

Catholic District School Board Writing Partnership

Business Studies

Course Profile

Introduction to International Business

Grade 12

University/College Preparation

BBB4M

• *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.

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Acknowledgments

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Course Overview

Introduction to International Business, BBB4M, Grade 12, University/College Preparation

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

Prerequisites: Any University, University/College, or College Preparation course in Business Studies or Canadian and World Studies.

Course Description

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively.

How This Course Supports the Ontario Catholic School Graduate Expectations

“An outstanding form of international activity on the part of Christians is found in the joint efforts which, both as individuals and in groups, they contribute to institutes already established or to be established for the encouragement of cooperation among nations.” (“Pastoral Constitution: On The Church In The Modern World,” *Gaudium Et Spes*, no. 90)

Catholic students are exposed to international business and world issues through the use of technology and different media on a daily basis. How international business operations should be influenced by Christian values and moral decisions is interwoven throughout this course. A global perspective of international business and trade that respects and affirms the diversity and interdependence of cultures is facilitated as students explore virtually every aspect of economic activity that is influenced by international business.

Students are challenged to continually examine, evaluate, and apply their knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) to assess and confirm that an international business is operating in a just and compassionate way and ultimately contributes to society.

By the end of the course, students have a complete and thorough understanding of how God’s work and dignity must be validated in all that we do and say. We have an innate responsibility to conduct ourselves in the image of God, and to promote the sacredness of life. Through data collection and research, students evaluate international business operations and global work place conditions which promote and model Catholic values. Students should make informed decisions about future international career choices, and have a strong rooting in the ethical and moral aspects required in operating an international business.

“In the economic and social realms, too, the dignity and complete vocation of the human person and the welfare of society as a whole are to be respected and promoted. For man is the source, the centre, and the purpose of all economic and social life.” (“Pastoral Constitution: On The Church In The Modern World,” *Gaudium Et Spes*, no. 63)

Course Notes

The world has become a global marketplace. Large volumes of products, services, ideas, money, and technology are transported throughout the world, affecting the lives of millions of people in the process. Today, virtually every aspect of economic activity is influenced by international business. As students explore the world of business and the opportunities and challenges that it presents, it is vital that they do so with an appreciation of the impact of the global marketplace and international trade. Through this course, students will develop a fundamental understanding of the global economy.

They will come to appreciate the impact that international business can have on their lives and communities today, and on the careers and opportunities they are considering for the future. As students develop a better understanding of international business, more options become available to them, allowing them more latitude to apply their business skills and interests.

Global thinking by students today is an everyday occurrence. With the use of technology and the Internet, international business is not such a foreign concept to many students. Our world today is very much connected through the use of technology, which helps students better understand how businesses operate both domestically and abroad. This university/college program is specifically designed to integrate business opportunities, technology, e-commerce and career skills to broaden their understanding of world economics and business. Prerequisites for this course include any senior level, university/college, or college preparation course in business studies or Canadian world studies.

To provide ‘real life’ experience in international business, students will establish an ‘International Business’ project team during the course. The purpose of this team is to prepare a consultant’s report on how to take a business ‘International.’ This ongoing project will serve as the culminating activity for the course. At the end of the course, the project teams will make a presentation to the ‘Board of Directors’ (invited industry guests, and school administration).

As each unit progresses, students acquire a better understanding of what international business is, and the factors that affect international business. At the end of each unit, time is allocated to student project teams to apply their knowledge as they assess and develop a plan to launch their proposed international business. They acquire a better understanding of cultural diversity and how the marketing of a product can be affected by various cultures. At the conclusion of this course, students develop a broad knowledge of world markets and are able to appreciate the many career opportunities that international business can offer. Overall knowledge can be enhanced for university-bound students through the use of business simulation activities. The analysis of multinational mergers and understanding of international agreements and organizations that have influenced global business activity can be introduced in their project teams for enrichment purposes if desired.

The Business Studies policy document effectively clusters learning expectations in a cohesive fashion. For simplicity, expectations are included sequentially in this course profile, as each unit presents a related but different topic. The culminating activity will allow for sufficient clustering of expectations throughout the course. However, teachers are encouraged to review the expectations of the course and cluster them, as they deem appropriate.

Units: Titles and Times

Unit 1	The Global Environment for Business	30 hours
Unit 2	Business Trade	15 hours
Unit 3	Factors Influencing Success in International Markets	20 hours
Unit 4	Marketing Challenges, Approaches, and Distribution	21 hours
* Unit 5	World Markets and Careers	24 hours

* This unit is fully developed in this Course Profile.

(The ‘International Project Business Team’ culminating activity can be offered throughout the course or introduced at the beginning of a unit where the teacher feels it is appropriate.)

Unit Overviews

Unit 1: The Global Environment for Business

Time: 30 hours

Unit Description

Students develop an understanding of the ways in which economic activities within international business affect Canadian people, e-commerce, and interdependence. They evaluate factors that influence a country's ability to participate in a global market. Technology and an understanding of international agreements and organizations that have the ability to influence global business are emphasized. Students assess the effects of trends in business. They also research the nature of work on global business interest and economic conditions. Furthermore, the examination of the global business environment helps students affirm and hold witness to the multiplicity and interdependence of the world's peoples and cultures.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	GEV.01, GE1.01, GE1.02, GE1.03, GE1.04 CGE 2b,c, 3b,c,d,e,f, 4a,b,c,e,f, 5a,b,c,e,f,h, 7j	Knowledge/Understanding Thinking/Inquiry Communication Application	International Interdependence
2	GEV.02, GE2.01, GE2.02, GE2.03 CGE 2b,c, 3b,e, 4c,e, 5a,b,e,f,h, 7a,e,f,j	Knowledge/Understanding Thinking/Inquiry Communication Application	Effects of International Business
3	GEV.03, GE3.01, GE3.02, GE3.03, GE3.04, GE3.05 CGE 2b,c,e, 3e,f, 4c,e,f, 5a.e,f,h, 7e,f	Knowledge/Understanding Thinking/Inquiry Communication Application	Factors Influencing Participation in International Business
4	GEV.04, GE4.01, GE4.02, GE4.03, GE4.04 CGE 2b,c,d, 3e, 4c,e, 5a,e,f,h, 7f,g	Knowledge/Understanding Thinking/Inquiry Communication Application	Effects of Trends

Unit 2: Business and Trade

Time: 15 hours

Unit Description

Students identify what constitutes international business and become familiar with international business terminology and key concepts. Students examine the motivating reasons for companies who engage in international markets. They investigate how Canada's gross domestic product and jobs are affected by international business and globalization. Small student groups can debate how international trade has an impact on Canada's economy and how international business activity might affect various regions of Canada. Students determine how Canada has assisted in the development of international business in other countries, and the economic benefits and opportunities that are realized. This unit concludes with students understanding how 'rationalization' applies to business and industry. They examine how each function of business (management, marketing, finance and accounting, operations, information technology) can be rationalized internationally.

A detailed report is prepared by students, summarizing how international businesses are challenged in managing diverse work forces and identifying appropriate and inappropriate business practices, and the effects this has on the overall operations of an international business. Christian values and the important role of family in society can be linked to the cultural diversity and economic conditions of operating an international business.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	BTV.01, BT1.01, BT1.02, BT1.03 CGE 1d,h, 2b,c, 3e,f, 4c,e, 5a,e,f,h, 7a,f,i,j	Knowledge/Understanding Thinking/Inquiry Communication Application	Terminology and Concepts
2	BTV.02, BT2.01, BT2.02, BT2.03, BT2.04, BT2.05, BT2.06 CGE 1h, 2b,c,e, 3b,d,e,f, 4c,d,e, 5a,b,e,f,h, 7a,e,g,i,j	Knowledge/Understanding Thinking/Inquiry Communication Application	The Impact of International Business
3	BTV.03, BT3.01, BT3.02, BT3.03, BT3.04, BT3.05, BT3.06 CGE 1d,h, 2b,c,e, 3e,f, 4a,c,e,g, 5a,c,d,e,f,h, 7a,b,e,f,j	Knowledge/Understanding Thinking/Inquiry Communication Application	The Functions of Business

Unit 3: Factors Influencing Success in International Markets

Time: 20 hours

Unit Description

Students develop an understanding of the ways in which cultural factors and differences in political, economic, and physical factors influence international business methods and operations. They identify and describe common mistakes made by businesses in international markets, and evaluate factors which are currently affecting the international competitiveness of Canadian businesses.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	IMV.01, IM1.01, IM1.02, IM1.03, IM1.04 CGE 1d,h, 2b,c,e, 3e, 4c,e,f, 5a,e,f,h, 7f,g,j	Knowledge/Understanding Thinking/Inquiry Communication Application	Cultural Factors
2	IMV.02, IM2.01, IM2.02, IM2.03 CGE 1d,h, 2b,c,e, 3b,d,e,f 4c,e,f, 5a,e,f,h, 7f,g,i	Knowledge/Understanding Thinking/Inquiry Communication Application	Political, Economic, and Physical Factors
3	IMV.03, IM3.01, IM3.02, IM3.03 CGE 2b,c,e, 3e, 4c,e,f, 5a,e,f,h, 7f,g	Knowledge/Understanding Thinking/Inquiry Communication Application	Common Mistakes
4	IMV.04, IM4.01, IM4.02, IM4.03, IM4.04, IM4.05 CGE 2b,c,e, 3b,e, 4c,e,f, 5a,e,f,h, 7f,g	Knowledge/Understanding Thinking/Inquiry Communication Application	International Competitiveness

Unit 4: Marketing Challenges, Approaches, and Distribution

Time: 21 hours

Unit Description

Students develop an understanding of the challenges facing a business that wants to market a product internationally, and compare approaches taken by various companies to do so. They compare the logistics of local, national, and international distribution while analysing the ways in which ethical issues affect that distribution and service.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	MCV.01, MC1.01, MC1.02, MC1.03, MC1.04 CGE 2b,c,e, 3e, 4c,e,f, 5a,e,f,h, 7f	Knowledge/Understanding Thinking/Inquiry Communication Application	Marketing Challenges
2	MCV.02, MC2.01, MC2.02, MC2.03 CGE 2b,c, 3e, 4c,e,f, 5a,e,f,h, 7f,g	Knowledge/Understanding Thinking/Inquiry Communication Application	Marketing Approaches
3	MCV.03, MC3.01, MC3.02, MC3.03, MC3.04 CGE 2b,c, 3e, 4c,e,f, 5a,e,f,h	Knowledge/Understanding Thinking/Inquiry Communication Application	Distribution and Logistics
4	MCV.04, MC4.01, MC4.02, MC4.03 CGE 2b,c, 3b,d,e,f, 4c,e,f, 5a,e,f,h, 7a,b,d,e,f,i	Knowledge/Understanding Thinking/Inquiry Communication Application	Ethical Issues

Unit 5: World Markets and Careers

Time: 24 hours

Unit Description

Students learn the implications of the physical, economic, and social conditions in various countries in order to develop strategies to prepare for working in international markets. They investigate career opportunities, skills and competencies, and education and training that relate to international markets.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	WMV.01, WM1.01, WM1.02, WM1.03, WM1.04 CGE 2b,c, 3e, 4c,e,f, 5a,e,f,g,h, 7f	Knowledge/Understanding Thinking/Inquiry Communication Application	Physical, Economic, and Social Conditions
2	WMV.02, WM2.01, WM2.02, WM2.03, WM2.04 CGE 2b,c, 3e, 4c,e,f, 5a,e,f,g,h, 6c, 7e,f	Knowledge/Understanding Thinking/Inquiry Communication Application	Working in International Markets
3	WMV.03, WM3.01, WM3.02, WM3.03, WM3.04 CGE 2b,c, 3b,e, 4c,e,f, 5a,e,f,h, 6c	Knowledge/Understanding Thinking/Inquiry Communication Application	Career and Skills

Teaching/Learning Strategies

Due to the diverse learning styles in a class, it is imperative that the teacher use a wide variety of teaching strategies. These strategies fall into three categories: teacher-centred, learner-centred, and self-directed.

Teacher-centred Strategies

Teacher-centred strategies are those in which the teacher directs the learning, e.g., teacher-led review, work/task sheet, Socratic lesson, mnemonic (trigger recall). Teacher-centred strategies have a definite place in this course as students learn to handle a broad range of topics. Teachers may find these strategies useful as ways to model how to set up notebooks or databases, to present complex concepts, or to make the best use of time in some parts of the course.

Learner-centred Strategies

Learner-centred strategies, which are activity-based, provide students with opportunities to actively apply what they have learned, e.g., text referencing, jigsaw, audio/visual, computer lab work, field trip, group project, role-playing. The expectations for the use of these teaching strategies are that students develop problem-solving as well as collaborative skills.

Self-directed Strategies

Self-directed strategies may be used to promote independence and self-reliance, e.g., displays, electronic media research, computer-assisted learning. The benefits of these strategies are that students learn to take responsibility for and manage their own learning.

Course Evaluation

The success and effectiveness of this or any program requires that teachers consciously collect information that indicates what works and what does not work. Reflective practice should be formative, summative, include an assessment of the intended and actual products, and ideally, involve the students. Some suggested tools the teacher might consider are personal reflection (diaries or journals), action research (experimental tasks), checklists, student questionnaires, audio and/or video recording, the development of a course portfolio, and peer observation and feedback. It is recommended that each teacher modify and update the course content and process of evaluation on an annual basis.

Assessment & Evaluation of Student Achievement

Teachers should employ a variety of assessment strategies frequently throughout the course in order to communicate the expectations of the course to students, make appropriate adjustments to teaching/learning strategies as required, and accommodate the needs of exceptional students. Student input to the assessment process should be welcomed and valued. Devices listed below can be constructed for diagnostic, formative, or summative purposes:

- Informal Observation
- Checklists
- Presentations
- Formal Observation
- Teacher-student conferences
- Verbal Feedback
- Written Feedback
- Rubrics
- Quizzes
- Tests

Evaluation

Seventy per cent of the grade is based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade is based on a final evaluation in the form of an examination and development of a culminating 'International Business Team' project. This project can be assigned at the beginning of the course, or within a unit that the teacher deems appropriate.

Accommodations

Teachers should address exceptional students' Individual Educational Plans (IEPs) and consult with the student, parents and colleagues as appropriate. This allows teachers to effectively implement prescribed accommodations/ modifications. The following are some suggested strategies based on particular needs:

<p>Reading Needs</p> <ul style="list-style-type: none"> • Read questions first. • Modify reading requirements. • Use reading partners. • Pre-teach concepts/vocabulary. • Highlight notes. • Use visuals. • Use videos. • Read instructions. 	<p>Mathematics needs</p> <ul style="list-style-type: none"> • Check work after each example. • Modify complexity of examples. • Teach use of diagrams. • Teach use of calculator. • Use hands-on manipulatives. • Adjust number of problems.
<p>Memory Needs</p> <ul style="list-style-type: none"> • Teach students to verbalize concepts. • Check that daily assignments are recorded in a daily planner. • Teach strategies to enable recall. • Insist student write things down. • Provide lists and/or flow charts. • Give visual clues. • Teach mnemonics. 	<p>Oral Language Needs</p> <ul style="list-style-type: none"> • Provide non-threatening environments. • Forewarn students before asking for a response. • Use cooperative learning. • Work one-to-one. • Have realistic expectations. • Use electronic medium. • Permit small groups.
<p>Motivation Needs</p> <ul style="list-style-type: none"> • Provide a variety of types of assignments. • Create personalized assignments. • Avoid public confrontation. • Provide praise and positive feedback. • Be flexible with timelines. • Conference on a one-to-one basis. • Maintain contact with home. 	<p>Written Language Needs</p> <ul style="list-style-type: none"> • Vary assignments. • Give explicit instructions. • Allow more time. • Provide photocopied notes. • Allow point-form notes. • Provide assistance in correcting mechanics. • Use peer editing. • Teach use of spell checker.
<p>Attention Needs</p> <ul style="list-style-type: none"> • Give blocks of information and vary the activities frequently. • Use cooperative learning. • Ask students to repeat instructions to you. • Provide immediate feedback. 	<p>Enrichment Needs</p> <ul style="list-style-type: none"> • Encourage independent study and research. • Promote cooperative education. • Use e-commerce simulation. • Use business simulations. • Research Global associations. • Support Distributive Education Clubs of America (DECA) and Ontario Business Educators Association (OBEA) contests. • Start up a Business club/school store. • Set up mentorship programs.

ESL/ELD Needs

- Pair or group students with English speakers.
- Provide note-making guide.
- Promote peer tutoring.
- Encourage use of first language English dictionaries for assignments and assessment.
- Pair written instructions with verbal instructions.
- Provide visual and auditory clues.
- Allow extra time for reading or writing assignments.
- Ask an ESL/ELD teacher if available to review questions, assignments, or assessment instrument.
- Set the tone for a positive attitude toward helping students with special needs.
- Have English-speaking students help their ESL classmates by repeating, rephrasing, and writing words down.
- Provide bilingual peer tutors, if available, or use classroom groups to facilitate clarification in native language (ESL students benefit from first language help and support).
- Provide peer tutors and give them specific responsibilities up front.
- Give recognition to partners for undertaking responsibilities with students with special needs.
- Avoid “all ESL” groupings.
- Encourage ESL students to use their own language to explain terms in their private notes if it helps them remember.
- Have all concrete items labelled so that every time students sit at the workstations they are reminded of the terms.
- Allow speaking in native languages 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 teacher highlights important terms, explains words, clarifies instructions, etc. while students do the same on their copy.
- Provide students with articles to choose from if they are unable to do their own research.
- Assist tutors for ESL students to help with the reading section.
- Provide a glossary of terms for the reading for students with special needs.

Resources

There are a wide, almost limitless, number of general business resources available. The list is intended to assist both the student and teacher but is not definitive. Resources required for specific unit activities are provided, but are presented in generic subcategories to encourage the teacher and students to creatively pursue additional resources when appropriate. Internet sites are not segregated into a list of their own, but are included in each subcategory. Very brief annotated descriptions are included for some resources, but teachers should check all of the information to determine what references are most appropriate for their students.

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

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with 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. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

Church Documents

Kosior, Stan, Peter Petrasek, Colleen Smyth, Bernard Smyth, and Larry Trafford. *One World to Share: When Faith and Economics Meet*. Toronto, ON: Metropolitan Separate School Board (TCDSB), 1990.

Pope John Paul II. *On Human Work*. Encyclical Letter, 1981.

– <http://www.catholic.net/RCC/documents/>

Pope John Paul II. *On the Hundredth Anniversary of Rerum Novarum*. Encyclical Letter, 1991.

– <http://www.catholic.net/RCC/documents/>

Pope Leo XIII. *On the Condition of the Working Classes*. Encyclical Letter, 1891.

– <http://www.catholic.net/RCC/documents/>

Development and Peace – <http://www.devp.org/testA/mission.htm>

An organization devoted to improve living and working conditions in 70 countries around the globe.

Career Resources

Jobs Canada – <http://www.canada.plusjobs.com>

A nationwide, award-winning Internet job database determined to help make the connection between Canadian employers and potential employees.

Career Bookmarks – <http://careerbookmarks.tpl.toronto.on.ca/>

This site allows students to assess their marketability and identify career choices.

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

This site is a comprehensive and interactive career guidance resource.

Career Path – <http://10steps.careerpathson-line.com/skills.asp>

This site allows students to identify career paths by analysing their values, skills, interests, and learning styles.

Choices – <http://www.careerware.com/>

This site allows students to self-assess, and participate in job-search activities.

Dice.com – <http://Dice.com/>

Specializes in information technology job listings.

Global Career Center – <http://www.globalcareercenter.com/>

Provides job listings and resume posting for international positions.

HotJobs – <http://www.hotjobs.com/>

Large source of international job listings.

International Business Certificate – <http://www.bpa.arizona.edu/programs/ibp.html>

Education Program – University of Arizona

International Job Center - <http://www.jerryeden.com/ijc/index.html>

This site lists job opportunities in the U.S.A., Canada, Mexico, Australia, Europe, Asia, Middle East and Latin America.

Job Bank – <http://jb-ge.hrhc-drhc.gc.ca/>

This site is an electronic listing of jobs, work, or business opportunities provided by employers from everywhere across Canada.

Jobs Canada – <http://www.canada.plusjobs.com/>

Job Futures – <http://www.hrhc-drhc.gc.ca/JobFutures/>

This site offers students the latest information available about the world of work.

JobUniverse.ca – <http://jobuniverse.ca/> (an online international recruitment resource)

Monster International Board – <http://international.monster.com/>

Extensive international job searches

Ontario Ministry of Education – <http://www.edu.gov.on.ca/eng/career/explore.html>

Provides career search resources, current labour market information and occupational descriptions

Associations

Asean, Association of Southeast Asian Nations – <http://www.asean.or.id/800x600.html>

The association provides political, economic, and social information relating to the specific region.

Canadian Association for Business and Economics – <http://www.cabe.ca/>

This site provides information on business and economic outlook in Canada.

Canadian Foundation for Economic Education – <http://www.cfee.org/en/>

An economic education site containing teaching materials and strategies.

European Union – http://europa.eu.int/index_en.htm

The official site of the European Union that offers information relating to news, activities, policies and institutions surrounding the amalgamation of countries.

International Business Forum – <http://www.ibf.com/>

The International Business Forum provides information about business opportunities in the international marketplace. It is intended for companies wishing to export or expand into foreign markets as well as for those interested to acquire products and services from other countries.

The Federation of International Trade Associations – <http://www.fita.org/index.html>

The association offers various trading information such as a job bank, trade events, trade resources, and updated world trade news.

Marketing Associations and Institutes – <http://cwis.kub.nl/~few/few/be/marketin/associat.htm>

This marketing site containing journals, magazines, and associations.

The Summit of the Americas – <http://www.americascanada.org/>

The organization offers information about the social, cultural, political and economic issues, and events that bind the 34 democratic countries of the Western Hemisphere.

United Nations Economic and Social Development – <http://www.un.org/esa/>

The site offers information on population statistics, regional information on certain areas within the globe, and a link to trade resources and current directives.

World Trade Organization – <http://www.wto.org/>

The World Trade Organization deals with rules of trading between nations and offers information related to International Business.

Government

Department of Foreign Affairs and International Trade – <http://www.dfait-maeci.gc.ca/>

Canadian government site, which offers various information and resources that relate to international trade and business.

Economy and Trade – http://canada.gc.ca/canadiana/faitc/fa17_e.html/

This site provides information from the government of Canada on the economy and trade.

Government of Canada – <http://businessgateway.ca/>

Offers information on Canadian business, relating to importing, exporting regulations, and a Canadian company directory.

Government of Canada Entrepreneurs and the Self-Employed

– http://canada.gc.ca/infocentre/pc/categories/link4_e.html

Government of Ontario – <http://www.gov.on.ca/MBS/english/new/>
Government of Ontario’s central site focusing on government and economic issues.

International Trade Administration – <http://www.ita.doc.gov/>
Offers information relating to trade events, statistics, tariffs, taxes, NAFTA relating to exporting.

Ontario Ministry of Education – <http://www.edu.gov.on.ca/eng/career/explore.html>
Provides career search resources, current labour market information and occupational descriptions.

Statistics Canada – <http://statcan.ca/start.html>
This government site contains census information on Canadians.

The Canada Student Employment Guide – <http://www.cseg.cfee.org/>
This site brings more than 900 employers in all industry areas to help students locate jobs.

The Department of Foreign Affairs and International Trade – <http://www.dfait-maeci.gc.ca/menu-e.asp/>
This government site provides information on foreign policy, and trade.

Sedar – <http://www.sedar.com/homepage.htm>
Sedar offers information on thousands of public companies across the country.

US Department of Labour – <http://www.dol.gov/>
The site offers information on such topics as laws and regulations, statistics, research, employment rates and current topics related to American labour.

United States International Trade Commission – <http://www.usitc.gov/tr/region3.htm>
The site provides an international guide to cities, countries, and regions around the world (including information on travel, entertainment, local business, and community services).

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Basanez, M., N. Nevitte, and R. Inglehart. *The North American Trajectory: Cultural, Economic, and Political Ties Among the United States and Mexico*. Aldine de Gruyter. 1996. ISBN 0202305562

Bearden, W. *Marketing W/Powerweb Package*, 3rd ed. Toronto, ON: McGraw-Hill Ryerson, 2000. ISBN 0-07-246128-4

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Global Websites

BusinessTravelogue - <http://www.businesstravelogue.com/categories.html>

This site provides international business etiquette, business protocols, including do's and don'ts.

Canadians in the World - <http://www.canschool.org/menu-e.asp/>

This educational resource site allows students to learn about Canadian achievement in various areas, including international relations and business.

Digital-Women - <http://www.digital-women.com/>

An International online community for women in business around the globe.

ExecutivePlanet - <http://www.executiveplanet.com/>

This site provides business etiquette, culture and profiles about different countries.

GlobalEdge - <http://globaledge.msu.edu/index.asp/>

This site contains a comprehensive directory of international business, marketing, and trade features.

Oanda - <http://www.oanda.com/>

This site provides currency exchange rates for all 164-world currencies.

The International Business Resource Connection - <http://www.ibrc.bschool.ukans.edu/>

This site caters toward small and medium-sized businesses interested in expanding internationally, and provides information on trading gaining information on international business and trade resources.

The Worldwide Holiday and Festival Site - <http://www.holidayfestival.com/>

This site provides a detailed listing of worldwide holidays and festivals.

Magazines

Canadian Business Magazine – <http://www.canadianbusiness.com/>

This site is the online version of the Canadian Business Magazine.

Evolving Enterprise - International magazine, presents issues-oriented articles on manufacturing topics, online and on paper.

Fast Company Magazine – <http://www.fastcompany.com>

This site helps people market their job skills in the new economy.

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

This magazine focuses on marketing strategies for companies

Red Herring – one of the main tech/investor publications for entrepreneurs and the venture capital community in Silicon Valley.

Wired – Publishes articles on new and emerging business technologies.

World Trade – International business, news, information and analysis published by the Global Board of Trade Partners, which focuses on industry support for international trade.

Newspapers

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

The Hamilton Spectator – <http://www.hamiltonspectator.com/>

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

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

Ottawa Business Journal – <http://www.ottawabusinessjournal.com/>

An online newspaper with up-to-the-minute business and news from across the nation. Canada's largest job searching newspaper.

Videos

Awakening Giant. 1993. 60 minutes. Southern China is booming and looks set to create the greatest economic miracle ever seen, lifting 1.2 billion people from poverty and creating an economy bigger than America's.

International Trade. D.C. Heath (0171), 1994. 32 minutes. International Trade reviews the reasons why people and nations trade with each other and presents a balanced view of the importance of free and fair trade among all nations. Comparative advantage, economic rent, balance of payment and Canada's other trading partners are discussed.

The Bomb Under the World. National Film Board of Canada (0388), 1995. 51 minutes. The implications of large developing countries like India adopting full-scale consumer economics is examined.

Sustainable development and the ecosystem approach. National Film Board. 15 minutes. The spectrum of environmental thinking from exploitation of the environment for purely economic reasons to strict environmental protection to the exclusion of economics on the other.

“Trading Futures-Living in the Global Economy” CBC *Nature of Things*, 1993. 120 minutes.

OSS Policy Applications

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

Choices Into Action, Program Planning and Assessment, Guidance and Career Education Program Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.

Policy for Ontario Elementary and Secondary Schools, 1999.

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

Violence Prevention

Expectations relating to violence prevention have been incorporated in the provincial curriculum where relevant. When planning their programs, teachers base their decisions on the needs of students, taking into consideration their students’ abilities, backgrounds, interests, and learning styles. Learning activities should be designed to help students develop respect for human rights and dignity, and to develop a sense of personal, social, and civic responsibility. Schools are also required to adopt measures to provide a safe environment for learning, free from harassment of all types, violence, and expressions of hate. For more information, teachers should consult Section 7.13 Anti-discrimination Education of the OSS document.

Safety

Teachers are to ensure that the work and learning environment is healthy and safe for all students. A safe and healthy working and learning environment is conducive to efficiency in both work and learning.

Teachers must take all reasonable steps to ensure the health and safety of students, helping them understand the importance of health and safety issues and the need to assume responsibility for their own safety and the safety of others. A safe and healthy environment are requirements under the Occupational Health and Safety Act.

Cooperative Education

Cooperative Education and Other Forms of Experiential Learning, 2000

Computer Technology

Periodic access to computer technology, including the standard office productivity tools, such as word processors, spreadsheets, databases, e-mail, and the Internet, is a requirement of this course. Ideally, teachers should be able to access a computer lab during class time. If whole-class computer access is not possible on a planned basis, teachers should ensure that the library/resource centre or other Internet access points are available after or before class. If students are able to have access to a computer lab during the delivery of this course, they must be cognizant of the school or board’s policy, regarding the ethical and safe use of the Internet.

Guidance

Throughout this course, teachers should make extensive use of the Guidance Department’s resources in the area of career exploration (*Choices Into Action*). Students should be aware of the dynamic nature of business career paths available to them.

Work Experience

Teachers draw from their own experience as an employee to complement and authenticate unit activities. Teachers encourage students to relate their own personal experience in the workplace to the course content in order to better understand and apply course expectations.

Adults as Students

When teaching adult students, the teacher should draw on their knowledge and experiences. Some forms of assessment strategies may be more fruitful when teaching adults, e.g., panel discussion. Prior assessment of computer literacy skills should be completed prior to using the Internet. Teachers should be sensitive to the possibility of family-oriented time constraints and make adjustments, where possible.

Using the Business Community as a Resource

Teachers identify and gain the participation of local businesses wherever possible. This can be done through the use of guest speakers, and developing an in-class display of community businesses, and to highlight existing partnerships. Also, teachers might access a variety of community business links that reflect the diversity of the local school community and complement course content. Links to international and community-based businesses provide an effective learning transition to international business and the global marketplace.

Coded Expectations, Introduction to International Business, Grade 12, University/College Preparation, BBB4M

The Global Environment for Business

Overall Expectations

- GEV.01** · determine how international business and economic activities increase the interdependence of nations;
- GEV.02** · analyse ways in which people and domestic businesses have been and are affected by international business;
- GEV.03** · evaluate the factors that influence a country's ability to participate in international business;
- GEV.04** · summarize the effects of trends in business, the workforce, and the nature of work on global business activity and economic conditions.

Specific Expectations

International Interdependence

- GE1.01** – evaluate ways in which global business activity affects the links between, and interdependence among, countries;
- GE1.02** – compare the advantages and disadvantages for a nation as it increases its interdependence with other nations;
- GE1.03** – identify barriers to international business activity (e.g., tariffs, non-tariff barriers, restrictions on currency movements and foreign investment, visa and passport policies, immigration policies) and describe ways in which countries can lower the barriers;
- GE1.04** – identify and explain reasons for the international business relationships that Canada has established with its major global partners over time.

Effects of International Business

- GE2.01** – compare the features of a multinational company participating in global business with those of a company focused on domestic business activity;
- GE2.02** – evaluate the advantages and disadvantages of Canada's international business relationships and activities;
- GE2.03** – analyse ways in which the workplace, occupations, the nature of work, and working conditions have changed historically as a result of the growth of a global economy.

Factors Influencing Participation in International Business

- GE3.01** – describe ways in which technology (e.g., e-commerce, e-banking, distribution and communication technology) has had an impact on the global business environment;
- GE3.02** – describe how the value of a country's currency affects its ability to acquire products from other nations;
- GE3.03** – demonstrate an understanding of international agreements and organizations that have influenced global business activity (e.g., the General Agreement on Tariffs and Trade, the World Trade Organization) and of Canada's involvement in them;
- GE3.04** – explain why governments may develop policies to protect some products or industries from the international competition that results from global business activity;
- GE3.05** – determine the effect on international business of Canadian government policies (e.g., related to corporate taxation, tariffs, investment) and initiatives (e.g., intergovernmental contacts, embassy and consulate networks, government trade missions).

Effects of Trends

- GE4.01** – identify Canadian companies and industries that have benefited from increasing global business activity in the last few decades;
- GE4.02** – describe reasons for the growth of the number and size of multinational companies over time;
- GE4.03** – predict how increases in global business will affect the strength of businesses, industries, and sectors in Canada’s economy in the next decade;
- GE4.04** – identify growing international markets and describe the nature of these markets.

Business and Trade

Overall Expectations

- BTV.01** · demonstrate an understanding of international business terminology and concepts;
- BTV.02** · analyse the impact of international business activity on a country’s economy;
- BTV.03** · assess how international business can affect one or more of a company’s business functions.

Terminology and Concepts

- BT1.01** – define the basic terminology of international business (e.g., international trade, multinational enterprise, global company, exports, imports, culture);
- BT1.02** – demonstrate an understanding of key concepts related to international business and globalization (e.g., terms of payment, exchange rate, absolute and comparative advantage);
- BT1.03** – explain the factors that motivate companies to engage in international business.

The Impact of International Business

- BT2.01** – analyse the proportion of Canada’s gross domestic product and jobs that are directly affected by its international business activity;
- BT2.02** – evaluate arguments for and against freer international trade for Canada;
- BT2.03** – describe how the state of Canada’s economy and industries can affect international businesses operating in Canada (e.g., the effect of low production and high unemployment levels);
- BT2.04** – describe the effects of international business activity on economic conditions in Canada (e.g., on employment levels, quality and quantity of products, prices, competition, technological development);
- BT2.05** – describe the impact of international business activity on various regions in Canada;
- BT2.06** – analyse ways in which Canada has tried to assist other countries with economic development, international business capability, and opportunities to benefit from international business.

The Functions of Business

- BT3.01** – define “rationalization” as it applies to business and industry;
- BT3.02** – describe the impact of global business on rationalization in Canadian business (e.g., its role in downsizing, mergers, shutdowns, plant transfers, growth opportunities);
- BT3.03** – explain how each of the functions of business (e.g., management, marketing, finance and accounting, operations, information technology) can be rationalized internationally;
- BT3.04** – evaluate the impact of cultural differences in managing diverse workforces;
- BT3.05** – explain why a Canadian-based business may divide various functions among various countries;
- BT3.06** – assess how the global marketplace has changed the ways in which an individual might run a business, considering factors such as markets, financing, and labour.

Factors Influencing Success in International Markets

Overall Expectations

- IMV.01** · analyse the ways in which cultural factors influence international business methods and operations;
- IMV.02** · assess the ways in which differences in political, economic, and physical factors influence international business methods and operations;
- IMV.03** · identify and describe common mistakes made by businesses in international markets;
- IMV.04** · evaluate the factors currently affecting the international competitiveness of Canadian businesses.

Specific Expectations

Cultural Factors

- IM1.01** – describe the modifications made to goods and services to adapt them to the cultures of other countries;
- IM1.02** – describe the challenges a company may encounter when ethics, values, language, and business practices vary among countries and cultures;
- IM1.03** – analyse how differences among cultures affect consumer needs and wants;
- IM1.04** – explain how the global market (e.g., global distribution and availability of products) has homogenized consumer demand.

Political, Economic, and Physical Factors

- IM2.01** – explain the factors that make business opportunities in a more developed country better than those in a less developed country (e.g., size of consumer base, amount of disposable income, efficiency of communication and transportation);
- IM2.02** – compare different kinds of political and economic systems in relation to their impact on international business opportunities;
- IM2.03** – summarize ways in which environmental concerns, policies, and regulations can affect international business activity.

Common Mistakes

- IM3.01** – identify companies that have made mistakes when entering foreign markets and describe the most common mistakes;
- IM3.02** – identify and describe the problems that some companies have experienced when exporting or importing goods and services;
- IM3.03** – explain why some products imported to Canada have not sold well.

International Competitiveness

- IM4.01** – compare the successes of Canadian businesses in a variety of international markets;
- IM4.02** – explain how Canada's cultural diversity contributes to its competitive success in international business;
- IM4.03** – demonstrate an understanding of how changes in the value of the Canadian dollar can affect business opportunities (e.g., a lower-valued dollar can boost export sales in the short run);
- IM4.04** – demonstrate an understanding of how Canada's taxation policies have affected its international business activities;
- IM4.05** – explain why some companies are much more capable of achieving international business success than are others.

Marketing Challenges, Approaches, and Distribution

Overall Expectations

- MCV.01 · demonstrate an understanding of the challenges facing a business that wants to market a product internationally;
- MCV.02 · compare the approaches taken by various companies to market their products internationally;
- MCV.03 · compare the logistics of local, national, and international distribution;
- MCV.04 · analyse the ways in which ethical issues affect international distribution and service.

Specific Expectations

Marketing Challenges

- MC1.01 – compare categories of products that move freely into and out of Canada with those that are restricted in their movement;
- MC1.02 – compare the challenges a company faces in getting a product to different markets;
- MC1.03 – determine the importance of understanding consumer differences when marketing globally (e.g., differences in cultural, economic, and other characteristics);
- MC1.04 – describe the ways in which technology (e.g., e-commerce, advances in distribution and manufacturing, electronic communication) is influencing global marketing strategies.

Marketing Approaches

- MC2.01 – describe the adaptations that have been made to the marketing mix of a product in order to market it internationally;
- MC2.02 – describe the legal, cultural, and economic factors that must be addressed to market a product internationally;
- MC2.03 – determine the types of market research necessary to prepare businesses for entering foreign markets.

Distribution and Logistics

- MC3.01 – describe the logistics of delivering a product to a local, a national, and an international market;
- MC3.02 – describe the key factors (e.g., climatic considerations, topography, cost) that influence the ways in which a company may deliver its product to an international market;
- MC3.03 – compare the advantages and disadvantages of different modes of transportation as means for distributing a product to different world markets;
- MC3.04 – determine the value of having an export plan when exploring opportunities for doing global business in a new international market.

Ethical Issues

- MC4.01 – describe ways in which multinational companies have both positive and negative effects on the countries in which they operate;
- MC4.02 – evaluate the ethical issues that arise for companies competing internationally in relation to the following groups: consumers (e.g., safety, fair pricing, disclosure); stockholders (e.g., fair return, controlled risk); employees (e.g., fair wages, good working conditions, use of child labour); the host country (e.g., effects on the local economy, laws, cultural preservation); and society (e.g., sustainability of development, health of environment, conservation of resources);
- MC4.03 – describe ways in which more developed countries such as Canada can help strengthen the international business potential and capability of less developed countries (e.g., by helping develop key business infrastructures such as telecommunications networks, establishing partnerships/alliances between mature and newer companies, supplying human “capital” to train/educate individuals in businesses).

World Markets and Careers

Overall Expectations

- WMV.01** · analyse the business implications of the physical, economic, and social conditions in various countries;
- WMV.02** · develop strategies to prepare for working in international markets;
- WMV.03** · describe career opportunities, skills and competencies, and education and training that relate to international markets.

Specific Expectations

Physical, Economic, and Social Conditions

- WM1.01** – analyse the physical, economic, and social factors that have influenced international business relationships over time;
- WM1.02** – compare the sources and destinations of Canada’s current major imports and exports;
- WM1.03** – compare the business and trade links between Canada and the United States with those between Canada and other countries;
- WM1.04** – demonstrate how the global marketplace has created business opportunities for small businesses.

Working in International Markets

- WM2.01** – describe a process (e.g., interview, survey, Internet research, marketing plan) to prepare individuals for work in international markets;
- WM2.02** – compare working conditions (e.g., gender roles, business customs and practices, means of communication, structure of the work day) in various international markets;
- WM2.03** – analyse differences across cultures of perceptions, interpretations, and attitudes (e.g., in relation to gender, hierarchical structure, communication, actions, events) that might affect how individuals work in another country;
- WM2.04** – compare conflict-management and negotiation strategies across cultures.

Careers and Skills

- WM3.01** – identify occupations that require an understanding of international markets;
- WM3.02** – determine the skills and competencies required for employment in international business;
- WM3.03** – describe education and training opportunities that are available in other countries;
- WM3.04** – determine the educational requirements for employment in international business.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 5: World Markets and Careers

Time: 24 hours

Unit Description

Students learn the implications of the physical, economic, and social conditions in various countries in order to develop strategies to prepare for working in international markets. They investigate career opportunities, skills and competencies, and education and training that relate to international markets.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Tasks
5.1 Physical, Economic, and Social Conditions 6 +2* hours	WMV.01, WM1.01, WM1.02, WM1.03, WM1.04 CGE 2b,c, 3e, 4c,e,f, 5a,e,f,g,h, 7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	- Group software presentations –Appendix 5.1.2. - Create a map of the world showing Canada’s major export/import partners. - Prepare a report which shows the trends in Canada’s exports and sectors that are growing. - Introduction to Culminating Activity – International Business Team Project Appendix 5.1.1.
5.2 Working in International Markets 7 +2*hours	WMV.02, WM2.01, WM2.02, WM2.03, WM2.04 CGE 2b,c, 3e, 4c,e,f, 5a,e,f,g,h, 6c, 7e,f	Knowledge/ Understanding Thinking/Inquiry Communication Application	- International Business Team Project Summary Sheet. Appendix 5.1.1 – Culminating Activity. - National Holidays and International Careers. Appendix 5.2.1. - Country Profiles and International Business. Appendix 5.2.2. - Hot International Business Topics. Appendix 5.2.3. - The Great Debate. Appendix 5.2.4. - Part II – Culminating Activity. Appendix 5.1.1.
5.3 Career and Skills 5 +2* hours	WMV.03, WM3.01, WM3.02, WM3.02, WM3.03, WM3.04 CGE 2b,c, 3b,e, 4c,e,f, 5a,e,f,h, 6c	Knowledge/ Understanding Thinking/Inquiry Communication Application	- International Career Postings Activity – Appendix 5.3.1. - International Career Exploration Presentation – Appendix 5.3.2 - Part III – Culminating Activity – Appendix 5.3.3

* Time allocated to the ‘International Business Team Project’ culminating activity

Activity 5.1: Physical, Economic, and Social Conditions

Time: 6 + 2* hours

* Time allocated to the 'International Business Team Project' culminating activity, which concludes this unit.

Description

Four groups make presentations to their class on the background research necessary before companies and/or individuals consider becoming involved in international business. Students research the physical, economic, and social factors that have influenced international business relationships. They compare sources and destinations of Canada's major imports and exports, and the business and trade links between Canada and the United States, and demonstrate how the global marketplace has created business opportunities for small businesses. When presenting information and ideas they do so clearly and honestly, and with sensitivity to others.

At the end of this unit, students prepare for the culminating activity. As a class, students choose a product or service to market internationally. They divide into groups (consulting companies) which are responsible for making a presentation to the Board of Directors in order to secure a contract from the company to take it international.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE 2c - present information and ideas clearly and honestly and with sensitivity to others;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE4c - takes initiative and demonstrates Christian leadership;

CGE4e - sets appropriate goals and priorities in school, work, and personal life;

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE 5a - work effectively as an independent team member;

CGE 5e - respect the rights, responsibilities, and contributions of self and others;

CGE5f - exercises Christian leadership in the achievement of individual and group goals;

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h - applies skills for employability, self-employment, and entrepreneurship relative to Christian vocation;

CGE 7f - respect and affirm the diversity and interdependence of the world's peoples and cultures.

Strand(s): World Markets and Careers

Overall Expectations

WMV.01 - analyse the business implications of the physical, economic, and social conditions in various countries.

Specific Expectations

WM1.01 - analyse the physical, economic, and social factors that have influenced international business relationships over time;

WM1.02 - compare the sources and destinations of Canada's current major imports and exports;

WM1.03 - compare the business and trade links between Canada and the United States with those between Canada and other countries;

WM1.04 - demonstrate how the global marketplace has created business opportunities for small businesses.

Planning Notes

- Make copies of the culminating activity – Appendix 5.1.1.
- Make copies of the assignment – Appendix 5.1.2.
- The teacher should provide for the use of presentation software or other appropriate display materials (such as display boards/bulletin boards).
- Provide supplies for students, if using display/bulletin boards.

Teaching/Learning Strategies

1. Ensure that students are to be familiar with presentation software. Students will be familiar with the various geographic features of North America by creating a map which details those major features – such as mountain ranges, lakes, and bordering oceans.
2. Investigate the various types of economic activities common in various geographic areas of North America. This information is available from Statistics Canada and the U.S. Census. Further information can be obtained from the schools Social Science/Geography Department.
3. Using online regional newspapers/magazines/TV/radio stations, students compare and contrast the social characteristics of different geographic areas of North America.
4. Make students familiar with Canada’s major trading partners by examining trade statistics to determine which countries are our major partners.
5. Have students define exports and imports, balance of trade, and gross domestic product. This information is readily available in the schools’ resource centre or from economics resources.
6. Using similar resources found above, students explain the North American Free Trade Agreement (NAFTA), General Agreement on Tariffs and Trade (GATT), World Trade Organization (WTO), and Most Favoured Nation (MFN).
7. Have students choose an appropriate product/service for international markets.
8. The teacher may give a written test on this activity.

Part I – International Business Team – Physical, Economic, and Social Conditions (Culminating Activity)

1. At the end of this activity students will be put into groups for the culminating activity – ‘International Business Team.’ Additional details of the culminating activity are outlined in Part II of the culminating activity.
2. The culminating activity will involve each group becoming a ‘consulting company.’ Each company prepares a Management Consultant’s Report for the Board of Directors at the end of the unit.
3. The Asterisk * indicates the section of the report that students should complete in Part I of the Culminating Activity.

The Management Consultant’s Report includes:

- i) Title Page*
- ii) Table of Contents
- iii) Rationale for Product Selected*
- iv) Rationale for Country Selected*
- v) Physical, Economic, and Social Conditions
- vi) Working in International Markets - Culture/Customs and Concerns
- vii) Careers and Skills
- viii) International Business Team Proposal and Recommendation

The class will be required to choose which product/service the company provides (all groups will deal with the same product/service). Each group will also be required to choose two project managers.

Assessment & Evaluation of Student Achievement

Diagnostic

Teachers may wish to give a geography pre-assessment to determine general student knowledge level.

Formative

- Presentation software (Application)
- Create a map of North America (Application)
- Show the economic activities that link each area (Application)
- Students create a map of world; show the countries that represent our top 10 major export destinations (Application)
- Show what the major imports are from each country (Application)
- Identify whether we have a positive or negative balance of trade with each country (Knowledge/Understanding)
- Show the net dollar effects of trade on the Canadian Gross Domestic Product (Application)
- List the major business links (Knowledge/Understanding)
- Determine and explain Canada's major trade links (Knowledge/Understanding/Communication)
- List Government Departments/Agencies which promote trade links between Canada and other nations and describe briefly what assistance those departments/agencies offer (Knowledge/Understanding/Communication)

Summative

Note: The learning in Unit 5 involves placing students in a variety of work group settings. Teachers must ensure that for assessment and evaluation purposes a sufficient number of these result in individual student production of reports, charts, etc. In this way students will be assessed individually for those learnings they demonstrate.

- Students individually create a report which shows the trends in Canada's exports (Knowledge/Understanding) Appendix 5.1.2
- Create a chart that shows those sectors in which growth is occurring that are appropriate for small businesses (Knowledge/Understanding, Communication)
- Written test (Knowledge/Understanding, Application, Thinking/Inquiry)

Accommodations

- Teachers should be aware of students that require modification to the mandated expectations for this course. Care must be taken to ensure that the credit is not in jeopardy.
- Students could be asked to mentor peers requiring extra assistance. For an additional enrichment activity, students could further explore an area of North America whose cultural distinctiveness they found interesting in the preparation of their reports.
- Refer to Accommodations in the Overview, if required.

Resources

Presentation Software/Overheads/Videos

HotJobs – <http://www.hotjobs.com/>

International Business Certificate – <http://www.bpa.arizona.edu/programs/ibp.html>

International Job Center – <http://www.jerryeden.com/ijc/index.html>

Job Bank – <http://jb-ge.hrhc-drhc.gc.ca/>

Jobs Canada – <http://www.canada.plusjobs.com/>

Job Futures – <http://www.hrhc-drhc.gc.ca/JobFutures/>

Appendices

Appendix 5.1.1 – Culminating Activity

Appendix 5.1.2 – World Markets and Careers Assignment

Activity 5.2: Working In International Markets

Time: 7 hours

Description

Preparing to work in an international environment requires a lot of work! Students research working conditions in different countries. They report on the many differences in culture, customs, and business practices when working in an International company.

At all times, when discussing the many international differences amongst countries, students are encouraged to demonstrate respect and affirm the diversity and interdependence of the world's peoples and cultures.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE4c - takes initiative and demonstrates Christian leadership;

CGE4e - sets appropriate goals and priorities in school, work, and personal life;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE5a - works effectively as an interdependent team member;

CGE5e - respects the rights, responsibilities and contributions of self and others;

CGE5f - exercises Christian leadership in the achievement of individual and group goals;

CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h - applies skills for employability, self-employment, and entrepreneurship relative to Christian vocation;

CGE6c - values and honours the important role of the family in society;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): World Markets and Careers

Overall Expectations

WM1.02 - compare the sources and destinations of Canada's current major imports and exports.

Specific Expectations

WM2.01 - describe a process (e.g., interview, survey, Internet research, marketing plan) to prepare individuals for work in international markets;

WM2.02 - compare working conditions (e.g., gender roles, business customs and practices, means of communication, structure of the work day) in various international markets;

WM2.03 - analyse differences across cultures of perceptions, interpretations, and attitudes (e.g., in relation to gender, hierarchical structure, communication, actions, events) that might affect how individuals work in another country;

WM2.04 - compare conflict-management and negotiation strategies across cultures.

Planning Notes

- Remind students of school/board policy prior to using computers and the use of the Internet.
- The teacher oversees and confirms International Business Team Checklist for final presentation.

Teaching/Learning Strategies

1. To introduce students to international careers, students research work conditions in different countries and report on the many differences, culture, customs, and business practices that can have an impact on an employee when working for an international company. To begin, the teacher leads an informal discussion with the class as to what students perceive culture to be and how this affects working in an international environment. Teachers may wish to obtain different definitions of both ‘corporate culture’ and ‘culture.’ After the informal class discussion, the teacher can provide some definitions to provide clarification, structure, and guidance, if necessary. The term ‘corporate culture’ should be introduced early in the unit, so that students understand the link between values, beliefs, and objectives of employees and international companies.
2. Further appreciation of cultural differences can be reinforced by students using the Internet or library/resource centre. Students, in pairs or individually, are to access a website or source information that identifies national holidays of Canada and at least two other selected countries and provide a quick summary about the holiday. Hand out Appendix 5.2.1 (National Holidays and International Careers).
This activity is a very quick and concise way in which students learn about other countries and the days that are of national importance. The national importance summary helps students look at a snapshot of a country’s identity, and those holidays which are observed based on the cultural and historical roots of the country. It also acts as a starting point for a dialogue for students when preparing to work in international markets.
3. As an extension, the teacher may wish to have students share their findings in groups and add other country holidays to their current list.
4. Further investigation of international markets can be obtained by conducting a country profile on three different countries. This can be done either by accessing a website, or research in a local or school library. It is recommended that students, either individually or in pairs, conduct this research to generate a sufficient number of country profiles. The teacher may wish to use a guide sheet to obtain profile information, hand out Appendix 5.2.2 – Country Profiles and International Business. However, students are encouraged to include additional country profile information that helps provide the rationale for their International Business Team.
5. Now that students better understand some of the international differences that exist through the previous activities, the teacher can launch into more controversial issues that relate to work in an international market. The focus of this activity will be to examine work conditions, gender roles and other business customs and practices. The teacher distributes a list of Hot International Business Topics – Appendix 5.2.3. This is only a sample of Hot International Topics. The teacher is encouraged to provide an even more extensive list so that students can assimilate the information within their culminating activity report. The teacher should select teams to participate as the ‘for’ and ‘against’ teams to ensure that the same topic can be debated.
6. Students are to use the Internet, library, magazines, or other media to research their selected topics from the Hot International Topics to prepare for The Great Debate – Appendix 5.2.4. The purpose of this activity is to analyse differences across cultures and to ensure that ‘the common good’ is respected when preparing to work in international markets. This activity also provides greater

ownership for the International Business Teams when taking their company ‘international.’ The Hot Topics provide an excellent opportunity for the teacher to promote Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society. When conducting the debate, the teacher may wish to use the debate as part of their assessment of this unit. A rubric or rating scale could be developed as part of the assessment as the debate takes place.

7. At the end of this unit, the teacher directs students to use the information they researched in this unit for their culminating project.
8. The teacher introduces Part II of the culminating project.

Part II – Working in International Markets - (International Business Team - Culminating Activity)

Time: 2 hours

1. Students get into their ‘International Business Project Teams.’
2. The teacher directs students in their groups that the Human Resource department of their company must prepare a job description for a position that might be potentially offered as employment with their international company (Appendix 5.2.3). Based on the Hot International Topics debated (Appendix 5.2.3), students now discuss some of the ‘sensitive’ issues that must be addressed and detail them on a summary sheet when preparing details about the job.
3. Students are to include this summary as part of the Management Consultant’s Report and presentation to the Board of Directors in Part III.
4. Part II of the Management Consultant’s Report is prepared for the Board of Directors by each group.
5. This section will focus on ‘Working in International Markets - Culture/Customs and Concerns.’
6. Students reflect on the material covered in this unit in their management teams and discuss how this may have an impact on their decision to work in a certain country, and may influence their team’s decision to locate in a particular country when they take their company ‘international.’ Based on their Country Profile Information – Appendix 5.2.2 and Hot International Topics – Appendix 5.2.3, a rationale and summary of findings must be included in their Management Consultant’s Report.
7. A written/software presentation draft copy is produced of Part II - International Career Opportunities - Culture/Customs and Concerns for assessment and evaluation is submitted at the end of this unit in preparation for Part III of the culminating activity.
8. Students may also use Presentation Software in preparation of the presentation to the Board of Directors in Part III.
9. The teacher distributes International Business Team Preparation Checklist (Appendix 5.2.5).

Assessment & Evaluation of Student Achievement

Diagnostic

- Informal Observation
- Verbal Feedback

Formative

- Appendix 5.2.1 – National Holidays and International Careers (Knowledge/Understanding)
- Appendix 5.2.4 – The Great Debate - In-class exercise (Knowledge/Understanding, Thinking/Inquiry, Application)
- Appendix 5.2.5 – The International Business Team Preparation Checklist

Summative

Note: The learning in Unit 5 involves placing students in a variety of work group settings. Teachers must ensure that for assessment and evaluation purposes a sufficient number of these result in individual student production of reports, charts, etc. In this way students will be assessed individually for those learnings they demonstrate.

- Appendix 5.1.1 – International Business Team Project Summative Assignment – Culminating Activity (all four categories of assessment can be evaluated through the completion of the Culminating Activity)
- Appendix 5.2.2 – Country Profiles and International Business (Knowledge/Understanding, Thinking/Inquiry, Application)
- Appendix 5.2.3 – Hot International Business Topics (Knowledge/Understanding, Communication, Application)
- Draft of written proposal submitted for Part II of Management Consultant’s Report submitted

Accommodations

- Teachers should be aware of students’ Individual Education Plans (IEPs) and make specific accommodations to meet each student’s learning needs, taking steps to ensure that the credit is not in jeopardy.
- Extensive suggestions can be found in the *Ontario Curriculum Unit Planner K-12*.
- For enrichment purposes, students can further research how globalization has affected the culture of a selected country.

Resources

Computer Lab

Internet

Career Resources (see detailed websites)

Executive Planet – <http://www.executiveplanet.com/>

Business Travelogue – <http://www.businesstravelogue.com/categories.html>

The International Business Resource Connection – <http://www.ibrc.bschool.ukans.edu/>

The Worldwide Holiday and Festival Site – <http://www.holidayfestival.com/>

Print

Ferraro, Gary. *Cultural Dimensions of International Business*. Prentice Hall, 2001. ISBN: 1885073860

Forum for International Trade Training. *An Introduction to International Business*. 2000.

ISBN 1-894566-28-9

Appendices

Appendix 5.1.1 – International Business Team Project Summative Assignment – Culminating Activity
(Knowledge/Understanding, Application)

Appendix 5.2.1– National Holidays and International Careers (Thinking/Inquiry, Application)

Appendix 5.2.2 – Country Profiles and International Business (Thinking/Inquiry, Application)

Appendix 5.2.3 – Hot International Business Topics (Thinking/Inquiry, Application)

Appendix 5.2.4 – The Great Debate (Thinking/Inquiry, Application, Communication)

Appendix 5.2.5 – International Business Team Preparation Checklist (Application)

Activity 5.3: Careers and Skills

Time: 5 + 2* hours

Description

Students explore occupations that require an understanding of international markets. They identify skills, competencies, educational requirements, and opportunities necessary for employment in international business. With use of video (film), Internet, and published materials, students research occupations relevant to the course material. Furthermore, students apply effective communication, decision-making, problem-solving, time, and resource management skills in production of a career-exploration presentation.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE3b - creates, adapts, and evaluates new ideas in light of the common good;
CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE4c - takes initiative and demonstrates Christian leadership;
CGE4e - sets appropriate goals and priorities in school, work, and personal life;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE5a - works effectively as an interdependent team member;
CGE5e - respects the rights, responsibilities and contributions of self and others;
CGE5f - exercises Christian leadership in the achievement of individual and group goals;
CGE5h - applies skills for employability, self-employment, and entrepreneurship relative to Christian vocation;
CGE6c - values and honours the important role of the family in society.

Strand(s): Careers and Skills

Overall Expectations

WMV.03 - describe career opportunities, skills and competencies, and education and training that relate to international markets.

Specific Expectations

WM3.01 - identify occupations that require an understanding of international markets;
WM3.02 - determine the skills and competencies required for employment in international business;
WM3.03 - describe education and training opportunities that are available in other countries;
WM3.04 - determine the educational requirements for employment in international business.

Planning Notes

- Provide chart paper, markers, magazines, and newspapers.
- Students may wish to purchase or create a three-panel display.
- Arrange access to computers and the Internet.
- Remind students of board policies regarding Internet usage.
- Compile information on international business career opportunities, skills, competencies, and educational requirements (see Resources in the Overview).
- Preview the video, Business Matters – Borderless World.
- Teacher ensures that during the final aspects of the culminating activity, teams are working on the ‘International Business Team Preparation Checklist’ activities see Appendix 5.2.6.
- Teacher allows one day for international business teams presentations.

Teaching/Learning Strategies

1. Have students complete International Business Career Postings activity sheet with reference to careers within international business organizations, see Appendix 5.3.1.
2. Allow students time to complete activity and then discuss their answers/findings.
3. Show the video *Business Matters – Borderless World*, and discuss the ever-increasing career opportunities found in international business. Also, have students identify appropriate goals and priorities in school, work, and personal life in relation to success in an international business career.
4. As a whole class, students generate a list of skills and competencies required for individuals to be successful in an international business market place (reading/writing a foreign language, understanding cultural diversity, communicating between cultures, etc).
5. The teacher identifies expectations of the upcoming International Business Career Exploration Presentation, see Appendix 5.3.2. At this moment the teacher should ensure that students are completing the International Business Team Preparation Checklist items, see Appendix 5.2.5.
6. The teacher posts a list of careers relating to international business. Students select and investigate one specific career opportunity. Students access the Internet and print resources to research specific objectives for their oral presentation, see Appendix 5.3.2.
7. Students communicate their international business career exploration findings to the class. The teacher assesses the oral presentation utilizing an oral presentation rubric.
8. A written test ought to be prepared to ascertain students' learning of specific objectives outlined in this activity.

Part III – Careers and Skills – (International Business Team – Culminating Activity)

Time: 1 hour

1. Students get into their 'International Business Teams.'
2. The teacher instructs students on the next component of the culminating activity. The international business team is directed to begin recruiting recent graduates from various postsecondary institutions across the globe. These graduates will require specific skills and competencies that will enable them to perform competently in the global market. Acting as a Human Resource Department, what specific job positions do you wish to fill? What skills and competencies are you going to look for as an employer? What specific domestic/international postsecondary institutions will you go to, in order to recruit? The specific number of postsecondary institutions, skills and job positions asked for in the summary will be decided upon by each individual classroom teacher.
3. Students are to include this summary as part of the Management Consultant's Report and presentation to the Board of Directors.
4. A draft copy of Part III – Careers and Skills will be handed in for assessment and evaluation.
5. The final component of the culminating activity expects the students to prepare for the international business team presentation to the Board of Directors.

Assessment & Evaluation of Student Achievement

Diagnostic

- Informal Observation
- Verbal Feedback

Formative

- Appendix 5.3.1 – International Business Career Postings Activity (Thinking/Inquiry, Application)

Summative

Note: The learning in Unit 5 involves placing students in a variety of work group settings. Teachers must ensure that for assessment and evaluation purposes a sufficient number of these result in individual student production of reports, charts, etc. In this way students will be assessed individually for those learnings they demonstrate.

- Part – III (International Business Team Culminating Rubric)
- Written Test (Knowledge/Understanding, Thinking/Inquiry, Communication)
- International Business Team Project Summary Sheet – Culminating Activity (all four categories of assessment can be evaluated through the completion of the Culminating Activity)
- Final Written Management Consultant’s Report (Parts I, II, III) submitted (Thinking/Inquiry, Communication, Application)
- Appendix 5.3.3 – Final Presentation of International Business Team Management Consultant’s Report to Board of Directors (Knowledge/Understanding, Thinking/Inquiry, Communication, Application)

Accommodations

- Students should be placed in groups that provide peer support.
- Students requiring an enrichment activity could explore the careers of people who have succeeded in those international careers for which they have identified the greatest personal aptitude.
- For specific accommodations, see student’s IEP.

Resources

Computer Lab

See detailed list of Career Resources – websites

Newspapers:

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

The Hamilton Spectator – <http://www.hamiltonspectator.com/>

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

Magazines:

Canadian Business Magazine – <http://www.canadianbusiness.com/>

Fast Company Magazine – <http://www.fastcompany.com>

Three-panel display board

Print

Arpan, Jeffrey S. *Opportunities in International Business Careers*. Lincolnwood Illinois: NTC Publishing Group, 1995. ISBN: 0844244244

Dakin, Shaun and Candance Deans. *The Thunderbird Guide to International Business Resources on the World Wide Web*. Canada: John Wiley & Sons Limited, 1996. ISBN: 0471160164

Halloran, Ed. *Careers in International Business*. NTC Publishing Group, 1995. ISBN: 0844244937

Peterson’s. *Peterson’s MBA Programs 2000: U.S., Canadian, and International Business Schools*. Peterson’s, 1999. ISBN: 0768902622

Video

Business Matters – Borderless World. British Broadcasting Company, 1992. 30 minutes. The film examines the various stages global corporations go through in order to compete successfully in an international market place.

Websites

International Business Careers – <http://www.uncwil.edu/stuaff/career/Majors/internationalbusiness.htm>

Journal of International Business Studies – <http://www.jibs.net/>

Workopolis – <http://workopolis.com>

Monster International Board – <http://www.international.monster.com>

Appendices

Appendix 5.3.1 – International Business Career Postings Activity

Appendix 5.3.2 – International Business Career Exploration Presentation Checklist

Appendix 5.3.3 – Final Presentation Management Consultant’s Report Rubric

Appendix 5.2.5 – International Business Team Preparation Checklist

Appendix 5.1.1

International Business Team Management Summative Assignment – Student

Note: The learning in Unit 5 involves placing students in a variety of work group settings. Teachers must ensure that for assessment and evaluation purposes a sufficient number of these result in individual student production of reports, charts, etc. In this way students will be assessed individually for those learnings they demonstrate.

Part I – Physical, Economic and Social Conditions -

(International Business Team –Culminating Activity)

Time: 2 hours

Choose Groups

Students are to choose groups for the culminating activity – ‘International Business Team.’ Each group is to select two project managers. The function of the project managers will be to delegate specific duties to group members and to liaise with other group managers throughout the culminating activity.

Choose a Product

The class is to choose a good or service. Each group should make two recommendations to the class on goods/services. The class chooses, by secret ballot, which product will be sold.

Choose a Country

The class is to choose a country to sell their good or service to. Each group makes one recommendation to the class on their preferred country. The class chooses, by secret ballot, which country they are to expand their business to. Remember that the product must not be currently available or at least not widely available in the country selected.

Begin the Management Consultant’s Report

- i) Title Page*
- ii) Table of Contents
- iii) Rationale for Product Selected*
- iv) Rationale for Country Selected*
- v) Physical, Economic, and Social Conditions
- vi) Working in International Markets- Culture/Customs & Concerns
- vii) Careers and Skills
- viii) International Business Team Proposal & Recommendation

* These are to be completed by the end of Activity 1.

Part II – Working in International Markets - (International Business Team - Culminating Activity)

Time: 2 hours

International Job Description

Prepare a job description for a Marketing Manager of an international company. Keep in mind any of the sensitive issues that may have arisen from the Hot Topics debate. Add this job description to Part II of your Management Consultant’s Report.

Culture Customs and Concerns

What did you discover about other countries when researching National Holidays that might have an impact on a company’s decision to ‘Go International?’ Using the Country Profile information, identify how a characteristic affects conducting business in another country. Add a short summary of this information to Part II of your Management Consultant’s Report.

The Presentation

With your group, discuss how you will present your research in an effective and professional format to the Board of Directors. Your teacher will assign duties to each group to be completed in order to prepare for the presentation, such as preparing banners, posters, invitations etc...

Appendix 5.1.1 (Continued)

Part III – Careers and Skills – (International Business Team – Culminating Activity)
Time: 1 hour
<ol style="list-style-type: none">1. You are to get into your International Business Teams.2. Your job as the international business team is to begin recruiting recent graduates from various postsecondary institutions across the globe. These graduates will require specific skills and competencies that will enable them to perform competently in the global market. Acting as a Human Resource department, what specific job positions do you wish to fill? What skills and competencies are you going to look for as an employer? What specific domestic/international postsecondary institutions will you go to, in order to recruit the best and brightest? The specific number of postsecondary institutions, skills and job positions asked for in the summary will be decided upon by your classroom teacher.3. You are to include a summary of your recruiting experience/details as part of your executive summary and presentation to the Board of Directors.4. A draft copy of Part III – Careers and Skills will be handed in for assessment and evaluation.5. The final component of the culminating activity is the expectation that your international business team will prepare for the international business team presentation to the Board of Directors. See Appendix 5.2.6 for required duties and expectations.

Appendix 5.1.2

World Markets and Careers Assignment

The class is divided into four groups. Using presentation software or another appropriate form of presentation such as a bulletin/display board, a report is created and presented to the class. At the end of this activity, students form consulting groups of four or five for the culminating activity. Each company is to make a presentation to the Board of Directors of a major (fictitious) Canadian corporation which is interested in exporting its product/service internationally. Students choose a product/service the company will provide. Each group chooses two project managers.

Group 1

Students create a report outlining the physical, economic, and social factors that have influenced international business relationships over time:

1. Students create a map of North America showing the development of trade patterns between Canada and the United States. They identify the relationships between the Maritime Provinces and New England; Ontario/Quebec and the Ohio Valley; the Prairies and the Mid-West and finally British Columbia and the West Coast. Students present the geographic characteristics that link each area, i.e., the Atlantic Ocean, the prairies, etc.
2. Students show the economic activities that link each area, i.e., manufacturing in the Ohio valley, forestry along the Rocky Mountains.
3. Students use regional newspapers/magazines/TV/radio stations to list the top 10 movies, etc.

Group 2

Students create a report comparing the sources and destinations of Canada's current imports and exports:

1. Students create a map of world.
2. Using arrows, students identify countries that represent our top 10 major export destinations. Students identify the top five exports of each country and the total dollar value of those exports.
3. Using arrows of another colour, students identify the top 10 countries that provide Canada imports. Students identify the top five imports from each country and the total dollar value of those imports.
4. Students indicate whether we have a positive or negative balance of trade with each country.
5. Students show the net dollar effects of trade (exports – imports) on the Canadian Gross Domestic Product.

Group 3

Students compare business and trade links between Canada, the United States and other countries:

1. Students list the major business links such as Chambers of Commerce, which provide support for businesses that trade with the US, and operate companies in both countries.
2. Students identify the major trade links between Canada and our major trading partners such as the North American Free Trade Agreement (NAFTA), General Agreement on Tariffs and Trade (GATT), World Trade Organization (WTO), and those countries who have Most Favoured Nation (MFN) trading status with us.
3. Students list Government Departments/Agencies which promote trade links between Canada and other nations, and describe briefly what assistance those departments/agencies offer.

Group 4

Students examine how the global marketplace has created business opportunities for small businesses.

1. Students create a report which shows the trends in Canada's exports. Using either a bar or line graph, they show which goods/services are increasing and which are decreasing.
2. Students incorporate into their report a definition of small, medium and large business.
3. Students create a chart showing those sectors in which growth is occurring that are appropriate for small businesses.
4. Students find, and highlight in their reports, five examples of small businesses that are succeeding in the global marketplace.

Appendix 5.2.1

National Holidays and International Careers

Student Name: _____ Date: _____

Using the Internet or library resources, research three countries' national holidays. Record the Country, Source, Holiday, Date and Brief Summary in the appropriate columns below. You may wish to look up Canadian holidays first to be familiar with our own national holidays. If so, use two of these sheets; one for Canadian holidays, and one for other countries. Select National Holidays from other countries that we do not recognise in Canada.

	Country	Website/Source	Holiday	Date	Brief Summary
<i>e.g.</i>	<i>Japan</i>	<i>www.</i>	<i>Coming of Age Day</i>	<i>January 15</i>	<i>This holiday represents...</i>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Appendix 5.2.2

Country Profiles and International Business

Name: _____

Using the Internet or library, students research and develop a Country Profile. This profile is used by the International Business Teams as part of the decision-making process in taking their company international. Research Canada and at least two other countries. You are not limited to the information identified on this sheet and are encouraged to provide additional profile information about the country on the back of this sheet.

	Country Profile Characteristic	Country 1	Country 2	Country 3
1.	Languages Spoken			
2.	Business Practices			
3.	Dress/Attire			
4.	Religion			
5.	Currency			
6.	Population			
7.	Government			
8.	Political Parties			
9.	Common Greetings			
10.	Source of your Information:			

Appendix 5.2.3

Hot International Business Topics

Name: _____

Your International Business Team is to sign up for a Hot Topic listed below. Your group is to research the 'hot international topic' and present their findings in the debate format outlined in Appendix 5.2.5.

	Hot Topic	International Team Name 1 (For)	International Team Name 2 (Against)
1.	Do International Companies Need To Observe Employment Standards In A Foreign Country? For example, Sweat Shops/Age/Child labour.		
2.	Politically Corrupt Countries – A Way Of Conducting Business? (Bribes)		
3.	Gender Roles – Is It Acceptable To Discriminate Based On Sex? (Employment Geared To Male/Females)		
4.	Implementation of Tariffs and Trades – Are They Necessary To Conduct International Business?		
5.	Working Conditions – Do International Businesses Have To Ensure The Safety Of Their Employees Even If The Laws Do Not Require Them To Do So?		
6.*			
7.*			

* Students are encouraged to add their own International Business 'Hot Topics.'

Appendix 5.2.4

The Great Debate!

Sequence and Procedures

Note the order in which each side presents. No group member may present two consecutive statements. Three judges are appointed to assess each round of the debate. For each round of the debate, a check mark is placed in the 'for' or 'against' column for the team that the judges thought presented the most effective argument. In the event of a tie, judges are to allocate one mark to the 'for' or 'against' side as a tiebreaker.

Please clearly print the topic below.

Hot Topic Selected: _____

Names (please print first initial and last name clearly)

Team	Member 1	Member 2	Member 3	Member 4	Member 5
For					
Against					

Order	For	Time	For ✓	Order	Against	Time	Against ✓
1	Opening Statement	1 min.		2	Opening Statement	1 min.	
3	First Point	2 min.		4	First Rebuttal	2 min.	
6	First Rebuttal	1 min.		5	First Point	1 min.	
8	Second Rebuttal	1 min.		7	Second Point	1 min.	
9	Second Point	2 min.		10	Second Rebuttal	2 min.	
11	Closing	1 min.		12	Closing	1 min.	
		8 min. Total			Total For Ties; Add 1	8 min. Total	

Appendix 5.2.5

International Business Team Preparation Checklist

In order to ensure a successful presentation to the Board of Directors, use the following checklist in setting up your presentation to the Board of Directors. Your teacher will assign the duties below and other tasks that may be required. It is your team's responsibility to delegate and complete the necessary preparations prior to your presentation date.

Advertisements: Make Sure To Indicate Location Date and Time		Physical Layout for International Business Team Presentation:	
Banners/Posters/Signs	✓	Set-Up	✓
School Newsletter	✓	Location, classroom, cafeteria	✓
School Website	✓	Refreshments, juice, coffee, tea	✓
Invitations, who to invite?	✓	Resource, laptop, overheads, etc...	✓

Appendix 5.3.1

International Business Career Postings Activity

International Account Executive	International Media Planner	International Restaurant Manager
International Bank Manager	International Stock Broker	International Job Analyst
International Consultant	International Purchasing Agent	International Product Manager
International Real Estate Agent/Broker	International Financial Analyst	International Quality Control Auditor
International Commodities Trader	International Buyer	International Economist

Instructions

Utilizing the Internet websites www.monster.com or www.workopolis.com (suggested), select five occupations from the chart and complete the following questions for each occupation.

- How many job advertisements can you find on the web per selected occupation?
- List the Company/Employer's name for two job advertisements.
- List the specific skills/competencies mentioned in the advertisements.
- Is experience required in the job advertisements? If yes, what is specifically mentioned?
- Is salary indicated, or perhaps a range offered to a potential employee?
- Where is the location of the potential job placements?
- Any other relevant information mentioned in the job advertisements.

Appendix 5.3.2

International Business Career Exploration Presentations

Utilizing the Internet and various print resources, research the following aspects of your selected international business career:

Presentation Specifics

- Identify specific career selected
- Knowledge and skills required/valued by employer
- Working conditions, locations, and environment
- Educational requirements for your specific career
- Educational institutions that provide specific training/education related to your selected career
- List both domestic and international opportunities for training/education
- Employment prospects, future outlook, growth

Possible websites to visit for your selected international business career:

International Business Careers – <http://www.uncwil.edu/stuaff/career/Majors/internationalbusiness.htm>
The site provides a chart of careers related to international business and also lists major skills that are associated to international business.

Journal of International Business Studies – <http://www.jibs.net/> – Provides links to institutes of higher learning dealing specifically with International Business.

Workopolis – <http://workopolis.com> – Provides a searchable database of current job opportunities and resources associated with obtaining a job/career.

Monster International Board – <http://www.international.monster.com> – Provides extensive international job searches.

Appendix 5.3.3

Final Presentation Management Consultant's Report Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<p>Thinking/ Inquiry Evaluate strategies to prepare a company for competing in an international market place</p> <p>Explore various working conditions, business customs, and gender roles in international markets</p>	<p>- evaluates strategies to prepare a company for competing in an international market place with limited effectiveness</p> <p>- explores various working conditions, business customs, and gender roles in international markets with limited ability</p>	<p>- evaluates strategies to prepare a company for competing in an international market place with some effectiveness</p> <p>- explores various working conditions, business customs, and gender roles in international markets with some ability</p>	<p>- evaluates strategies to prepare a company for competing in an international market place with considerable effectiveness</p> <p>- explores various working conditions, business customs, and gender roles in international markets with considerable ability</p>	<p>- evaluates strategies to prepare a company for competing in an international market place with a high degree of effectiveness</p> <p>- explores various working conditions, business customs, and gender roles in international markets with exceptional ability</p>
<p>Communication Articulate differences across cultures of perceptions, interpretations and attitudes</p>	<p>- articulates differences across cultures of perceptions, interpretations and attitudes with limited proficiency</p>	<p>- articulates differences across cultures of perceptions, interpretations and attitudes with some proficiency</p>	<p>- articulates differences across cultures of perceptions, interpretations and attitudes with considerable proficiency</p>	<p>- articulates differences across cultures of perceptions, interpretations and attitudes with a high degree of proficiency</p>
<p>Application Apply knowledge of career opportunities</p> <p>Apply knowledge of business implications in rationale for taking a company international</p>	<p>- applies limited knowledge of career opportunities</p> <p>- applies limited knowledge of business implications in rationale for taking a company international</p>	<p>- applies some knowledge of career opportunities</p> <p>- applies some knowledge of business implications in rationale for taking a company international</p>	<p>- applies considerable knowledge of career opportunities</p> <p>- applies considerable knowledge of business implications in rationale for taking a company international</p>	<p>- applies thorough knowledge of career opportunities</p> <p>- applies thorough knowledge of business implications in rationale for taking a company international</p>

Note: A student whose achievement below Level 1 (50%) has not met the expectations for this assignment or activity.