



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES AND SERVICE

PATHWAY: Marketing
COURSE: International Marketing
UNIT 6: International Management



INTRODUCTION

Annotation:

In this unit students will view several PowerPoint presentations on management theories and concepts in international business. Students will take notes during the presentations and then will use the information learned in various activities, including handouts, interactive activities, and jeopardy. The unit will culminate with a test over the information learned in the unit.

Grade(s):

| | |
|---|------------------|
| x | 9 th |
| x | 10 th |
| x | 11 th |
| x | 12 th |

Time: 12 50 minute periods

Author: Memory Reed

Additional Author(s):

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

GPS Focus Standards:

MKT-IBM-10. Students will analyze various management theories and concepts in an international business and marketing setting and the effects of the theories and concepts on human resources and overall business operations.

- a. Identify environmental factors that influence the use of a particular organizational structure for global business operations (e.g., functional, product, geographic, or matrix).
- b. Describe how quality control, quality circle, and total quality management relate to an organization's international business operations.
- c. Discuss the effect of economic and cultural factors on common styles of management found in foreign countries.
- d. Identify the factors that influence the application of managerial styles in different countries.
- e. Compare ethnocentric, polycentric, regiocentric, and geocentric approaches to managing human resources.
- f. Describe how compensation and employee benefits differ in various cultures.
- g. Identify how differences in occupational health and safety standards impact the conduct of business internationally.

GPS Academic Standards:

SSWH21. *The student will analyze globalization in the contemporary world.*

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand various management theories and concepts in an international business and marketing setting and the effects of the theories and concepts on human resources and overall business operations.

Essential Questions:

- What environmental factors might influence the use of a particular organizational structure for global business operations?
- How is international quality control different from domestic quality control?

Knowledge from this Unit:

- Describe how quality control, quality circle, and total quality management relate to an organization's international business operations.

- Discuss the effect of economic and cultural factors on common styles of management found in foreign countries.
- Identify the factors that influence the application of managerial styles in different countries.
- Compare ethnocentric, polycentric, regiocentric, and geocentric approaches to managing human resources.
- Describe how compensation and employee benefits differ in various cultures.
- Identify how differences in occupational health and safety standards impact the conduct of business internationally.

Skills from this Unit:



ASSESSMENT(S)

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 Management Test

Assessment(s) Description/Directions:

Objective Test at end of unit – Test is separate document – key is attached- multiple choice.

Attachments for Assessment(s):

International Management Test



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
MKT-IBM-10. Students will analyze various management theories and concepts in an international business and marketing setting and the effects of the theories and concepts on human resources and overall business operations.
 - a. Identify environmental factors that influence the use of a particular organizational structure for global business operations (e.g., functional, product, geographic, or matrix).
 - b. Describe how quality control, quality circle, and total quality management relate to an organization's international business operations.
 - c. Discuss the effect of economic and cultural factors on common styles of management found in foreign countries.
 - d. Identify the factors that influence the application of managerial styles in different countries.
 - e. Compare ethnocentric, polycentric, regiocentric, and geocentric approaches to managing human resources.
 - f. Describe how compensation and employee benefits differ in various cultures.
 - g. Identify how differences in occupational health and safety standards impact the conduct of business internationally.
2. Review Essential Questions.
 - What environmental factors might influence the use of a particular organizational structure for global business operations?
 - How is international quality control different from domestic quality control?
3. Identify and review the unit vocabulary.
4. Introduction Activity to get attention – Bring in a goldfish and 2 clear bowls and a small bottle of white vinegar. In one bowl have water and the goldfish. In the other bowl pour vinegar and ask the kids if it would be ok to move the goldfish to the new bowl since the environment appears the same? Get responses – provoke some discussion of what would happen to the goldfish. Then point out that management can't be handled the same way in different cultures as it is in the home culture. That is a business tries to take their employees and dump them into a new culture they might "die" or not do well in their jobs and not be happy. Also, the business may not do well if the company isn't responsive to the culture of the host country and doesn't train their managers to work within the culture. Then introduce the lesson – that this unit will be about how management is different in international business than in domestic business. The main areas of this lesson are human resource management and production management.
5. International Management
 - a. Handout "Note-taking Guide – International Management"

- b. Show PowerPoint presentation (elaborate as you show presentation and have students make notes beyond filling in blanks on their guide)
 - c. Hand out "Leadership Style Activity" and do activity in teams.
 - i. Alternative activity – "Leadership Style Survey Activity" has students assess their leadership style.
- 6. The Process of Management In International Business
 - a. Handout "Note-taking Guide – Process of Mgmt in Int'l Bus"
 - b. Show PowerPoint "The Process of Management in International Business"
 - c. Handout – "The Chains of Command" (explain to students the importance of following the chain of command in business)
- 7. Management Functions & Organization
 - a. Handout "Note-taking Guide – Management Functions & Organization".
 - b. Show the PowerPoint. (If you are in a computer lab, you can put this on the student computers and allow them to take notes on the computer. They prefer to take notes this way usually, however you must be able to block the internet.) PowerPoint – "Management Functions & Organizations".
 - c. Hand-out "Organizational Charts Activity". Have students draw organizational charts and grade with rubric on activity instruction sheet.
- 8. Global Production Management
 - a. Handout – "Note-taking Guide – Global Production Management"
 - b. PowerPoint – "Global Production Management"
 - c. Have students research one of the topics in this lesson and write a 1 page paper on that topic. Hand out "One Page Report – Global Production Management". They can research these topics on the internet pretty easily, there is a lot of information on them. Topics:
 - i. Economic Resources – Natural, Human, Capital & Entrepreneurship
 - ii. Economic Utilities – Form, Time, Place & Information
 - iii. Operations Management
 - iv. Just-In-Time Manufacturing
 - v. Inventory Control Methods
 - vi. Production Methods – Manual, Automated & Computerized
 - vii. Computer-Assisted Manufacturing
 - viii. Computer-Aided Design
 - ix. Robotics
 - x. Automated Warehouses
 - xi. Computer-Integrated Manufacturing
 - xii. Measuring worker productivity
 - xiii. Synchronized manufacturing
 - xiv. OSHA standards
 - xv. International OSHA standards
 - xvi. OHSAS
 - xvii. ILO & WHO
 - xviii. Total Quality Control/Management
 - xix. Quality Circle
 - xx. Team-Working Skills
 - xxi. U.S. as a Service Economy
 - d. After completing the papers, you may want the students to briefly summarize their paper for the class so the class can benefit from the information that was gathered by the students.
 - e. Grade papers with rubric – "One Page Report Rubric".
- 9. International Human Resource Management
 - a. Handout – "Note-taking Guide – Int'l HR Mgmt"
 - b. Show PowerPoint – "International Human Resource Management"
 - c. Handout – "International Human Resource Management Activity"

10. Review - PowerPoint – “International Management Jeopardy” review this unit with students.
(Students enjoy this and respond better if there are rewards like candy, extra credit points, etc.)
11. Give unit test – “International Management Test”

Attachments for Learning Experiences:

Notes & Reflections:



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

One Page Report – Global Production Management Organizational Charts Activity

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Activity instructions for both activities attached.

Rubrics are attached for both activities.

Short report – 1-2 pages research on production management methods.

Organizational charts activity – students draw 3 types of typical organizational charts

Attachments for Culminating Performance Task:

Rubrics attached. “One Page Report Rubric” & the other are attached to activity instruction sheet.



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

| | | | | | |
|-------------------------------------|-------------------------|--------------------------|--------------------|--------------------------|---------------------------------|
| <input checked="" 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 type="checkbox"/> | Website | | |