

The Cultures of International Business

Media Type: Microsoft® PowerPoint® presentation

Duration: 83 slides

Goal: To analyze various business cultures around the world and understand the elements required for international travel

Description: With advancements in technology, it is now beneficial for businesses to operate in an international market. In this presentation, we explore how businesses are operated in different regions around the world. Various cultures are analyzed along with how each impacts business. Aspects of international travel are also examined.

Objectives:

1. To identify the types of differences which may exist among cultures.
2. To analyze the various cultures of Latin America.
3. To examine the various cultures of Europe.
4. To investigate the various cultures of Africa.
5. To analyze the various cultures of the Middle East.
6. To examine the various cultures of Asia.
7. To recognize the elements required for safe international travel.



College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards	
Comprehension & Collaboration	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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College & Career Readiness Anchor Standards for Writing

Writing Standards

Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
	9-12.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Business Management & Administration Career Cluster (BM)

Cluster	Standard
General Management Career Pathway (BM-MGT)	Employ and manage techniques, strategies and systems to enhance business relationships.
	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

Hospitality & Tourism Career Cluster (HT)

Cluster	Standard
Travel & Tourism Career Pathway (HT-TT)	Analyze cultural diversity factors to enhance travel planning.
	Customize travel with diverse transportation, lodging, cruise and food options.

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Hand out the *Vocabulary Handout* for students to use as references while viewing the presentation. Show the *Cultural Differences* segment of the presentation. Follow the segment with its *Assessment*. Have students complete the *United States Business Culture Activity*. Assign the *Pick a Culture Essay Project* to be completed class 4.



Slides
1-11

Class 2: Discuss what students learned about U.S. business culture. Ask them how they think it might differ from the business cultures of other countries. Show the *Latin America* and *Europe* segments. Follow each segment with its corresponding *Assessment*. Have students complete the first half of the *Cultures of International Business Table Activity*.



Slides
12-31

Class 3: Discuss what surprised students about the cultures of Latin America and Europe. Show the *Africa* and *Middle East* segments. Follow each segment with its corresponding *Assessment*. Have students complete the Africa and Middle East rows of the *Cultures of International Business Table Activity*.



Slides
32-53

Class 4: Discuss what surprised students about the cultures of Africa and the Middle East. Show the *Asia* segment. Follow the segment with its *Assessment*.



Slides
54-66

Class 5: Have students complete the Asia row of the *Cultures of International Business Table Activity* and get in groups to compare and contrast all six cultures. Have students choose between the

Culture Presentation Project and the *Business Culture Skit Project* to be turned in on class 7. Students should turn in the *Pick a Culture Essay Project*.

Class 6: Begin class by asking students who has been to a foreign country, and what preparation was required for their trips. Show the *International Travel* segment. Follow the segment with its *Assessment*. Have students complete the *Preparing for International Travel Activity*.



Slides
67-83

Class 7: Administer the *Final Assessment*. Have students present their *Culture Presentation Projects* and *Culture Skit Projects*.

Lesson Links

World Business Culture

- <http://www.worldbusinessculture.com>

Global Edge

- <http://www.globaledge.msu.edu>

U.S. Department of State

- <http://www.state.gov>

Career & Technical Student Organizations

DECA

- International Business Plan—IBP

FBLA

- Global Business

Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50554 Lisa Teeter, Office Manager-International Sales Department, NASCO
- iCEV50545 Raymond Price III, International Vice President, Painters Union
- iCEV50149 Nikki Duncan, International Program Manager, Global Cold Chain Alliance

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Lab Activities

United States Business Culture

Directions:

Students will research United States culture concerning communication, etiquette, religion and business practices. Ask them to create a short guidebook for a foreign exchange student with advice about how to handle situations in the U.S. involving each of the four topics. All sources should be appropriately cited according to your instruction.

Cultures of International Business Table

Directions:

Students will fill out the table comparing the business cultures in various regions around the world. Each box should contain at least two factual details. Students will then get into groups and discuss the similarities and differences among all six cultural groups.

Preparing for International Travel

Directions:

Students will pick a foreign country they would like to visit. Have them fill out the checklist describing what travel documents they will need, disease and health-related issues, law and crime issues, and attractions they would like to see. They should be thorough and specific. All sources should be appropriately cited according to your instruction on the back of the page.

Projects

Pick a Culture Essay

Directions:

Students will choose one country and will research the business culture specific to this country. They will then write a one-page essay discussing their findings. Topics covered should include communication style, dinner and dress etiquette, religion, and business practices. They should use only reputable sources and include a citation page specific to your instruction.

Culture Presentation

Directions:

Students will consider the country they chose for the *Pick a Culture Essay*. Working individually or in pairs, they will compile the information found and create a brochure, Microsoft® PowerPoint® presentation or video to act as a guide for American business people traveling to the country. Topics should include the four elements of business culture discussed. The medium chosen should be informational and graphically appealing. Grading should consider content, design and presentation. All sources should be appropriately cited according to your instruction. Projects will be presented to the class in two-minute presentations.

Business Culture Skit

Directions:

Students will work in groups of three or four. Each group will consider one region. They will develop a skit to perform for the class demonstrating proper business behavior in the region. The group will be required to write a script including spoken lines and actions to be performed. They will perform for the class without revealing the region being described and their classmates will guess the region. The scripts will be turned in after the performances.