



The Bishop Strachan School
Department Name: Canadian, Business and World Studies

Course Title: Introduction to International Business

Grade Level: 12

Ministry Course Code: BBB4M

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Developed from: The Ontario Curriculum Grade 11 and 12 Business Studies, Revised 2006.

Text: *International Business: Canada and Global Trade*, Schultz, M., Notman, D., Hernder, R., Toronto: Thomson-Nelson, 2004.

Prerequisite: None

Credits: 1.0

Length: 110 hours

Course Description/Rationale

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.

Overall Curriculum Expectations

Business, Trade, and the Economy

1. Demonstrate an understanding of terminology, concepts, and basic business communication practices related to international business;
2. Analyze the impact of international business activity on Canada's economy;
3. Demonstrate an understanding of how international business and economic activities increase the interdependence of nations.

The Global Environment for Business

4. Analyze ways in which Canadian businesses have been affected by globalization;
5. Demonstrate an understanding of the factors that influence a country's ability to participate in international business;
6. Assess the effects of current trends in global business activity and economic conditions.

Factors Influencing Success in International Markets

7. Analyze the ways in which cultural factors influence international business methods and operations;
8. Assess the way in which differences in political, economic, and geographic factors influence international business methods and operations;
9. Identify and describe common mistakes made by businesses in international markets;
10. Evaluate the factors currently affecting the international competitiveness of Canadian businesses.

Marketing Challenges and Approaches, and Distribution

11. Assess the challenges facing a business that wants to market a product internationally;
12. Compare the approaches taken by various companies to market their products internationally;
13. Demonstrate an understanding of the logistics of, and challenges associated with, distribution to local, national, and international markets.

Working in International Markets

14. Analyze the ways in which ethical considerations affect international business decisions;
15. Assess the working environment to international markets;
16. Demonstrate an understanding of the process for crossing international borders as it relates to international business.

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Business, Trade and the Economy	20				20
2. The Global Environment for Business	24				24
3. Factors Influencing Success in International Markets (and Working in International Markets)	32	1.5			33.5
4. Marketing Challenges and Approaches, and Distribution	22				22
5. International Business Portfolio	10			8	18
Exam			2.5		2.5
Total	98	1.5	2.5	8	110

Unit Descriptions

Unit 1 – *Business, Trade and the Economy*

Students identify what constitutes international business and become familiar with international business terminology and concepts. In addition to examining the various methods of conducting business in the international marketplace, students will demonstrate an understanding of the key economic and globalization concepts related to international business. Students examine how international business and economic activities increase the interdependence of nations. They will analyze the ways in which Canadians and Canadian businesses have been affected by international business, how Canada's economy affects international business activity in Canada and in various regions of the world. Students evaluate the benefits and drawbacks associated with international trade. An analysis of the ways in which ethical considerations affect international business decisions relative to business, trade and the economy will be conducted.

Unit 2 – *The Global Environment for Business*

Students examine the effects of globalization on Canadian business by comparing the characteristics of a multinational corporation with those of a Canadian businesses operating domestically; by analyzing the ways in which the workplace and the nature of work have changed as a result of the global economy; and, by analyzing how consumer choices and attitudes have affected Canadian business decisions. An evaluation of factors, such as technology, international agreements and organizations, and the Canadian government initiatives and policies, influence a country's or business' ability to participate in a global market by drawing on information from a variety of sources will be conducted. Students will assess the effects of a variety of trends on international business. In addition to explaining how Canadian and international companies, industries and markets are being affected by global business activity and how trends in the financial and labour markets have changed the way in which businesses operate, students identify and analyze international business trends and their influence on companies, industries, and career opportunities in the global economy. An analysis of the ways in which ethical considerations affect international business decisions relative to the global business environment will be conducted.

Unit 3 – Factors Influencing Success in International Markets (and Working in International Markets)

Students develop an understanding of the ways in which cultural factors influence products and services, negotiations, business practices, working conditions, and consumer demand. In addition, they examine how a lack of awareness of any of the factors could cause problems and how 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 affect the international competitiveness of businesses, including an examination of how Canada’s cultural diversity contributes to the competitive success of these businesses in international markets. An analysis of the ways in which ethical considerations affect international business decisions relative to cultural, political, economic and geographic factors, and working in an international market will be conducted.

Unit 4 – Marketing Challenges and Approaches, and Distribution

Students develop an understanding of the challenges facing a business that wants to market a product internationally and compares approaches taken by various companies to do so. An analysis of the legal, political, and financial challenges a company faces in getting a product to different markets will be completed, as well as an examination of the implications of physical, economic, and social conditions in various countries is completed in order to develop strategies to prepare for distributing in international markets. A comparison of the logistics of local, national, and international distribution and the issues affect that distribution and service. An analysis of the ways in which ethical considerations affect international business decisions relative to marketing challenges and approaches, and distribution will be conducted. Students explore and compare the ethical practices and procedures at the local, national, and international levels, as well as examine the corporate social responsibilities and practices of global businesses.

Teaching/Learning Strategies

<input type="checkbox"/> PowerPoint presentations	<input type="checkbox"/> Text reference/Reading	<input type="checkbox"/> Role Play	<input type="checkbox"/> Practice Questions
<input type="checkbox"/> Overhead	<input type="checkbox"/> Note making	<input type="checkbox"/> Debate	<input type="checkbox"/> Independent study
<input type="checkbox"/> Note taking	<input type="checkbox"/> Practical exercises	<input type="checkbox"/> Peer analysis	<input type="checkbox"/> Case Studies
<input type="checkbox"/> Lecture	<input type="checkbox"/> Solution presentation	<input type="checkbox"/> Review activities	<input type="checkbox"/> Research
<input type="checkbox"/> Socratic	<input type="checkbox"/> Case studies	<input type="checkbox"/> Game	<input type="checkbox"/> Presentations
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Visual organizers	<input type="checkbox"/> Conferences	<input type="checkbox"/> Self-analysis
<input type="checkbox"/> Class discussion	<input type="checkbox"/> Group work	<input type="checkbox"/> Field trip	<input type="checkbox"/> Structured discussion
<input type="checkbox"/> Teacher-led review	<input type="checkbox"/> Group discussion	<input type="checkbox"/> Guest Speaker	<input type="checkbox"/> Student-led discussion
<input type="checkbox"/> Interview/Conference	<input type="checkbox"/> Brainstorming		
<input type="checkbox"/> Video	<input type="checkbox"/> Cooperative Learning		

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Practice exercises	Oral Presentation	Student/Teacher Conferences	Informal Observation
Quizzes	PowerPoint Presentation	Seminars	Formal Observation
Tests	Business Report	Reflection	Teacher log
Assignments	Projects	Self-evaluation	Checklist
Projects	Discussion/Debate	Peer evaluation	Rubrics
Examination	Problem Demonstration		
	Case Studies		
	Scenarios		
	Role Play		

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students’ *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1. Business, Trade and the Economy	5, 6, 1-3	Test: Unit 1
			International Competitiveness Report
			Ethics and Social Responsibility Project
			IBP
	2. The Global Environment for Business	4-5, 7, 17, 18	Presentation: Country in a Bag
			Test: Unit 2
			IBP/IBP Conference
	3. Factors Influencing Success in International	5, 8- 11	Project: Customs and Culture Brochure
			Presentation: Customs and Culture
Country Fair: Customs and Culture			

	Markets (and Working in International Markets)		IBP
	4. Marketing Challenges and Approaches, and Distribution	5, 12-16	Test: Unit 3 and 4
			International Marketing Project
			IBP/IBP Conference
30%	Final Assessment	1-16	IBP Presentation
	Exam	1-16	Case Study
			Total: 100%

Course Resources

Websites

- Department of Foreign Affairs and International Trade – <http://www.dfait-maeci.gc.ca/>
- Economy and Trade – http://canada.gc.ca/canadiana/faitc/fa17_e.html
- Government of Canada – <http://businessgateway.ca>
- International Trade Administration – <http://www.ita.doc.gov/>
- Statistics Canada – <http://statcan.ca/start.html>
- Strategis - <http://strategis.ic.gc.ca/SSG/ii18332e.html>
- United States International Trade Commission – <http://www.usitc.gov/tr/region3.htm>
- World Economic Forum – <http://www.weforum.org>
- Bank of Canada – <http://www.bankofcanada.ca/en/enchform.htm>
- Estee Lauder - http://www.elcompanies.com/htm/frm_m1.htm
- YouTube – <http://www.youtube.com>

Magazines

- Business Week
- The Economist
- Canadian Business
- Other various magazines such as Fashion, Cosmopolitan, National Geographic Traveler, etc.
- International magazines

Newspapers

- Globe and Mail – <http://www.globeandmail.com>
- The Toronto Star – <http://www.torstar.com>
- National Post – <http://www.nationalpost.com>
- New York Times – <http://www.nytimes.com>

Videos

Outsourced

- Who Moved My Cheese?
- Multicultural Meeting
- Cross-Cultural Understanding
- Castaway

The Corporation

The Clios

Venture, Marketplace and general news programs

Print

Ball, D., et. al., *International Business: The Challenge of Global Competition*, 9th ed., New York: McGraw-Hill Irwin, 2004.

Bolotta, Angelo, et. al, *Economics Now: Analyzing Current Issues*, Toronto: Oxford University Press, 2003.

Rarick, Charles, *Cases and Exercises in International Business*, New Jersey: Pearson Education, Inc., 2003.

Rugman, Alan M. and Simon Collinson, *International Business*, 4th Edition, Essex: Pearson Education Limited, 2006.

Achievement Chart – Business Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., facts, vocabulary and terms, procedures)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, principles, theories, methodologies, relationships)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, formulating questions, gathering information, selecting strategies, organizing a project)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, interpreting, assessing, reasoning, generating, evaluating, integrating, synthesizing, seeking a variety of perspectives, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., evaluation of business situations, decision making, problem solving)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including electronic forms (e.g., presentations, charts, graphs, tables, maps, models, web pages, spreadsheets, flyers, financial statements, letters, memos, reports)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences and purposes in oral, visual, and written forms, including electronic forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms, including electronic forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, processes, use of technology and materials) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., choice of tools and software, ethical use, concepts, procedures) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., connections between business studies and personal experiences, opportunities, social and global challenges and perspectives; cross-curricular and multi-disciplinary connections)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness