



## MARKETING SALES AND SERVICE

**PATHWAY:** Marketing  
**COURSE:** International Business & Marketing  
**UNIT 5:** International Business Plan



## INTRODUCTION

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**Annotation:**

In this unit students will create an International Business Plan by selecting a country to provide a market opportunity for a product or service.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:**

7-10 – 50 minute periods

**Author:**

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**Additional Author(s):**

Memory Reed

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



# FOCUS STANDARDS

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## GPS Focus Standards:

### **MKT-IBM-1. Students will develop an understanding of the fundamental concepts of international business and marketing.**

- a. Explain the difference between a domestic and international company.
- d. Demonstrate an understanding of the relationship between international events and the daily conduct of business.
- e. Determine the impact of geography on international business to include areas such as climate, time zones, distance, topography, and social, economic, and natural resources.

### **MKT-IBM-2. Students will analyze various factors and influences affecting the international business environment.**

- c. Identify and differentiate between types of governments and political environments and determine the impact of the government on international business through the use of barriers, tariffs, quotas, and taxation policies.
- d. Recognize legal differences that exist between and among countries in areas such as consumer protection, product guidelines, labor laws, contract formulation, liability, and taxation.

### **MKT-IBM-4. Students will analyze the importance of ethical business operations in an international business environment.**

- a. Identify the levels of regulation applied to intellectual properties (e.g., copyrights, trademarks, and patents) in different countries.
- b. Discuss the Marketing Code of Ethics and the application of the Marketing Code of Ethics in international business.
- i. Analyze the effect of an international business organization's actions on a host country, the company's home country, owners, employees, consumers, and society.

### **MKT-IBM-5. Students will determine characteristics of various organizational structures in the international business environment.**

- a. Suggest an appropriate form of business ownership (e.g., sole proprietorship, corporation, partnership) for different international business situations.
- b. Determine social and cultural influences on the form of business ownership used or required in different countries.
- c. Identify companies doing business in a foreign market and identify potential new international business ventures for locally based companies.
- d. Identify risks and rewards related to doing business in a foreign market.
- e. Identify organizations, government agencies, and other resources that a small and/or medium-size business might use to investigate international trade opportunities.
- f. Describe situations appropriate for indirect and direct exporting.
- g. Distinguish between licensing and franchising for international business activities.
- h. Describe internal and external factors which influence a company's international expansion.

### **MKT-IBM-6. Students will determine the importance of market research, product development and pricing strategies in successful international marketing strategies.**

- a. Describe how marketing mix elements need to be adapted for international marketing efforts for goods and services.
- b. Identify characteristics of international consumer markets and commercial markets including social, cultural, and political factors that would affect international marketing.
- e. Explain how brands and packages are affected by culture and determine situations in which global (standardized) versus international (adapted) products would be sold.
- g. Develop an international marketing plan for a company entering a foreign market.

### **MKT-IBM-7. Students will evaluate effective methods of professional sales**

**and promotional activities in the international business and marketing environment.**

- a. Define the promotional mix and provide examples of each aspect of the promotional mix as used in international marketing strategies.
- b. Discuss media used in different foreign markets.
- c. Analyze the influence of social and cultural factors affecting promotions used in foreign markets.
- d. Develop an understanding of major laws and regulations governing advertising in foreign markets.
- f. Discuss social and cultural factors in various countries that will affect a successful sales presentation.
- g. Evaluate the effectiveness of a promotional campaign used by a company in a foreign market.

**MKT-IBM-8. Students will analyze channels of distribution and appropriate logistics required to successfully complete an international business transaction.**

- a. Contrast direct and indirect distribution channels for international business and marketing by identifying various distribution intermediaries (i.e., agents, wholesalers, retailers, freight forwarders, export companies, trading companies, and customs brokers) and discuss their functions in international business and marketing.
- b. Describe main methods of transporting (i.e., surface, air, water, electronic) used for international business activities and the situation in which a method would be most appropriate.
- c. Identify how products are prepared for international distribution, including packing and documentation.
- d. Identify different shipping documents and define their purpose.
- e. Evaluate trade barriers and trade agreements and their effect on the company, product, and economics involved in a specific international business and marketing transaction.
- f. Analyze security measures that are needed to protect businesses and products in an international business and marketing transaction.

**GPS Academic Standards:**

- SSWG1. The student will explain the physical aspects of geography.
- SSWH21. The student will analyze globalization in the contemporary world.
- SSWG2. The student will explain the cultural aspects of geography.
- SSEF4. The student will compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce.
- SSWH20. The student will examine change and continuity in the world since the 1960's.
- ELA11W3. The student will use research and technology to support writing.
- ELA11W1. The student will produce writing that establishes an appropriate organizational structure, sets a context and engages a reader, maintains a coherent focus throughout and signals a satisfying closure.
- SSEF5. The student will describe the role of government in a market economy.
- SSEIN2. The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.
- SSEM13. The student will explain how markets, prices, and competition influence economic behavior.
- SCSh5. The student will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.
- SCSh7. The student will analyze how scientific knowledge is developed.
- SCSh4. The student will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.

**National / Local Standards / Industry / ISTE:**

- NBEA 1: The student will understand the fundamental concepts of international business.
- NBEA 2: The student will understand how geographic, cultural, political, legal, historical, and economic factors influence international trade.
- NBEA 3: The student will understand the role of information technology in modern global trade.

NBEA 4: The student will understand the logistics of importing and exporting products and services.



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- Students will understand that many factors play a role in the process of developing a business plan in the global environment.

### Essential Questions:

- What are the essential ideas of international business marketing?
- How important is ethical business operations in the international business environment?
- What are the different channels of distribution to effectively complete an international business transaction?
- What factors influence international business marketing?

### Knowledge from this Unit:

- Students will understand the fundamental concepts of international business and marketing.
- Students will list characteristics of various organizational structures in the international business environment.

### Skills from this Unit:

- Students will analyze various factors and influences affecting the international business environment.
- Students will analyze the importance of ethical business operations in an international business environment.
- Students will determine the importance of market research, product development and pricing strategies in successful international marketing strategies.
- Students will evaluate effective methods of professional sales and promotional activities in the international business and marketing environment.
- Students will analyze channels of distribution and appropriate logistics required to successfully complete an international business transaction.
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## ASSESSMENT(S)

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### Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
- Quizzes/Tests
- Unit test
- Group project

- \_\_\_\_\_ Individual project
- \_\_\_\_\_ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - \_\_\_ Self-check rubrics
  - \_\_\_ Self-check during writing/planning process
  - \_\_\_ Journal reflections on concepts, personal experiences and impact on one's life
  - \_\_\_ Reflect on evaluations of work from teachers, business partners, and competition judges
  - \_\_\_ Academic prompts
  - \_\_\_ Practice quizzes/tests
- \_\_\_\_\_ Subjective assessment/Informal observations
  - \_\_\_ Essay tests
  - \_\_\_ Observe students working with partners
  - \_\_\_ Observe students role playing
- \_\_\_\_\_ Peer-assessment
  - \_\_\_ Peer editing & commentary of products/projects/presentations using rubrics
  - \_\_\_ Peer editing and/or critiquing
- \_\_\_\_\_ Dialogue and Discussion
  - \_\_\_ Student/teacher conferences
  - \_\_\_ Partner and small group discussions
  - \_\_\_ Whole group discussions
  - \_\_\_ Interaction with/feedback from community members/speakers and business partners
- \_\_\_\_\_ Constructed Responses
  - \_\_\_ Chart good reading/writing/listening/speaking habits
  - \_\_\_ Application of skills to real-life situations/scenarios
- \_\_\_\_\_ Post-test

**Assessment(s) Title:**

International Business Plan Presentation

**Assessment(s) Description/Directions:**

Students will complete the group project according to the attached handout and present their business plans to the class.

**Attachments for Assessment(s):**

- Handout
- Creating An Int. Bus. Plan Rubric



## LEARNING EXPERIENCES

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**Sequence of Instruction**

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
  - MKT-IBM-1. Students will develop an understanding of the fundamental concepts of international business and marketing.
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  - c. Analyze the influence of social and cultural factors affecting promotions used in foreign markets.
  - d. Develop an understanding of major laws and regulations governing advertising in foreign markets.
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- d. Identify different shipping documents and define their purpose.
- e. Evaluate trade barriers and trade agreements and their effect on the company, product, and economics involved in a specific international business and marketing transaction.
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## 2. Review Essential Questions.

- What are the essential ideas of international business marketing?
- How important is ethical business operations in the international business environment?
- What are the different channels of distribution to effectively complete an international business transaction?
- What factors influence international business marketing?

## 3. Identify and review the unit vocabulary.

Assign groups of 4. Ask the group to decide on a product or service that they wish to actively export. This product or service must have potential for sales in other countries. Next, have the group select a country such as Germany, Sudan, Jordan, Israel, Costa Rica, Canada, etc. that would provide a market opportunity for the product/service. Use the internet to research information to prepare an exporting plan. Also, use the handout (attached below) as a guide in creating your plan. Be sure to include each of the components on the attached worksheet. Give each student a copy of the evaluation rubric before they begin their project.

Allow students class time to search the web for information. Students will use the information to prepare an oral report with visuals to explain each of the 4 sections of their exporting plan. (You may also want to require a written report to backup the research).

### **Attachments for Learning Experiences:**

Handout

### **Notes & Reflections:**

Extension: A great idea is to have students complete these reports on the tri-fold boards with illustrations. These displays are great to show off at open house, etc.



## CULMINATING PERFORMANCE TASK

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### **Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:**



## UNIT RESOURCES

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**Web Resources:**

[www.trade.gov](http://www.trade.gov), [www.fas.usda.gov](http://www.fas.usda.gov), [www.sba.gov](http://www.sba.gov), and [www.export.gov](http://www.export.gov).

**Attachment(s):**

**Materials & Equipment:**

**What 21st Century Technology was used in this unit:**

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		