

Transportation Affects Business in Your State or Country

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Course/Subject Area: International Business and Global Logistics

Grade Level: 9 – 12

Time Required to Complete the Lesson/Project: 75 minutes

Lesson Purpose/Rationale/Essential Question/Central Focus:

What kinds of transportation are used for the shipment of product in your state or country? Which products are top exports for your state or country?

Prior Knowledge Required:

Students must understand transportation and goods are transported in some manner. In the handout attached, examples for helping students recognize transportation methods is provided.

Objectives/Learning Outcomes:

Upon completion of today's lesson, the student will be able to:

1. recognize 5 modes of transportation used in business with at least 80% accuracy.
 2. identify at least one effective mode of transportation for a company to use in moving products and justify this choice.
 3. investigate a business in his or her area (state or country) and report how this business moves products and to where.
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NBEA Standards:

- I. Foundations of International Business
Achievement Standard: Explain the role of international business; analyze how it impacts business at all levels, including the local, state, national, and international levels.
- II. The Global Business Environment
Achievement Standard: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment.

Materials and Resources Required:

Teacher: Modes of Transportation Teacher Info for Lesson Plan, Top Ten Businesses in the United States for Lesson Plan, and Formative Assessment for Lesson Plan

Teacher should have access to technology like a computer with Internet connectivity and overhead projection. Sound capability for playing audio clips and hearing the YouTube video is required as well.

Student: None brought by the student

Instruction

Activity/Method Title	Time	Description/Procedure
<i>Induction/Anticipatory Set:</i>	5:00	Introduction to Intermodal - GE https://www.youtube.com/watch?v=SKIU-rNiOxY (1:17 minute YouTube video mentions 3 of the 5 primary transportation methods – rail, road, water) – Explain there are 5 primary methods of transporting goods (rail, road, water, air, pipeline) and watch video
<i>Learning Activity #1:</i>	15:00	In a class or group setting, the teacher and students will discuss and complete the Top Ten Businesses in the United States . If this were another country, the top businesses of the other country could be used. Instructions are provided on said sheet.
<i>Learning Activity #2:</i>	30:00	In a group of 3 or 4 students, look at the article for Global Logistics Excellence. Discuss key points. Students will recognize the article relates key facts of importance of transporting goods in the global market. Example - It is imperative businesses are successful with exporting goods since exports and business is doubling every 5-7 years. The group will find 5 key ideas regarding the importance of transporting goods for success in business and justify why these are important. The group will report out their 5 ideas to the class with their justifications. This activity has the added benefit of building communication, cooperation, and collaboration skills. Retrieved from http://www.scdigest.com/assets/Reps/SCDigest_Global_Logistics_Excellence.pdf on March 5, 2015
<i>Learning Activity #3:</i>	20:00	Research and learn the 5 major exports for your state or country. Research and learn the top 5 countries importing your state's or country's top 5 products. Example – Mississippi has its own World Trade Center. One of its publications is the Mississippi World Trade Center Magazine and Membership Directory. On page 11 of the 2014 publication, it indicates the top 5 exports for Mississippi are as follows:

		<ol style="list-style-type: none"> 1. Petroleum and Coal Products 2. Chemicals 3. Transportation Equipment 4. Computer and Electronic Products 5. Paper <p>The top 5 countries receiving products from Mississippi are Panama, Canada, Mexico, China, and the Netherlands. Mississippi had over \$14 Billion in product exported in 2014. Retrieved from http://www.emconsultinginc.com/Digital_Publications/MSWorldTradeCenter/md_2014/#11/z on March 5, 2015</p>
<i>Closing:</i>	5:00	Explain homework assignment.

Assignment/Homework:

Students have had time to discuss and research types of transportation used in moving products. For homework, students are to complete the research begin in Learning Activity #3. This information can be written in the form of a report, or it can be given as a presentation to the class. When reporting the information, the student will provide a map indicating how the top 5 goods are transported and to where.

***Oral presentations provide students an opportunity to work on interpersonal, verbal, and non-verbal communication skills.

Assessment (formal and/or informal):

Formative: Formative Assessment – Modes of Transportation

Summative: Presentation or report of the top 5 goods

Accommodations/Modifications/Adaptations:

Teacher can easily remove, modify, or add information that is more elementary based as given in the Modes of Transportation Teacher Info for Lesson Plan file. Should the class need to participate in a group scenario for the research and report of the top 5 goods and modes of transportation, the teacher can easily designate.

Supplement documents included:

- Formative Assessment
- 5 Primary Modes of Transportation Handout
- Top 10 Businesses in the US Handout

Formative Assessment – Modes of Transportation

Match the following mode of transportation to the product normally shipped or other characteristic. Place the appropriate letter in the blank to match the mode of transportation and characteristic.

- | | |
|------------------|--|
| _____1. Air | A. Used to carry automobiles and has flat bed cars |
| _____2. Pipeline | B. Used to carry food and clothing in trucks |
| _____3. Rail | C. Used to carry commodities in a hull or bed |
| _____4. Road | D. Used to carry high priced, specialty items for speed |
| _____5. Water | E. Used to carry energy products primarily over a slow speed |

***This little formative assessment can easily be given in a learning management system or some clicker system for quick, immediate feedback. It can be adapted for an “entry” or “exit” survey as well.

5 Primary Modes of Transportation

1. Rail – commonly transports automobiles, harvests, chemicals, coal, steel; some rail cars are flat to allow containers to be placed on them for transport and later inclusion into another mode of transport (example – truck for over the road hauling)
2. Road - commonly transports food, clothing, furniture, machinery; trucks are the primary users of the road
3. Water - commonly carry fruits and vegetables or bulk commodities as well as coal, steel, lumber, and oil; containers are used for holding many items in a hull or bed of a ship
4. Air – high priced and specialty items are generally shipped via air and include items like flowers and vegetables; this method of transportation is increasing because of the speed for customers to receive the product
5. Pipeline – dependable, low-cost mode of transportation for energy products like gas and oil; this method is limited in its speed for transporting product since travel is generally 3 or 4 miles per hour

When multiple modes of transportation are used in the shipment of goods, this is called intermodal.

To help the visual learners, provide pictures similar to the ones below.



Image retrieved from http://en.wikipedia.org/wiki/Alaska_Railroad on March 5, 2015



Image retrieved from http://en.wikipedia.org/wiki/Ontario_Highway_401 on March 5, 2015



Image retrieved from http://en.wikipedia.org/wiki/Container_ship on March 5, 2015



Image retrieved from <http://money.howstuffworks.com/personal-finance/budgeting/budget-airline.htm> on March 5, 2015



Image retrieved from <http://www.viewpointusa.com/blog/tag/pipeline-monitoring/> on March 5, 2015

To aid hands-on learners, provide toy replicas of trains, trucks for roads, airplanes, and ships. A small piece of PVC pipe could be handled to indicate a pipeline.

To aid auditory learners, locate sounds for each of the modes of transportation. Some websites of sounds are provided below. All sound sites located March 5, 2015.

- Train - <http://mynoise.net/NoiseMachines/railroadNoiseGenerator.php>
- Truck (Idle and Pull Off) - <http://soundbible.com/tags-truck.html>
- Ship (Ocean Liner Whistle) - <http://soundbible.com/tags-very-large-ship.html>
- Airplane (Airplane Take Off) - <http://www.audiomicro.com/free-sound-effects/free-transport-and-vehicles/free-aircraft>

Examples of Modes of Transportation in the United States

1. Rail – BNSF, Kansas City Southern, or Norfolk Southern Railway (tracks travel along entire United States and into Mexico and Canada)
2. Road – I 40 (travels from the West to the East Coasts)

3. Ship – Mississippi River (runs from the northern to the southern points of the United States)
4. Air – United, Delta, American, and FedEx (fly across the country and into other countries)
5. Pipeline – Shell, Magellan, and Exxon (flow oil and other energy products across the country and into other countries)

To aid visual learners, provide maps (paper or online using the Internet) to indicate the passage these modes of transportation follow. Many websites for companies like BNSF rail or Shell pipeline provide maps indicating the areas covered. Some are interactive.

At this point, the teacher should aid students with thinking globally for modes of transportation.

- Ship – Panama Canal – ships travel from the Atlantic to the Pacific by traveling through a series of locks and no longer have to sail around South America. This saves money, time, and energy or resources.
- Road – Silk Road – route that connected (connects) Europe to Asia

Textbook referenced **International Business** by Dlabay and Scott 4th edition from South-Western Cengage Learning pages 474 – 477

Top Ten Businesses in the United States

1. Wal-Mart
2. Exxon
3. Chevron
4. Berkshire Hathaway
5. Apple
6. Phillips 66
7. General Motors
8. Ford Motor
9. General Electric
10. Valero Energy

Each of the businesses above provides products. These products must reach main purchasing points. As a class, discuss what products are provided by the business. Where do these products originate in production or assembly? Determine 3 primary locations these products will be distributed or sold. Once the class has decided where the products originate and will be distributed, discuss the most effective methods of transporting these products for purchase.

***Teacher will need to have ready handouts or predetermined websites to aid this discussion. Remember that many websites like BNSF or Delta Airlines provide online maps indicating travel locations.

***Student will create a list of the ten businesses. After the discussion of transportation for distribution, the student will submit the list to the teacher indicating how the products will be moved from point of origination to selling location. This list should be at least 70% accurate.

List retrieved from <http://fortune.com/fortune500/att-inc-11/> on March 5, 2015

SAMPLE

The Intersection of “Culture” and International Business

Author: Mary Risner

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Course/Subject Area: Cross-Cultural Communication

Grade Level: Community College, High School 12th grade

Title of the Lesson/Project: The Intersection of “Culture” and International Business

These activities focus on China, but any country can be substituted depending on student interest, other course content, or based on primary trading partner(s) or industry for school’s state or region. Raising awareness of local trade and business opportunities for students can help prepare them for careers. An extension activity to this lesson could be to bring in a speaker from a local firm working with the country, or bringing a virtual guest from the country under analysis.

Time Required to complete the Lesson/Project: One 50 -minute class period/Homework

Lesson Purpose/Rationale/Essential Question/Central Focus:

1. What is “culture” and how does it affect doing business internationally?
2. How might “culture” affect markets and consumer behavior?

Prior Knowledge Required:

Introductory level

Objectives/Learning Outcomes:

1. Think about what culture is and how it affects societies
2. Identify what you already know about China
3. Examine Chinese vs. U.S. cultures through Hofstede’s cultural dimensions

Upon completion of the activities, the student will be able to:

1. Explain what “culture” is.
2. Recognize the terms “ethnocentrism” and “ethnorelativism” and place himself or herself on the continuum between the two terms.
3. Discuss background on China

4. Discuss some basic cultural differences between China and the U.S.

NBEA Standards:

International Business Communication

Achievement Standard: Apply communication strategies necessary and appropriate for effective and profitable international business relations.

Materials and Resources Required:

Teacher:

Links for Activities:

<http://www.carla.umn.edu/culture/definitions.html>

http://www.geert-hofstede.com/hofstede_united_states.shtml

http://www.geert-hofstede.com/hofstede_china.shtml

Optional Links of Interest:

Stereotypes (Kelm clips)

<http://www.laits.utexas.edu/orkelm/chinese/index.html>

TED Video: East vs, west: Myths that mystify

http://www.ted.com/talks/devdutt_pattanaik.html

Check out China's quality of life index

<http://www1.internationalliving.com/qofl2011/>

Go to <http://www.ifitweremyhome.com/compare/US/CN> and decide if you would want to live in China.

You Say Guanxi, I Say Schmoozing

How East is meeting West and building a lingua franca of business connections

http://www.businessweek.com/magazine/content/07_47/b4059066.htm

Student:

Access to computer, tablet, or other device to do research on the Internet

Instruction

Activity/Method Title	Time	Description/Procedure
<i>Induction/Anticipatory Set:</i>		
<i>Learning Activity #1:</i>	15-20 minutes	<ol style="list-style-type: none"> 1. Divide students in to groups of four and have them discuss how they define “culture”? 2. Encourage them to come up with their own ideas first, then check the Merriam Webster definition and the definitions provided at this link : Definitions of culture as described by intercultural specialists: http://www.carla.umn.edu/culture/definitions.html 3. Have a few groups report their definitions to the class. 4. Ask the class if anything missing in these definitions? How might culture have an impact on business relationships?
<i>Learning Activity #2 (if needed):</i>	10 minutes	<ol style="list-style-type: none"> 1. Introduce the terms <i>ethnocentrism</i> and <i>ethnorelativism</i>. If no one can explain them, share the definitions below using a continuum chart showing how each term is on an opposite end. <i>Ethnocentrism</i>- The view that one’s cultural assumptions are superior and should be used to judge others. <i>Ethnorelativism</i>- An acquired ability to see many values and behaviors as cultural rather than universal. *Without having students actually respond, ask them to think about where they fall on the scale between these two views. How can one view or the other influence negotiations or business interactions?

Learning Activity #3:	10 minutes	<p>Ask students what they know about China (off the top of their heads).</p> <ol style="list-style-type: none"> 1. Questions: Before beginning to learn about China, first think about what you already know. What comes to mind when you think of China? Some possible categories: food, politics, art, sports, products, famous people, cities, religion, key words/images you associate with China, language 2. Make a list of the responses (one word or short phrases where possible) on the board. *Can use words to create a Wordle. www.wordle.net
Learning Activity #4:	5 minutes	<ol style="list-style-type: none"> 1. Ask students what kind of things they think would be most useful to know about China if they were to do business there, or work in a Chinese firm in the U.S.?
Closing:		<p>To allow time for more reflection, for homework students will access Hofstede's site that compares country tendencies by cultural dimensions and submit a brief response.</p>

Assignment/Homework:

You may have heard of Hofstede's cultural dimensions. Gerard Hofstede is a Dutch sociologist who studied the interactions between national cultures and organizational cultures. The results of his study suggested that national cultural groupings affect the behavior of societies, and that these are persistent across time. Hofstede established six dimensions as a framework for examining culture from his research and findings: small vs. large power distance, individualism vs. collectivism, masculinity vs. femininity, weak vs. strong uncertainty avoidance, long- vs. short-term orientation, indulgence vs. restraint.

While Hofstede's points are interesting, recent research is questioning the accuracy of his results and one must keep in mind that all cultural generalizations exist on a continuum and there are always exceptions to any country profile. One must consider context and realize that individuals will vary across cultures. That being said, browse the Hofstede dimensions for China and the US to compare and contrast the two cultures:

http://www.geert-hofstede.com/hofstede_united_states.shtml

http://www.geert-hofstede.com/hofstede_china.shtml

- 1) In what areas does it seem the US and China differ most? 2) Where do they seem similar? 3) Where do you see how a better understanding of both cultures could help business transactions go smoothly? 4) Where do you think business relations could have issues because of cultural differences?

Submit a brief response (around 75-100 words).

*This assignment can be submitted directly to the instructor, OR posted on a discussion board where students can comment on each other's responses.

Assessment:

Formative:

Summative: Instructor grades the written submission according to a rubric or with a grade as completed/not completed, depending on their grading scale.

Accommodations/Modifications/Adaptations:

Understanding International Commercial Terms

Author: Dr. Irina Weisblat, Ashford University

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Course/Subject Area: Introduction to International Business

Grade Level: College/ University (undergraduate level)

Title of the Lesson/Project: Understanding International Commercial Terms - Incoterms®2010

Time Required to Complete the Lesson/Project: 45 minutes

Lesson Purpose/Rationale/Essential Question/Central Focus:

This lesson introduces students to the concept of Incoterms® - International Commercial Terms and their importance in carrying out international trade transactions. Students will have an opportunity to practice the use of Incoterms® 2010 that were developed by International Chamber of Commerce and came in effect in January 2011. Students will apply cumulative knowledge and use their critical thinking to solve a problem described in a specific scenario/international business case, which mirrors the real-life situation that international businesses face on a daily basis.

Prior Knowledge Required:

In order to solve this business problem, some of the following topics may be considered: international contracts, terms of payment, international commercial and shipping documentation, international transportation, export controls, import duties and taxes; and international financial transactions.

Objectives/Learning Outcomes:

Upon completion of today's lesson, the student will be able to:

1. Develop a logistics plan for efficiently and effectively transporting a product to its international market and clearing these goods through the Customs in the importing country. This plan must be based on the use of Incoterms® 2010 rules and must correctly apply the given Incoterms® 2010 rule in a specific situation.

2. Determine responsibilities of the buyer (importer) and the seller (exporter) for the costs involved in the international transaction put forward in this lesson based on the DDP-terms (Incoterms® 2010) given in the scenario (*Induction/Anticipatory Set*). Among other considerations, students will:

- Distinguish who is the importer and who is the exporter in a given situation
- Identify the port of entry (for import)
- Become familiar with the official airport codes used in international shipping
- Decide who is responsible for payment of transportation and delivery costs
- Determine who must obtain an Export license
- Conclude who is responsible for payment of import Duties and Taxes.

3. Write a brief business Memo, in a narrative format that describes the logistics plan of shipping the goods from a foreign country and clearing the goods through the Customs in the importing country, based on the data collected as a result of answering questions in *Learning Activity #1*.

NBEA Standards:

International Business –

VIII. INTERNATIONAL MARKETING

Achievement Standard: Apply marketing concepts to international business situations.

G. TRANSPORTATION AND SHIPPING

Level 4 Performance Expectations

- Explain activities needed to prepare a shipment to a foreign country
- Develop a logistics plan for efficiently and effectively transporting a product to its international market
- Explain the purpose of shipping documents used for transporting products to other countries
- Articulate importance of Incoterms® 2010 in international trade and be prepared to use the appropriate Incoterms® 2010 rules in specific import or export situations
- Discuss the security and risk management issues pertaining to the global supply chain
- Describe the roles of a freight forwarder and a customs broker.

Materials and Resources Required:

Teacher: Teacher’s Handout – Assessment Rubric (Appendix A)

Student: none.

Instruction

Activity/Method Title	Time	Description/Procedure
<i>Induction/Anticipatory Set:</i>	5 min.	<p><i>Students will read the following Case and develop a strategy for shipment of goods from a foreign country and clearing these goods through the Customs in the importing country:</i></p> <p>The IKEA merchandise has arrived from the manufacturer in Sweden (IKEA-Sweden) to JFK International Airport in New York, USA, accompanied by the set of shipping documents, including a copy of Commercial Invoice that stated the following Incoterms rule: DDP SAN, California, Incoterms® 2010. Note that “SAN” refers to the airport code for San Diego International Airport. The carrier of cargo was SAS - Swedish Airline. The importer is IKEA-USA who now needs to deliver the freight from New York to one of their stores located in the Mission Valley area of San Diego, California.</p> <p>For the purpose of this lesson, Importer is considered to be the “Buyer”, and Exporter – the “Seller”.</p>
<i>Learning Activity #1:</i>	25 min.	<p><i>Based on information presented in the aforementioned scenario, students will answer six questions by selecting the correct answer.</i></p> <p>1) In the space below, enter the name the exporter and the importer?</p> <p>Exporter _____</p>

		<p>Importer _____</p> <p>2). Who paid for transportation from Sweden to JFK New York, USA?</p> <p><input type="checkbox"/> Exporter</p> <p><input type="checkbox"/> Importer</p> <p>3). Based on the Incoterms® 2010, who is responsible for receiving an Export license from Sweden?</p> <p><input type="checkbox"/> Exporter</p> <p><input type="checkbox"/> Importer</p> <p>4). Who is responsible for payment of import Duties and Taxes? Where? Name the port.</p> <p><input type="checkbox"/> Exporter</p> <p><input type="checkbox"/> Importer</p> <p>Name of the port where the import duties and taxes are to be paid: _____</p> <p>5). Who will pay for transportation from JFK New York to San Diego airport (SAN)?</p> <p><input type="checkbox"/> Exporter</p> <p><input type="checkbox"/> Importer</p> <p>6). Who is responsible for the delivery charges from San Diego airport (SAN) to IKEA's warehouse located in the Mission Valley area of San Diego, CA?</p> <p><input type="checkbox"/> Exporter</p> <p><input type="checkbox"/> Importer</p>
<p><i>Learning Activity #2 (if</i></p>	<p>15 min.</p>	<p>Students will write a short, half-page, double-spaced</p>

<i>needed):</i>		Memo with the specific instructions on how to execute the shipment of goods from a foreign country and clear the goods through the Customs in the country of importation. This Memo will present the answers to questions 1 through 6 in a narrative format, providing a more detailed explanation to their multiple-choice (or, fill-in-the blanks) answers, when necessary.
<i>Closing:</i>		Teachers may use the Teacher's Assessment Rubric (Appendix A) for evaluation of students' work.

Assignment/Homework:

Prior to this lesson, students will review the Incoterms® 2010 rules using the reading materials assigned by their instructor.

Assessment (formal and/or informal):

Formative: Teachers may use the provided Rubric for assessment.

Summative: Teachers will provide a written feedback to students.

Accommodations/Modifications/Adaptations: none

Appendix A
Teacher's Assessment Rubric

Objective	6 points	3 points	0 points
1. Students will develop an export-import strategy for executing the shipment of goods to the foreign country and clearing the goods through the Customs in the importing country based on correct use of Incoterms® 2010 rules. Students will apply the Incoterms® 2010 rules in a specific situation.	An export-import strategy is developed based on the correct use of Incoterms® 2010 rules and their application in a specific situation.	An export-import strategy is developed. However, the given Incoterms® 2010 rule and/or its application in a specific situation is not adequately used.	An export-import strategy is not developed.
2. Based on the DDP-terms (Incoterms® 2010) in the given scenario, the students will determine responsibilities of the buyer (importer) and the seller (exporter), for the costs involved in an international transaction put forward in this lesson.	Responsibilities of the buyer (importer) and the seller (exporter) are identified, and correct answers are given to all 6 questions in <i>Learning Activity #1</i> .	Responsibilities of the buyer (importer) and the seller (exporter) are not fully identified, and only some of the 6 questions in <i>Learning Activity #1</i> are answered correctly.	Responsibilities of the buyer (importer) and the seller (exporter) are not identified, and questions in <i>Learning Activity #1</i> are not answered.
3. Based on the information in objective 2, the students will write a Memo in which their strategy for	Memo is complete, and it contains a clear strategy for shipping the goods to a foreign country and clearing the	Memo is complete, but it does not provide a specific strategy for international shipment of goods; and/or the Memo accounts only for	A written Memo is not provided.

international shipment of goods in a narrative format is formulated.	goods through the Customs in that country.	some issues associated with the Customs clearance.	
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SAMPLE

International Business Etiquette

Author: Sue Elwood

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Course/Subject Area: Business Communications

Grade Level: Community College

Title of the Lesson/Project: International Business Etiquette

Time required to complete the Lesson/Project: One class period for presenting the topic

Lesson Purpose/Rationale/Essential Question/Central Focus:

Business people who work internationally or work with people who are international need to know proper business etiquette. Proper business communication includes everything from emails to eye contact, and is especially important in other countries.

Prior Knowledge Required:

Students will have a prior understanding of proper business etiquette and business communications when doing business in the United States.

Objectives/Learning Outcomes:

Upon completion of today's lesson, the student will be able to:

1. Understand and appreciate the importance of accurate international business etiquette and of correctly making use of helpful available resources.
 2. Appreciate the importance of effective communication in an international business setting and identify relevant business communication skills.
 3. Better understand how to work effectively with the people globally by considering the important aspects other people's languages, cultures, etiquettes and taboos.
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NBEA Standards:

International Business

III. International Business Communication

Achievement Standard: Apply communication strategies necessary and appropriate for effective and profitable international business relations.

Materials and Resources Required:

Handout: Etiquette, Customs & Protocol Assignment

Handout: Etiquette Assignment Rubric

Computer with Internet access and a Word Processor.

Recommended Software: Adobe Reader and MS Word or some other word processor.

Optional: Printer if the assignment will be submitted as a hard copy.

Alternative Assignment: [Sample_Business_Etiquette_PowerPoint_Presentation_on_USA](#)

Teacher: Prepare handout for students either as a hard copy or made available as an electronic copy.

Give students access to the rubric.

Review all Web links ahead of time to assure they are working.

Student: Handout: Etiquette, Customs & Protocol Assignment

Handout: Etiquette Assignment Rubric

SAMPLE

Activity/Method Title	Time	Description/Procedure
<i>Induction/ Anticipatory Set:</i>	10 min.	<p>Introduction to International Business Etiquette (Website): Students will read the following article which reviews general business etiquette and introduces international business etiquette: http://www.kwintessential.co.uk/cultural-services/articles/international-business-etiquette.html</p> <p>Instructor should highlight important aspects of the reading and emphasize how excellent international business etiquette can create and maintain good business relations with global companies.</p> <p>(Reading can be assigned ahead of class time.)</p>

<p>Learning Activity #1:</p>	<p>10 to 15 min.</p>	<p>International Business Minute (YouTube): Assign short 1-minute videos of various international protocol.</p> <p>Food: https://www.youtube.com/watch?v=PwqtWtgs6yY</p> <p>American Slang: https://www.youtube.com/watch?v=dfMGEj2aRXw</p> <p>Mistakes Americans Make: https://www.youtube.com/watch?v=IOAKSSAdsHQ</p> <p>Discussion: Ask students to briefly discuss as a class the dos and don'ts of food, American slang, and mistakes as they relate to international business. This will help the instructor assess what the students have learned from the article. Allow time for questions.</p> <p>(Videos can be assigned ahead of time.)</p>
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<p>Learning Activity #2:</p>	<p>10 to 15 min.</p>	<p>International business travel and etiquette (Website):</p> <p>Read article on how to prepare ahead on how to prepare and research the business and personal etiquette of the particular country you are planning to visit.</p> <p>http://www.cnn.com/2007/TRAVEL/06/11/international.etiquette/</p> <p>Discussion: Ask students to briefly discuss as a class what they are going to be looking for when they do their research on a country they have picked “to visit”. This will help the instructor assess what the students have learned from the article. Allow time for questions.</p> <p>(Reading can be assigned ahead of class time.)</p>
<p>Learning Activity #3:</p>	<p>10 min.</p>	<p>Assign or have students choose a county to research:</p> <p>Using the following Website:</p> <p>http://www.kwintessential.co.uk/resources/country-profiles.html</p> <p>Show students the list of all the countries from which they can select. If students do not know which country to select, the teacher can suggest they use a country which represents their ethnic background or a place they wish to visit someday.</p>

<p><i>Closing (done at the end of the class or after the assignment is completed)</i></p>	<p>Students will have opportunities to draw conclusions from the lesson.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Summary Paragraph: What was learned today – be specific with examples. • 3-2-1: 3 things they learned, 2 things they have a question about, 1 thing they want the instructor to know – post-its, index cards, whatever • 3 Ws: Students discuss or write (1) What did we learn today? (2) So What (relevancy, importance, usefulness)? (3) Now What? (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going) • Pair/Share: Have students Think/Write/Pair/ Share
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Assignment/Homework:

Make the handout: *Etiquette, Customs & Protocol Assignment* available to the student so they can use as a guideline for their research. Discuss the importance of correct grammar, spelling and format (no one can choose the USA to research for this assignment). Make the *Etiquette_Assignment_Rubric* available to the student so they understand how they will be graded.

Alternative Assignment/Homework:

In alternate assignments, additional time in class must be set aside for presentations. Rather than completing the assignment as a written assignment, students may prepare this assignment as a PowerPoint presentation or an Oral presentation. The Rubric can be adapted for either type of presentation. If the instructor wishes, peer review of the presentation can also be added to the rubric. *_on_USA.pptx*

1. Examples of oral presentation can be found at:
<https://www.youtube.com/playlist?list=PLCmdzJiQ9yAxvc049uIEI3U08mgP-9WAt>

This lesson plan can easily be adapted to an online format.

Assessment (formal and/or informal):

Formative: A grading rubric will be used to evaluate the assignment.

Summative: The rubric contains a section for notes that can include impressions and observations.

Accommodations/Modifications/Adaptations:

Reading or Visual Accommodation

- A screen reader can be provided or text can be sent to the Disability Services center ahead of time to translate to an audio version.
- Read aloud what you write on the board or present on a screen.
- A student reader/mentor can be provided.

Auditory Accommodation

- **A note taker can be provided to record oral directions.**
- Turn on or show the student how to turn on the captioning feature when listening to videos

General Accommodations

- Use more than one way to demonstrate or explain information.
- Allow time for clarification of directions.
- Allow the student to tape record lectures.
- Allow the student ample time to complete assignments. Allow extra time students with disabilities if they are completing an in-class assignment.
- Encourage the student to visit the tutoring center.

Encourage the student to visit the Writing Center for help on grammar, mechanics, organization, and proofreading.

Supplemental Materials Included:

Customs and Protocol Assignment
Customs and Protocol Assignment Rubric

Etiquette, Customs & Protocol Assignment

You will select/be assigned a country. You will go to this website <http://www.kwintessential.co.uk/resources/country-profiles.html> and answer the following questions.

1. Basic Facts and Statistics:
 - a. Ethnic make-up
 - b. Religion(s)
 - c. Government Type
2. Language
3. Information about Society and Culture
 - a. Diversity
 - b. Level of Formality
 - c. Time Orientation
 - d. Family Orientation
4. Customs and Etiquette
 - a. Meetings
 - b. Greetings
 - c. Gift Giving
 - d. Dining Etiquette
5. Business Etiquette and Protocol
 - a. Business Dress
 - b. Greetings
 - c. Communication Styles
 - d. Business Meetings

Etiquette, Customs & Protocol Assignment Grading Rubric

Name: _____

Country: _____

Research Assignment	Possible Points	Points Received
Ethic Makeup	5	
Religion	5	
Government	5	
Language	5	
Information about Society and Culture Diversity Informal and Friendly Time is Money The Family	20	
Customs and Etiquette Meeting and Greeting Gift Giving Dining Etiquette	15	
Business Etiquette and Protocol Business dress Greetings Communication styles Business Margins	20	
Resource(s)	5	
Writing skills Correct spelling/grammar Organization and format are appropriate	10	
TOTAL	90	