.com to access appropriate advertisements to be examined and compared by the students.
- Teachers book computers with Internet access prior to this activity.
- Teacher develops a marketing plan checklist based on Elements of a Successful Marketing Plan, Appendix 3.4.1.

Teaching/Learning Strategies

3.4.1

Have students brainstorm a list of problems that they could encounter when trying to promote their favourite compact disc in five foreign markets. The markets should represent a mix of cultures, traditions, and political structures. Once the list is complete, the students can break into groups to come up with some successful strategies on how to overcome the problems with marketing their favourite Compact disc in the foreign market. Each group would present their ideas in a think/pair/share format where members of the group would rotate around the class to discuss how they thought the best strategy would be to overcome the marketing problems.

3.4.2

Teachers discuss how to determine whether a market exists for a product. Students vote on whether they think that the compact disc they brought into class would be successful for sale in the five foreign markets presented. Students explore how they came up with this decision in a hope to have them realize that detailed planning and research is necessary to make a 'Go/No Go' decision for marketing a product. The teacher and students develop a list of factors to consider before launching a marketing campaign in a foreign company. Students review the list they prepared for the compact disc activity.

3.4.3

The teacher introduces the marketing plan and why it is necessary for the launch of a product in a foreign market. Students view marketing plans of other companies within Canada. Students discuss with one another the positive elements of the marketing plans and how they are plans for successful marketing. The teacher shows students elements of a successful marketing plan (see Elements of a Successful Marketing Plan, Appendix 3.4.1). It is necessary for students to understand the parts of marketing plan and what strategies and characteristics go into creating a successful marketing plan.

3.4.4

Students explore an advertisement from a website such as www.adcritic.com and discuss thoroughly how that ad could be presented in different cultures or foreign nations. The teacher supplies the class with a table that lists three different countries and their important cultural and economic information. Students then evaluate an advertisement and list the adjustments to consider if that advertisement is released. Students compare several ads using the table given in Appendix 3.4.2 Advertisement Table Exercise. As an activity to demonstrate learning, teachers will ask students to create an advertisement, e.g., video, print ad, radio advertisement, for one of the countries discussed in the example. The advertisements would show the strategies and accommodations necessary for a successful market launch of the product in that foreign country.

3.4.5

The culminating activity has students create a marketing plan for introducing a Canadian product in a foreign nation of their choice, e.g., Maple Syrup in China, Floor Hockey Equipment in India, etc. Students research the country or use a previously researched country. The teacher directs students through the steps in designing a complete marketing plan for the proposed product. The teacher provides a template of a marketing plan to help students formulate their responses. The teachers may choose to use an available integrated software package that contains marketing plan templates. The *Written Report Rubric* (BTX4E Public Course Profile found at www.curriculum.org) provides for formative student evaluation and summative teacher or peer evaluation. The design and make-up of the marketing plan is up to the student, as long as all of the elements of a successful marketing plan are present.

Assessment & Evaluation of Student Achievement

- Involving students in peer assessment encourages them to participate fully in group activities.
- Summative evaluation of marketing plan using a teacher-developed rubric.

Appendix 3.4.1

Elements of a Successful Marketing Plan

The marketing plan is an action strategy designed to achieve your desired financial objectives. All marketing plans should include the following analysis:

Product Strategy

The appearance of your product and the benefits offered by your product to the public play a large role in its success or failure. You should be able to:

- describe your product;
- define your product/service image (Be sure to remember cultural or societal differences in your chosen market).

Place Strategy

The location of your business must be in line with the needs and location of your customer. Place can refer to the physical location of your business, or the ‘distribution’ of your product. You should be able to:

- describe the total size of the market you are in;
- identify the key characteristics of your market such as age, income, education or gender;
- explain your strategy as to the distribution of your product to the customer.

Price Strategy

Address the price of your product or service. You want to maximize profits yet you do not want to turn potential customers away. You should be able to:

- state and explain your pricing strategy within the foreign market;
- discuss any currency issues that would come into play;
- discuss how this strategy is in line with the current pricing strategies within your country of choice.

Promotion Strategy

Promotion strategy relates to addressing the wants and needs of your customer once you have determined and identified your target market. You should be able to:

- describe the advertising methods you will use to reach your customer;
- describe the current advertising and promotion methods used in your country of choice;
- identify any cultural or social issues to be considered when creating an advertising plan.

External Opportunities and Threats

Are there any external issues that would affect your marketing plan and product launch? Are there any trends, which may help you determine the levels of success you could achieve within the market? You should be able to:

- explain the current economic situation in your country of choice;
- discuss any political or legal factors that exist in your country of choice;
- explain the current trends related to your product that may effect its market penetration;
- discuss the global market and political situation around the world that could influence your marketing plan.

Appendix 3.4.2

Advertisement Table Exercise

After viewing the advertising example, fill in the name of the advertisement in column A. Then compare how that information would need to be changed or altered for the three countries listed in columns B to D.

A: Advertisement Name:	B: Country 1 Name: Key Cultural Characteristics:	C: Country 2 Name: Key Cultural Characteristics:	D: Country 3 Name: Key Cultural Characteristics: