

Catholic District School Board Writing Partnership

Business Studies

Course Profile

Introduction to International Business

Grade 12

Workplace Preparation

BBB4E

• *for teachers by teachers*

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

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

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Course Overview

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

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

Prerequisites: None

Course Description

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

How This Course Supports the Ontario Catholic School Graduate Expectations

“Christians should cooperate willingly and wholeheartedly in establishing an international order that includes a genuine respect for all freedoms and amicable brotherhood between all.” (Pastoral Constitution: On The Church In The Modern World, *Gaudium et Spes*, no.88.)

The global marketplace is very much a part of today’s society. Through the use of technology, students have greater access to international markets and business trade than ever before. It is the understanding of cultural, economic, and political differences that allows students to develop attitudes and values founded on Catholic social teaching and to promote social responsibility, human solidarity, and the common good. In this course, students investigate how international businesses must carefully validate our own Christian values when operating in a foreign country and honour our Catholic faith. Above all, human dignity must not be compromised for the sake of capital gain and prosperity. Students are able to compare their own work opportunities in a domestic environment to those internationally. Through the study of a country’s international business activities, trade agreements, and labour practices, students acquire a more in-depth understanding of influencing factors that might challenge companies involved in international business. Catholic students are encouraged to develop their consciences in light of Gospel values as they develop critical analysis skills. Applying these skills to the business practices discussed in this course will be a valuable asset for those seeking employment with international companies.

Course Notes

Students who plan to enter the workplace upon graduating from high school can now broaden their career choices when considering employment, both locally and internationally. Students explore current and emerging technology and develop a better understanding of the skills required for international business. Students become more familiar with global concepts by using the Internet to gather information about the operations and opportunities of international and domestic companies. A very ‘hands-on’ approach is encouraged at all times in the delivery of the international business curriculum. In each unit, students explore a new facet of international business, cultural diversity, implications that affect the operations of business, marketing of products and services, and employment opportunities. For the purpose of this profile, the ‘International Job Fair’ is presented fully developed in Unit 4. However, teachers may wish to introduce a culminating activity such as the ‘International Job Fair’ at the beginning of the course. By providing a summary sheet of the culminating activity at the beginning of the course, students are better able to see how each unit relates to their final presentation. Students can add relevant information to the culminating activity as the course progresses. At the end of each unit, students could complete another panel of their culminating project. In the final unit, time should be allocated to include setting up the

‘International Job Fair’ project, sending out invitations to attend the fair, and time to display and discuss student work with the school and invited industry guests. In the culminating activity, students demonstrate a practical and creative application of their knowledge, where they can present what they have learned in a business-like setting.

The Ontario Curriculum, Grades 11 and 12, Business Studies document clusters learning expectations in a cohesive fashion. For simplicity, expectations are included sequentially, as each unit presents a related but different topic. However, teachers are encouraged to review the expectations of the course and cluster as they deem appropriate.

Units: Titles and Times

Unit 1	Canada in the Global Marketplace	30 hours
Unit 2	International Markets	25 hours
** Unit 3	Conducting International Business	30 hours
* Unit 4	International Careers and Skills	25 hours

* This unit is fully developed in this Course Profile.

** This unit is fully developed in the Catholic Course Profile.

(The ‘International Job Fair’ culminating activity can be integrated throughout the course or introduced at the beginning of a unit where the teacher feels it is appropriate.)

Unit Overviews

Unit 1: Canada in the Global Marketplace

Time: 30 hours

Unit Description

Students evaluate the importance of international business in the global marketplace. They learn about the reasons that Canadian companies and industries have become involved in international business. Students analyse the changes that have occurred in Canada’s international business activities and business relationships over time. Furthermore, students have the opportunity to determine the various ways that Canadian lives have been and are affected by international business activity.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	CGV.01, CG1.01, CG1.02, CG1.03 CGE 1d, 2b, 3e, 4e, c, f, 5a, e, f, h, 7f	Knowledge/Understanding Thinking/Inquiry Communication Application	The Importance of International Business
2	CGV.02, CG2.01, CG2.02, CG2.03 CGE 2b, c, e, 3e, f, 4e, c, g, 5a, e, f 7b, f	Knowledge/Understanding Thinking/Inquiry Communication Application	Reasons for Involvement in International Business
3	CGV.03, CG3.01, CG3.02, CG3.03 CGE 2b, c, 3e, 4e, f, 5a, e, f, h, g, 7e, f, g	Knowledge/Understanding Thinking/Inquiry Communication Application	Changes in Canada’s International Business Activity
4	CGV.04, CG4.01, CG4.02, CG4.03, CG4.04, CG4.05 CGE 1d, 2c, 3f, 5b, e, g, 6c, 7e, f, j	Knowledge/Understanding Thinking/Inquiry Communication Application	The Effects of International Business on Canada

Unit 2: International Markets

Time: 25 hours

Unit Description

Students investigate the ways in which a company explores opportunities in domestic and international markets. Students compare the challenges confronting the operation of international and domestic businesses. They examine factors that influence a company's decision to establish a business in another country and determine whether a potential market exists for an identified product. Students analyse successful importing and exporting strategies for Canada and other countries. Students determine how different cultures have an impact on the operations of international business and reflect on the moral and legal responsibilities that challenge companies when they enter an international market.

Unit Overview Chart

Activity	Learning Expectation	Assessment Categories	Focus
1	IMV.01, IM1.01, IM1.02, IM1.03, IM1.04 CGE 2b, a, c, 3e, 4e, c, d, 6c, 7a, b, e, f, i, j	Knowledge/Understanding Thinking/Inquiry Communication Application	Business Opportunities
2	IMV.02, IM2.01, IM2.02, IM2.03 CGE 2a,b, c, 3b,d, e 4e, c, f, 5a, b, c, e, f, h, 7a,j	Knowledge/Understanding Thinking/Inquiry Communication Application	Operational Challenges
3	IMV.03, IM3.01, IM3.02, IM3.03, IM3.04, IM3.05, IM3.06 CGE 1d, 2a, b, c, e, 3c, e, f, h 7a, i, j	Knowledge/Understanding Thinking/Inquiry Communication Application	Considerations Import and Export

Unit 3: Conducting International Business

Time: 30 hours

Unit Description

Students develop an understanding of how cultural differences affect international business practices and success. They recognize the effects and challenges of marketing internationally as well as the ways in which technology, including information and communication technology, has affected international business. Students compare the challenges of marketing and exporting a good with those of marketing and exporting a service. Students develop a marketing plan (for the export of a product) that gives consideration to cultural sensitivity.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	IBV.01, IB1.01, IB1.02, IB1.03, IB1.04 CGE 1d, h 2a, c, 3f, 4f, 6c, 7b, f, g	Knowledge/Understanding Thinking/Inquiry Communication Application	Culture and Customs
2	IBV.02, IB2.01, IB2.02, IB2.03, IB2.04, IB2.05, IB2.06, IB2.07 CGE 1d, h 2a, b, c, e, 3e, 4e, c, f, 5a, e, f, h 7e	Knowledge/Understanding Thinking/Inquiry Communication Application	International Marketing
3	IBV.03, IB3.01, IB3.02, IB3.03, IB3.04, IB3.05, IB3.06, IB3.07 CGE 2a, c, e, 3c, d, f, 4f, 6c	Knowledge/Understanding Communication Application	Effects of Technology

Unit 4: International Careers and Skills

Time: 25 hours

Unit Description

Students summarize a wide range of career opportunities available in international business. They investigate how quality of work life and working conditions can influence an individual's decision to explore international careers. Students research forecasted trends in international labour markets. They demonstrate an understanding of the skills that are necessary for employment success internationally, including working with and having a respect for people of different religions and cultures. Specifically, students investigate how current and emerging technologies apply to international business. They analyse the effects of international business activity on jobs and the workplace in Canada. Furthermore, they identify occupations that have recently experienced increased or decreased employment due to the expansion of global business.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	CSV.01, CS1.01, CS1.02, CS1.03 CGE 1d, 2a, b, c, 3e, 4e, c, f, 5a, b, c, d, e, f, h, 6c, 7f	Knowledge/Understanding Thinking/Inquiry Communication Application	Career Opportunities
2	CSV.03, CS3.01, CS3.02, CS3.03, CS3.04, CS3.05 CGE 1d, 2a, b, c, e, 3e, 4e, c, f, g, 5a, b, c, d, e, f, g, h, 6c, 7f	Knowledge/Understanding Thinking/Inquiry Communication Application	Skills for Success
3	CSV.02, CS2.01, CS2.02, CS2.03 CGE 1d, 2a, b, c, 3e, 4e,c, f, 5a, b, c, d, e, f, g, h, 6c, 7f, g	Knowledge/Understanding Communication Thinking/Inquiry Application	Career-Related Effects of International Business

Teaching/Learning Strategies

Due to the diverse learning styles in a class, the teacher should 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, or mnemonic (trigger recall). Teacher-centred strategies have a definite place in this course as students learn how to handle a broad range of topics. Teachers may find these strategies useful as ways to model how to set up notebooks or databases, how to present complex concepts, or how 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 apply what they have learned through text referencing, jigsaws, audio/visual or computer lab work, field trips, group projects, and 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, and 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 program requires that teachers collect information about what does and does not work. Reflective practice should be formative, and summative, include an assessment of the intended and actual products, and involve the students. Some tools the teacher might consider are: personal reflection (diaries or journals), research (experimental tasks), checklists, student questionnaires, audio/video recording, the development of a course portfolio, and peer observation and feedback. The teacher should modify and update the course content and process of evaluation on an annual basis.

Assessment & Evaluation of Student Achievement

The teacher should employ a variety of assessment strategies regularly 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 special needs of students. Student input to the assessment process should be welcomed and valued. Several of the strategies listed below can be constructed for diagnostic, formative, or summative purposes.

- Brainstorming
- Word Clustering
- Graphic Organizers
- Presentations
- Interviews
- Role Play
- Products
- Quizzes
- Tests
- Models

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 the development of a culminating ‘International Business and Job Fair’ presentation.

Accommodations

The teacher should consult individual student IEPs for specific direction on accommodation for individuals. This allows teachers to effectively implement prescribed accommodations and modifications. The following are some suggested strategies that could be applied throughout the various activities.

Reading <ul style="list-style-type: none">• Read questions and instructions first• Adjust reading requirements• Use reading partners• Pre-teach concepts/vocabulary• Highlight notes• Use visuals• Use videos	Math <ul style="list-style-type: none">• Check work after each example• Relate problems to real life• Adjust complexity of examples• Use diagrams• Allow use of calculator• Use manipulatives• Adjust number of problems
Memory <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• Have students write notes• Provide lists and/or flow charts• Give visual clues• Give demonstrations• Teach mnemonics	Oral Language <ul style="list-style-type: none">• Provide non-threatening environments• Do not ask the students to respond to questions without forewarning• Work one-to-one• Provide choices• Use electronic medium• Permit small groups.

Motivation

- Provide a variety of types of assignments
- Create personalized assignments
- Set realistic goals and expectations
- Provide praise and positive feedback
- Be flexible with timelines
- Conference on a one-to-one basis
- Maintain contact with home

Attention

- Provide a variety of activities and teaching techniques
- Give blocks of information and vary the activities frequently
- Use cooperative learning strategies
- Ask students to repeat instructions
- Provide immediate feedback
- Move around room
- Use visuals
- Ensure students see an end in sight

Written Language

- Vary assignments
- Give explicit instructions
- Provide photocopied notes
- Allow point-form notes
- Use peer editing
- Teach use of spell check

Enrichment

- Independent study
- Cooperative education
- E-commerce simulations
- Business simulations
- Distributive Education Clubs of America (DECA) and Ontario Business Educators Association (OBEA) contests
- Business club/school store
- Mentorship programs

ESL/ELD

- 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
- English-speaking students can help their ESL classmates by repeating, rephrasing, and writing words down
- Use bilingual peer tutors, if available, or use classroom groups to facilitate clarification in native language
- Avoid “all ESL” groupings
- Encourage ESL students to use their own language to explain terms in their private notes if it helps them remember
- Label concrete items so that every time students sit at the workstation they are reminded of the terms
- Allow speaking in native languages for clarification and explanation
- Help students decide on the skills and competencies that need work
- 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 if they are unable to do their own research
- Provide a glossary of terms for the readings

Resources

There is an almost limitless number of general business resources available. The list is intended to assist both the student and the 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.

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.

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

Church Documents

Kosior, S., P. Petrasek, C. Smyth, B. Smyth, and L. 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

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

A site that 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 US, Canada, Mexico, Australia, Europe, Asia, Middle East and Latin America.

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

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

JobUniverse.ca – <http://jobuniverse.ca/> (an on-line 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 in acquiring 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>

A 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 specifically offers 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 and 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, research, NAFTA and documents 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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Global Websites

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

This site provides international business etiquette and business protocols, including dos 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. This site provides a variety of resources.

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

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

This site also provides feature articles and international conference announcements.

OANDA – <http://www.oanda.com/>

This site provides currency exchange rates for 164 world currencies.

Magazines

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

This site is the on-line 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 on-line newspaper with up-to-the-minute business and news from across the nation.

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. It explains the meaning of comparative advantage, economic rent, balance of payment and Canada's other trading partners.

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. This describes 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, 1999.

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

Violence Prevention

Expectations relating to violence prevention have been incorporated in the provincial curriculum where relevant. When planning their programs, teachers should 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 *Ontario Secondary Schools*, Section 7.13 Anti-discrimination Education.

Safety

Teachers should ensure that the work and learning environments are healthy and safe for all students. Safe and healthy working and learning environments are conducive to efficiency in working and learning. A safe and healthy environment is required 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 should encourage students to relate their own personal experience in the workplace to the course content in order to better understand and apply course expectations.

Using the Business Community as a Resource

Teachers identify and gain the participation of local businesses wherever possible through the use of guest speakers, develop an in-class display of community businesses, and 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, Workplace Preparation, BBB4E

Canada in the Global Marketplace

Overall Expectations

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

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

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

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

Specific Expectations

The Importance of International Business

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

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

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

Reasons for Involvement in International Business

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

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

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

Changes in Canada's International Business Activity

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

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

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

The Effects of International Business on Canada

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

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

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

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

International Markets

Overall Expectations

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

Specific Expectations

Business Opportunities

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

Operational Challenges

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

Import and Export Considerations

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

Conducting International Business

Overall Expectations

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

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

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

Specific Expectations

Culture and Customs

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

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

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

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

International Marketing

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

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

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

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

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

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

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

Effects of Technology

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

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

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

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

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

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

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

International Careers and Skills

Overall Expectations

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

Specific Expectations

Career Opportunities

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

Career-Related Effects of International Business

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

Skills for Success

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

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 4: International Careers and Skills

Time: 25 hours

Unit Description

Students summarize a wide range of career opportunities available in international business. They investigate how the quality of work life and working conditions can influence an individual's decision to explore international careers. Students research forecasted trends in international labour markets. They demonstrate an understanding of the skills that are necessary for employment success internationally including working with and having a respect for people of different religions and cultures. Specifically, students investigate how current and emerging technologies apply to international business. They analyse the effect of international business activity on jobs and the workplace in Canada. Furthermore, they identify occupations that have recently experienced increased or decreased employment due to the expansion of global business.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Tasks
4.1 Career Opportunities 7 + 2 hours*	CSV.01, CS1.01, CS1.02, CS1.03 CGE 1d, 2a, b, c, 3e, 4c, e, f, 5a, b, c, d, e, f, h, 6c, 7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Careers – Let's Go International Introduction To Culminating Activity – 'International Job Fair' Appendix – 4.1.1a,b Class Activity – What Would It Be Like To Work Internationally? Appendix 4.1.2 Making Tough Career Decisions Based On Employment Essentials Inventory. Appendix 4.1.3 International Work Opportunities – Employment and Company Profile – Interview. Appendix 4.1.4 Part I: Culminating Activity Appendix 4.1.1b
4.2 Skills for Success 7 + 1 hours*	CSV.03, CS3.01, CS3.02, CS3.03, CS3.04, CS3.05 CGE 1d, 2a, b, c, e, 3e, 4c, e, f, g, 5a, b, c, d, e, f, g, h, 6c, 7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Inventory Sheet Appendix 4.2.1 Scrapbook of international job postings. Appendix 4.2.3 Currency conversion. Appendix 4.2.4 Part II: Culminating Activity. Appendix 4.1.1b
4.3 Career-Related Effects of International Business 7 + 1 hour*	CSV.02, CS2.01, CS2.02, CS2.03 CGE 1d, 2a, b, c, 3e, 4e, f, 5a, b, c, d, e, f, g, h, 6c, 7f, g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Identify sectors which are experiencing growth/contraction. Appendix 4.3.1 Determine career interests. Appendix 4.3.3 Impact of international business on their community. Part III: Culminating Activity Appendix 4.1.1b

* Time allocated to the 'International Job Fair' culminating activity that students work on at the end of each unit.

Activity 4.1: Careers – Let’s Go International!

Time: 7 + 1* hours

(* Allocated at the end of unit for ‘International Job Fair’ culminating activity)

Description

Students identify the factors that influence an individual’s decision to explore work opportunities in another country including job benefits, work conditions, and the political environment. Characteristics of international employment are summarized and presented in Part I of the ‘International Job Fair’ culminating activity. Students reflect upon the social responsibility, human rights, and the common good when researching international career opportunities.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

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;

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;

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, fulfilment, 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;

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;

CGE7f - respects and affirms the diversity and interdependence of the world’s peoples and cultures;

Strand(s): International Careers and Skills

Overall Expectations

CSV.01 - summarize a wide range of career opportunities available in international business.

Specific Expectations

CS1.01 - describe the factors that influence an individual’s decision to explore work opportunities in another country (e.g., quality of life, work opportunities, working conditions, work habits, political and economic stability, salaries and benefits);

CS1.02 - analyse the jobs in a multinational company that specifically involve international activity;

CS1.03 - summarize work opportunities in international businesses and the characteristics of employment in other nations.

Planning Notes

- Make copies of Appendix 4.1.1b – International Job Fair Culminating Activity Summary Sheet, Appendix 4.1.2 – What Would It Be Like To Work Internationally? Appendix 4.1.3 – Employment Essentials, and Appendix 4.1.4 – International Work Opportunities - Employment and Company Profile
- Chart paper, overheads, and paper supplies for construction of class and culminating activity.
- Students may wish to purchase or create a three-panel display board.
- If students 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.

Teaching/Learning Strategies

1. Students apply their knowledge of international companies and markets and investigate the wide range of career opportunities available in international businesses. Students examine factors that might influence an individual’s decision to work internationally.
2. The teacher hands out the culminating activity summary sheet at the beginning of this unit – Appendix 4.1.1b. This sheet allows students to fully understand how the unit material builds towards the ‘International Job Fair’ presentation at the end of this unit. Appendix 4.1.1b, Part I of the culminating activity, is identified and completed at the conclusion of this unit.
3. To provide an orientation to students when exploring international careers, students should be placed in groups of four or five. In their groups, students discuss what it would be like to work for a company internationally. They write down five characteristics in an international job that they feel would be different from a job in their own country. At this stage, no student research is necessary. The teacher may wish to model an example using a typical work week in Canada. The teacher hands out Appendix 4.1.2. Students share some of their findings and the teacher records these on an overhead or on chart paper. The teacher leads a class discussion about the different findings and records on chart paper or an overhead any additional information that is relevant to the students’ research. Students now record under the ‘Class’ section on Appendix 4.1.2. Students should use this information for their Job Fair when constructing Panel #1 of their display board.
4. Students are now familiar with some of the differences of international careers, but need to research international countries to better understand political and economic systems, work conditions and work habits. To do this, students explore job characteristics they perceive to be essential for employment with a Canadian company and an international company. Students use the Internet or library/resource centre to gather information and record their findings on a handout of Appendix 4.1.3 – Employment Essentials. At the end of this activity, students can describe the factors that influence an individual’s decision to explore work opportunities in another country.
5. Students should now identify and summarize their findings and begin work on their first panel of the culminating activity.

Part I – Career Opportunities – (International Job Fair – Culminating Activity)

Time: 2 hours

1. Students receive a copy of the ‘International Job Fair,’ Appendix 4.1.1b, at the beginning of this unit. This sheet summarizes the three parts and panels students will be working on and presenting at the end of Unit 4. Additional details of the job fair set-up are outlined in Part II of the culminating activity.
2. The teacher discusses the ‘International Job Fair’ in detail. The teacher explains how the project is broken down into three parts, and at the end of each unit students have an opportunity to apply what they have learned and incorporate their findings and research in their ‘International Job Fair’ final presentation. The teacher should explain that the project will be physically presented on three panels. A tentative presentation date and who will be attending should also be discussed.

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3. Students interview someone in the community who works for an international company using Appendix 4.1.4. Prior to assigning this exercise, the teacher should provide a list of local international companies where geographical conditions permit, Websites of international corporations, or sample profiles of companies that provide enough relevant information for students to make informed decisions in regards to working in an international business.
 4. Students conduct the interview/research that is obtained in the above exercise.
 5. When students have completed the interview or research on the international company, they are to compare their findings with other class members. In a think-pair-share format, students use Appendix 4.1.4 to collect additional information from class members that can be added to their first panel.
 6. Students have time to physically set up the first panel of their ‘International Job Fair’ using some of the material gathered throughout the unit.
 7. Students may wish to use headings for their first panel that relate to the activities listed above, for example, “What Would It Be Like To Work Internationally?” “Employment Essentials, What I Discovered About Working Internationally (interview).” Students should summarize the findings from these activities and comment when constructing their first panel of their ‘International Job Fair.’
 8. Students should include additional information where appropriate, to their board relating to international career opportunities.

Assessment & Evaluation of Student Achievement

Diagnostic

- Informal Observation
- Verbal Feedback

Formative

- Appendix 4.1.2 – What Would It Be Like To Work Internationally? (Knowledge/Understanding, Application)
- Appendix 4.1.3 – Employment Essentials (Knowledge/Understanding, Thinking/Inquiry, Application)
- Completion of Part I - Panel 1 - Culminating Assignment (Thinking/Inquiry, Application)
- Appendix 4.1.1b – Culminating Activity Summary Sheet (all four categories of assessment can be evaluated through the completion of the Culminating Activity)
- Appendix 4.1.4 – International Work Opportunities - Employment and Company Profile (Communication)

Accommodations

- Teachers should be familiar with exceptional students’ Individual Education Plans (IEPs) and take into consideration specific accommodations and suggestions that address individual students’ learning needs.
- Extensive suggestions can be found in the Ontario Curriculum Unit Planner K-12.

Resources

Computer Lab

Internet Browser

Local Chamber of Commerce and Community Business Associations (to conduct International Business Interviews)

Career Resources/Websites

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

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

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

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

Appendices

Appendix 4.1.1a – Culminating Activity Summary Sheet - Teacher

Appendix 4.1.1b – Culminating Activity Summary Sheet - Student

Appendix 4.1.2 – What Would It Be Like To Work Internationally?

Appendix 4.1.3 – Employment Essentials

Appendix 4.1.4 – International Work Opportunities – Employment & Company Profile

Activity 4.2: Skills For Success

Time: 7 + 1* hours

(*Allocated at the end of unit for ‘International Job Fair’ culminating activity)

Description

Students develop an understanding of the skills required for a career in international business. Specifically, students realize the ways in which customer service is affected by various cultures, respecting the diversity and interdependence of the world’s peoples and cultures. Students investigate current and emerging technologies and understand how they are utilized in international business. They realize the importance of having information technology skills when exploring opportunities. Through the use of a currency conversion activity and a current and emerging technologies inventory, students develop a better understanding of practical skills that enhance a person’s ability to work internationally. The various skills for success are summarized and presented in the ‘International Job Fair’ culminating activity.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

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;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, and technology and information systems to enhance the quality of life;

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;

CGE4g - examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities;

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;
CGE6c - values and honours the important role of the family in society;
CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): International Careers and Skills

Overall Expectations

CSV.03 - summarize the Key skills necessary for success in a career in international business.

Specific Expectations

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

Planning Notes

- Provide chart paper, markers, glue, scissors, magazines, newspapers, construction paper
- Make copies of Inventory Sheet Appendix 4.2.1
- Prepare International Job Fair checklist Appendix 4.2.2, Scrapbook Instructions Appendix 4.2.3, and Currency Converter Appendix 4.2.4
- Computer lab booked

Teaching/Learning Strategies

1. In a class discussion, students share knowledge of their cultural/ethnic backgrounds in relation to cultural differences, including acceptable and unacceptable gestures. Knowledge of cultural/ethnic backgrounds is presented honestly and with sensitivity to others.
2. Students use international business resources on the Internet to investigate additional cultural differences and gestures.
3. In groups of four or five, students discuss what makes effective customer service locally.
4. The same groups brainstorm and list on chart paper how customer service changes internationally, taking into account the large group discussion about cultural differences. The teacher stresses the importance of respecting the diversity of the world's peoples and cultures.
5. The teacher leads a discussion of how information technology tools have influenced international business. For example, the fax machine and e-mail have reduced the communication timeframe for a message from weeks to minutes.
6. In small groups, students generate a list of tools and technologies and how they have affected international business.
7. Each group presents its findings to the class and records unique entries on chart paper.

8. In pairs, using magazines, newspapers and the Internet, students use the inventory sheet and investigate whether the listed technologies are current or emerging and comment on how they are used and how they affect international business. Students will add a technology of their choice and complete the chart. Distribute inventory sheet Appendix 4.2.1
9. Using newspapers, on-line, and career resources, students individually investigate international job postings. Job postings do not have to be specific to IT and technology.
10. In an individual activity, students cut out, print or copy at least five international job advertisements and build a scrapbook collection. At least one ad must contain a salary range or estimate. Students document the skills and expectations requested of the applicants with emphasis on culture, language, technology, and IT for each ad. For each of the listed skills, students explain why the skill is required and how the skill would enhance an applicant's chance of receiving an international position. Distribute Appendix 4.2.3, student instruction sheet.
11. The teacher demonstrates how to perform currency conversion and provides resources (<http://www.oanda.com>, bank information, newspapers) to get up-to-date currency rates.
12. Students individually compare salary (in one ad) from their scrapbook to local salaries for similar positions in Canadian and foreign currencies. Appendix 4.2.4
13. Students prepare for the International Job Fair. A checklist is utilized to ensure preparation details have been addressed. Appendix 4.2.2

Part II – Skills for Success – ('International Job Fair' - Culminating Activity)

Time: 1 hour

1. Students individually complete panel two of the three-panel bulletin board to be displayed at the 'International Job Fair' (This panel of the bulletin board will be divided into three sections).
2. Students demonstrate an understanding of the career skills needed in order to work internationally by acting as individual Human Resource representatives from internationally based businesses.
3. A section of the bulletin board panel will display at least three advertised positions that were researched in the scrapbook activity.
4. Another section of the panel will list the necessary skills required by the international businesses advertised, such as IT, technology, language, and cultural skills.
5. A third section will list various world currencies and show the conversion in Canadian dollars (Appendix 4.2.4).
6. At the 'International Job Fair,' students, acting as Human Resource representatives, individually communicate the skills required to work in the companies they represent.

Assessment & Evaluation of Student Achievement

Diagnostic

- Verbal feedback

Formative

- Appendix 4.2.1 – Inventory sheet investigating current and emerging technologies (Thinking/Inquiry, Application)
- Appendix 4.2.3 – Scrapbook activity (Thinking/Inquiry, Application, Communication)
- Appendix 4.2.4 – Job salary - currency conversion activity (Application)

Summative

- Completion of Part II –Panel 2 – Culminating Assessment (Thinking/Inquiry, Application, Communication)
- Appendix 4.1.1b – Culminating Activity Summary Sheet (all four categories of assessment can be evaluated through the completion of the Culminating Activity)

Resources

Computer lab

See detailed list of Career Resources – Websites in Overview

Newspapers/Magazines

Three-panel display board

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

Dice.com – <http://Dice.com/>

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

Oanda – <http://www.oanda.com/>

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

Appendices

Appendix 4.2.1 – Inventory sheet investigating current and emerging technologies

Appendix 4.2.2 – International Job Fair Preparation Checklist

Appendix 4.2.3 – Student instructions for scrapbook activity

Appendix 4.2.4 – Currency Converter

Appendix 4.1.1b – International Job Fair Culminating Activity - Summary Sheet – Student

Activity 4.3: Career-Related Effects of International Business

Time: 7 + 1 hours*

(*Allocated at the end of unit for ‘International Job Fair’ culminating activity)

Description

Students identify occupations that have experienced increased or decreased employment in recent years due to the expansion of international business. They describe how international business may affect their job opportunities and future employment and ways in which opportunities for employment in their community may be influenced by international business. Students present information and ideas clearly and honestly and with sensitivity to others.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

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

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

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;

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;
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.

Strand(s): International Careers and Skills

Overall Expectations

CSV.02 - analyse the effect of international business activity on jobs and the workplace in Canada

Specific Expectations

CS2.01 - identify occupations that have experienced both increased and decreased employment in recent years due to the expansion of global business;

CS2.02 - describe how international business may affect their job opportunities and future employment;

CS2.03 - describe ways in which opportunities for employment in their community may be influenced by international business.

Planning Notes

- The teacher provides access to the Internet and other suitable reference material.
- The teacher should provide a collection of local newspapers with stories on international businesses operating in their community, or of local businesses which currently participate in international business.
- The teacher ensures that throughout the final activity students work together to organize and promote the 'International Job Fair' and complete a Checklist (Appendix 4.2.2) of tasks in preparation of the 'International Job Fair.'
- The teacher should allow one class for the display of the 'International Job Fair.'

Teaching/Learning Strategies

1. Distribute International Careers and Skills Appendix 4.3.1.
2. The teacher ensures access to the Internet, printed copies of Statistics Canada, or other sources.
3. Students identify goods/services sectors which are experiencing growth or contractions due to the expansion of global business.
4. The teacher copies and makes available Changes in Trade that Affect International Employment Opportunities Appendix 4.3.2.
5. The teacher ensures access to an on-line skills inventory checklist for students to be able to determine their particular career aptitudes. Teachers should check with their school's guidance department, if on-line resources are insufficient, for other available resources. Human Resource Development (Canada) is also a source of skills inventories.
6. The teacher copies and makes available the table, What Skills Do You Need For Success In International Business? Appendix 4.3.3.
7. Students should now identify and summarize their findings in a written report on the impact of international business in the local community and begin work on their final panel - Part 3 - of the culminating activity.

Part III – Career-Related Effects of International Business (Culminating Activity)

1. Students should reflect on how the goods/services sectors have experienced growth or contractions as a result of the expansion of global business. This information should be summarized and added to the third panel with an appropriate heading.
2. After completing their career inventory summary, students should now select specific skills they feel are important when considering work for international companies. These skills should be outlined on the third panel of their display board.
3. At the end of this activity students are now ready to display their completed 'International Job Fair' culminating activity to invited guests.

Assessment & Evaluation of Student Achievement

Diagnostic

- Informal Observation
- Verbal Feedback

Formative

- Written report on the impact of international business on the local community
- Appendix 4.3.1 – Activity - International Careers and Skills (Knowledge/Understanding, Communication, Thinking/Inquiry)
- Appendix 4.3.2 – Changes in Trade (Knowledge/Understanding, Thinking/Inquiry)
- Display panels from group

Summative

- Completion of Part 3 - Panel 3 – Culminating Assignment including individual reports (Thinking/Inquiry, Application)
- A written test on the material covered in this unit (Knowledge/Understanding, Application, Thinking/Inquiry, Communication)
- A written report on the skills needed for success in international business

Accommodations

- For enrichment, students could mentor peers requiring extra assistance.
- A further enrichment activity for students would be to explore the careers of people who have succeeded in those international careers for which they have identified the greatest personal aptitude.

Resources

Computer Lab

Internet Browser

Career Resources (see detailed Websites)

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

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

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

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

Dice.com – <http://Dice.com/>

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

Community/local newspapers/magazines

National newspapers/magazines

Appendices

Appendix 4.3.1 – Activity - International Careers and Skills

Appendix 4.3.2 – Changes in Trade that Affect International Employment Opportunities

Appendix 4.3.3 – What Skills do YOU need for Success in International Business?

Appendix 4.3.4 – Written Report to Accompany Display Board (Rubric)

Appendix 4.1.1a

International Job Fair Culminating Activity - Summary Sheet – Teacher

Part I – Career Opportunities – (International Job Fair – Culminating Activity)

Time: 2 hours

1. The ‘International Job Fair’ summary sheet, Appendix 4.1.1b, is given to students at the beginning of this unit. This sheet summarizes the three parts and panels students will be working on and presenting at the end of this unit (Unit 4). Additional details of the job fair set-up are outlined in Part II of the culminating activity.
2. The teacher discusses the ‘International Job Fair’ in detail. The teacher explains how the project is broken down into three parts. At the end of each unit, students will have an opportunity to apply what they have learned and incorporate their findings and research in their ‘International Job Fair’ final presentation. The teacher should discuss how the project would be physically presented (on three panels), a tentative presentation date, and who will be attending.
3. Students interview someone in the community who works for an international company using Appendix 4.1.4. Prior to assigning this exercise, the teacher should provide a list of local international companies where geographical conditions permit, Websites of international corporations, or sample profiles of companies that provide enough relevant information for students to make informed decisions in regards to working in an international business.
4. Students conduct the interview/research generated in the above exercise.
5. When students have completed the interview or research on the international company, they compare their findings with other class members. In a think-pair-share format, students use Appendix 4.1.4 to collect additional information from class members that can be added to their first panel.
6. Students have time to set up the first panel of their job fair display board using some of the material gathered throughout the unit.
7. Students may wish to use headings for their first panel that relate to the activities listed above, for example, “What Would It Be Like To Work Internationally?” “Employment Essentials, What I Discovered About Working Internationally (interview).”
8. Students are encouraged to add additional information to their board that relates to international career opportunities.

Part II – Skills for Success – (‘International Job Fair’ - Culminating Activity)

Time: 1 hour

1. Students individually complete panel two of the three-panel bulletin board to be displayed at the ‘International Job Fair’ (This panel of the bulletin board will be divided into three sections).
2. Students demonstrate an understanding of the career skills needed in order to work internationally by acting as individual Human Resource representatives from internationally based businesses.
3. Section one of the bulletin board panel will display at least three advertised positions that were researched in the scrapbook activity.
4. A second section of the panel lists the necessary skills required by the international businesses advertised, such as IT, technology, language, and cultural skills.
5. A third section lists various world currencies and show the conversion in Canadian dollars (Appendix 4.2.3).
6. At the ‘International Job Fair,’ students, acting as Human Resource representatives, individually communicate the skills required to work in the companies they represent

Appendix 4.1.1a (Continued)

Part III – Career-Related Effects of International Business (Culminating Activity)

1. Students should reflect on how the goods/services sectors have experienced growth/contractions as a result of the expansion of global business. This information should be summarized and added to the third panel with an appropriate heading.
2. After completing their career inventory summary, students should now select specific skills they feel are important when considering work for international companies. These skills should be outlined on the third panel of their display board.
3. At the end of this activity students are ready to display their completed ‘International Job Fair’ culminating activity to invited guests.

Appendix 4.1.1b

International Job Fair Culminating Activity - Summary Sheet – Student

This sheet is divided into three sections: Part I, II, and III. At the end of each part, you are to add the information that you have learned to your International Job Fair project. You may also add any other information that you feel is important that you have discovered through your research.

Part I – Career Opportunities – (‘International Job Fair’ – Culminating Activity)

Time: 2 hours

The Big Picture!

Summarize and comment on your findings from the handout, *What Would It Be Like To Work Internationally?* How would some of the Job Characteristics in Canada vs. Working Internationally affect your decision to work in another country? Place this information on Panel #1 of your display.

The Nitty Gritty!

Use some of the information from the handout, *Employment Conditions*, to compare some of the facts and figures that you discovered when researching Canada and two other different countries. What job characteristics do you think might have an impact on you when you are considering a job internationally? Present your findings on Panel #1 of your display. Include your own thoughts and concerns that you discovered from your research.

The Personal Touch!

Complete the handout, *International Work Opportunities – Employment & Company Profile*. Summarize your findings and give some personal comments about the interview, what you discovered about working internationally, and any other information you feel is important. Include this information on Panel #1 of your ‘International Job Fair’ display board.

Appendix 4.1.1b (Continued)

Part II – Skills for Success – (‘International Job Fair’ - Culminating Activity)

Time: 1 hour

At the International Job Fair, you will be acting as a human resources representative from an internationally based businesses. Your job is to communicate the necessary skills needed to work internationally. In order to communicate these skills, you will complete Panel #2 of your International Job Fair display board. This panel will contain three sections:

Advertised International Jobs

Display at least three advertised positions that were researched in the scrapbook activity that your teacher will explain to you.

Skills for Success

List the skills required by the International businesses you are representing, including IT, technology, language, and cultural skills. Use some of the information from the Current and Emerging Technologies checklist.

Currency Conversion

List a minimum of three international currencies and show the equivalent in Canadian dollars. Use the currency converter handout to assist you.

Part III – Career-Related Effects of International Business (Culminating Activity)

Time: 2 hours

On the third panel of your three-panel display, you will need to show:

What Sells? What Doesn’t?

The goods/services sectors which are experiencing growth/contractions as a result of the expansion of international business. Use information summarized in ‘Changes in Trade that Affect International Employment Opportunities’ and add an appropriate heading.

What I’m Great At!

After completing an appropriate skills inventory checklist provided by the teacher, select specific skills you feel are important when considering work for international companies. Skills inventories can be found on-line, through Human Resources Development Canada or with the assistance of the guidance department. Use the information from the hand out, What Skills Do YOU Need for Success in International Business?, as part of the display.

It’s a Wrap!

At the end of this activity, you will be ready to display your completed ‘International Job Fair’ culminating activity to invited guests. See the International Job Fair Presentation Checklist for required duties and expectations such as inviting school and board administrators, members of the business community, and media.

Appendix 4.1.2

What Would It Be Like To Work Internationally?

With the other members of your group, discuss what it would be like to work for a company internationally. Each group is to select a country and write down five ways in which the members feel an international job would be different from a job that they might have in their own country. Once you have completed this sheet, you may wish to refer to it for your Job Fair Presentation.

Group Members: _____

In Groups: Collect in your groups

	Job Characteristic in Canada	Job Characteristic in Another Country
1.	<i>Work 5 Days/Week</i>	<i>Work 6-7 Days/Week</i>
2.		
3.		
4.		
5.		



Class: From Overhead/Chart Paper (Class and Teacher)

	Job Characteristic in Canada	Job Characteristic in Another Country
6.		
7.		
8.		
9.		
10.		

* How can you use the above information for the International Job Fair – Panel #1?

Appendix 4.1.3

Employment Essentials

In pairs, begin researching work conditions in Canada by filling in the different Job Characteristics below. When you are finished, investigate two other countries and how they may differ. Include job related information you think is relevant when considering work for an international company in a particular country. It is suggested that you use the Internet or your local library to obtain information about international careers when completing the chart below. Your findings are to be used in Part I of your 'International Job Fair' project.

	Job Characteristics and Considerations	Country: Canada	Country: _____	Country: _____
1.	Hours			
2.	Salaries			
3.	Job Related Industry			
4.	Working Conditions			
5.	Work Habits			
6.	Benefits			
7.	Quality of Life			
8.	Political Stability			
9.	Economic Stability			
10.	Other:			

Appendix 4.1.4

International Work Opportunities – Employment and Company Profile

Name: _____

As part of your research project for the ‘International Job Fair,’ you are to interview someone or research a company that employs people internationally. You are to complete the following sheet and include it on the first panel of your ‘International Job Fair’ presentation.

Interview/Company Profile Information	Response
1. Name of international company/contact	
2. Type of business	
3. Number of employees employed internationally	
4. Number of countries in which the business is located	
5. Identify at least one political challenge for a company operating in an international market.	
6. Identify: i. At least one specific job in the company that relates to international business.	
ii. Education required	
iii. Basic skills required	
7. Identify the economic stability of the country in which the company is located	
8. Cultural factors to be considered by company/individual when operating in the country	
9. Advantages of working for an international company	
10. Disadvantages of working for an international company	
Comments/Findings *	

* Now Add This Information to Panel #1

Appendix 4.2.1

Inventory Sheet for Current and Emerging Technologies

Name: _____

Complete the inventory sheet below.

- a) Indicate with a checkmark if the technology is a current or emerging technology.
- b) State how the technology has affected international business.
- c) At the bottom of the checklist, add a technology of your choice and repeat a) and b)

Name of Technology	Current	Emerging	How has technology affected International Business?
1. Fax Machine	✓		Has reduced the communication time frame from weeks to minutes for transferring documents.
2. Hand-held Organizer and Communication Device			
3. E-mail			
4. Voice Recognition Software			
5. Video Conferencing			
6.			

Appendix 4.2.2

International Job Fair Preparation Checklist

In order to ensure a successful ‘International Job Fair,’ make sure that the following checklist is utilized in setting up for this event.

Advertisements

Make sure to indicate location, date, and time.

- Banners
- Posters
- Signs
- School Newsletter
- School Website
- Invitations (who to invite?)

Physical Layout for Job Fair

- Set-up
- Location, classroom, cafeteria, etc.
- Refreshments, juice, coffee, tea, etc.
- Resources, laptop, overheads, etc.

Appendix 4.2.3

International Job Advertisements Scrapbook Activity

Instructions

Using newspapers, on-line, and career resources, build a scrapbook collection of international job postings by following the criteria outlined below:

- | |
|--|
| 1. Cut out or print at least five international job advertisements. At least one advertisement must contain a salary range or estimate. |
| 2. Summarize the skills and expectations requested by the employers, placing an emphasis on cultural, language, technology, and IT skills. |
| 3. For each of the listed skills, explain why the skill would enhance an applicant’s chance of receiving an international position. |

Appendix 4.2.4

Currency Converter

Name: _____

Fill in the chart below by converting one salary from a job advertisement in your scrapbook. Convert the salary from the local currency into Canadian currency, and then convert from Canadian currency to the local salary. Refer to the Website: <http://www.oanda.com> to obtain current currency exchange rates.

Country	From Currency	To Currency	Currency Rate	Salary	Canadian Equivalent
United States	US\$	CDN\$	1.55	25 000 US\$	$\$25,000 \times 1.55 = \$38,750$
United States	CDN\$	US\$	$1/1.55 = .645$	38 750 CDN\$	$\$38750 \times .645 = \24994

Appendix 4.3.1

International Careers and Skills

At the end of this activity students complete the third panel of their three-panel display for the 'International Job Fair,' the culminating activity for this unit.

Students use the Internet to access Statistics Canada, or other sources, to identify five goods/services sectors which are experiencing growth, and five that are contracting due to the expansion of global business. Students complete the chart included in Appendix 4.3.2.

Using an on-line skills inventory checklist determine career interests. For example, access Human Resource Development Canada: <http://www.11.hrde-drhc.gc.ca/doc/jf/index.shtml>, or ask your guidance department for other resources.

Once the inventory is complete, students complete the chart in Appendix 4.3.3 to determine what jobs they are most suited for.

Using the Internet/magazines/newspapers/community newspapers etc., students find five articles that relate to the impact of international business on their community. Students present their findings in a written report format and answer the question: How will this influence employment in my community?

Appendix 4.3.2

Changes in Trade That Affect International Employment Opportunities

Complete the following activity to identify occupations that have experienced increased or decreased employment in recent years due to the expansion of international business.

Goods/Services sectors which have increased/decreased:	Reason(s) for increase/decrease:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Appendix 4.3.3

What Skills Do You Need For Success In International Business?

After completing the appropriate skills inventory assessment checklist, students are to complete the following information in the appropriate column.

List Five Jobs That You Have The Greatest Aptitude For	Skills Required For Each Job	List The Skills You Possess That Are Most Suited For The Job Identified In The Previous Column

Appendix 4.3.4: Written Report to Accompany Display Board (Rubric)

Criteria	Level 1 (50%-59%)	Level 2 (60%-69%)	Level 3 (70%-79%)	Level 4 (80%-100%)
Knowledge/ Understanding Identifies occupations that have experienced both increased and decreased employment in recent years due to the expansion of global business CSV.01 CSV.02 CS2.01	- identifies occupations that have experienced both increased and decreased employment in recent years due to the expansion of global business with limited effectiveness	- identifies occupations that have experienced both increased and decreased employment in recent years due to the expansion of global business with some effectiveness	- identifies occupations that have experienced both increased and decreased employment in recent years due to the expansion of global business with considerable effectiveness	- identifies occupations that have experienced both increased and decreased employment in recent years due to the expansion of global business with high degree of effectiveness
Thinking/Inquiry Analyses the jobs in a multinational company that specifically involve international activity CSI.02	- analyses the jobs in a multinational company that specifically involve international activity with a limited degree of effectiveness	- analyses the jobs in a multinational company that specifically involve international activity with some degree of effectiveness	- analyses the jobs in a multinational company that specifically involve international activity with a considerable degree of effectiveness	- analyses the jobs in a multinational company that specifically involve international activity with a high degree of effectiveness
Communication Describes factors that influence an individual's decision to explore work opportunities in another country CS3.03 CS3.04	- describes the factors that influence an individual's decision to explore work opportunities in another country with limited clarity	- describes the factors that influence an individual's decision to explore work opportunities in another country with some clarity	- describes the factors that influence an individual's decision to explore work opportunities in another country with considerable clarity	- describes the factors that influence an individual's decision to explore work opportunities in another country with a high degree of clarity
Application Demonstrates the ability to convert currencies CS3.05	- demonstrates the ability to convert currencies with limited proficiency	- demonstrates the ability to convert currencies with some proficiency	- demonstrates the ability to convert currencies with considerable proficiency	- demonstrates the ability to convert currencies with thorough proficiency

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