



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES AND SERVICE

PATHWAY: Marketing

COURSE: International Business & Marketing

UNIT 7: Risk Management in International Business



INTRODUCTION

Annotation:

In this unit students will brainstorm economic and political risks involved in international trade. They will discuss these risks and will illustrate them on posters. Students will take a pop quiz for assessment. As a continuation of this lesson, students will learn about and research "Borderless Selling."

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

2 – 50 minute periods

Author:

Jeanne Jackson

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

GPS Focus Standards:

MKT-IBM-9. Students will explain the impact of foreign exchange rates, international finance issues and risk management techniques on international business operations.

- e. Identify major country, foreign exchange, and commercial risks associated with international business and marketing activities.
- f. Discuss strategies to minimize overall risk in international business and marketing transactions.

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

- 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.

MKT-IBM-3. Students will apply appropriate informational technology and communication strategies for international business and marketing situations.

- a. Determine how to communicate internationally using electronic communications (i.e., telephone, fax, telex) and channels (i.e., Internet, email).
- b. Evaluate electronic communications and channels as appropriate for given international business and marketing situations.
- c. Apply communication strategies (oral, written, and non-verbal) necessary and appropriate for effective and profitable international business and marketing relations.
- d. Analyze complications involved in communication strategies (oral, written, and non-verbal) in an international business and marketing environment.

GPS Academic Standards:

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

MM1P1. The student will solve problems using appropriate technology.

National / Local Standards / Industry / ISTE:

NBEA 1: The student will understand the fundamental concepts of international business.

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



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will discuss strategies to minimize overall risk in international business and marketing transactions

Essential Questions:

- What strategies minimize risk in international business transactions?
- How do trade barriers and trade agreements affect companies involved in international Business marketing?
- What are different ways of communicating electronically in international business marketing?

Knowledge from this Unit:

Students will:

- identify major country, foreign exchange, and commercial risks associated with international business and marketing activities.
- identify strategies to minimize overall risk in international business and marketing transactions.

Skills from this Unit:

Students will:

- evaluate trade barriers and trade agreements and their effect on the company, product, and economics involved in a specific international business and marketing transaction.
- determine how to communicate internationally using electronic communications (i.e., telephone, fax, telex) and channels (i.e., Internet, email).
- evaluate electronic communications and channels as appropriate for given international business and marketing situations.
- apply communication strategies (oral, written, and non-verbal) necessary and appropriate for effective and profitable international business and marketing relations.
- analyze complications involved in communication strategies (oral, written, and non-verbal) in an international business and marketing environment.



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:

Pop Quiz

Assessment(s) Description/Directions:

Ask each student to take out a piece of notebook paper for a pop quiz. Ask students to make 2 headings on their papers: Economic Risks and Political Risks. Ask students to list at least 4 risks under each category. Collect the papers, grade and count as a daily grade.

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

MKT-IBM-9. Students will explain the impact of foreign exchange rates, international finance issues and risk management techniques on international business operations.

- e. Identify major country, foreign exchange, and commercial risks associated with international business and marketing activities.
- f. Discuss strategies to minimize overall risk in international business and marketing transactions.

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

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.

2. Review Essential Questions.

- What strategies minimize risk in international business transactions?
- How do trade barriers and trade agreements affect companies involved in international Business marketing?
- What are different ways of communicating electronically in international business marketing?

3. Identify and review the unit vocabulary.

- 4.** Day 1 work on Economic and Political Risks
 Day 2 work on the topic of Borderless Selling

Procedures: Day 1-- Teacher will write the definition for International Trade on the board: the exchange of goods and services across international boundaries or territories. Next, explain to students that just as there are risks in any type of business, there are also risks in trading internationally. Write on the board: *Economic Risks and Political Risks*.

Divide students into groups of 3-4 and have each group brainstorm and come up with as many risks as they can under each category. Allow about 10 minutes for this activity and then call on each group to share their responses—write their answers under the appropriate risk on the board (Economic or Political Risk). After every group has shared their answers, distribute the student handout, “Risks in International Trade”. This handout is below. Simply print a copy of this handout for each student. See Assignment Day 1 below.

Assignment: Day 1: after distributing the handout have each group complete a poster *illustrating and labeling* every type of risk under *both* categories. One side of the poster can be used for economic risks and the other side for illustrating political risks. Distribute colored markers for students to use in their illustrations. Allow 30 plus minutes for this activity. Please note: students may want to use the internet to research some ideas for their illustrations. After students are finished with the posters, have each group present their illustrations. Allow students to keep the handouts for testing purposes.

Assignment: Day 2: at the beginning of day 2 class ask each student to take out a piece of notebook paper for a pop quiz. Ask students to make 2 headings on their papers: Economic Risks and Political Risks. Ask students to list at least 4 risks under each category. Collect the papers, grade and count as a daily grade.

Next, put the definition of “Borderless Selling” on the board: the process of performing sales transactions between two or more parties from different countries (an exporter and an importer) which is free from actions specifically designed to hinder international trade, such as tariff barriers, currency restrictions, and import quotas.

Have students individually research the following information on the internet:

1. Background of Borderless Selling
2. How Borderless selling is different from free international trade or selling
3. Who coined the term “Borderless Selling”
4. Types of services that can be sold through Borderless Selling
5. Different means used for Borderless Selling

6. Examples of companies involved in Borderless Selling

Assessment of the above may be by a written paper or by answering the above questions.

KEY: Borderless Selling information may be found at http://en.wikipedia.org/wiki/Borderless_Selling

NOTE: STUDENT HANDOUT FOR ECONOMIC AND POLITICAL RISKS IS ATTACHED -- PRINT OUT THE LESSON, AND PRINT A COPY OF THE HANDOUT FOR EACH STUDENT.

Attachments for Learning Experiences:

Handout

Economic and Political Risks Poster Rubric

Notes & Reflections:



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Economic & Political Risks Poster

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students will create posters to illustrate all of the listed economic and political risks of international business.

Attachments for Culminating Performance Task:

Economic and Political Risks Poster Rubric



UNIT RESOURCES

Web Resources:

http://en.wikipedia.org/wiki/Borderless_Selling

Attachment(s):

Materials & Equipment:

white board, computers with internet capability, printer and printer paper, white poster boards & colored markers, student handout

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		