

# 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.

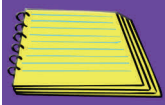
## Objectives:

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.

## Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Social Studies	<i>Geographical Skills &amp; Applications</i>	<ul style="list-style-type: none"> <li>• Geographic trends</li> <li>• Cultural trends</li> <li>• Identify the importance of geographical locations</li> </ul>
Language Arts	<i>Application of Writing Skills</i>	<ul style="list-style-type: none"> <li>• Composition mechanics</li> <li>• Descriptive, informative, creative and persuasive writing</li> <li>• Brainstorming</li> <li>• Analyzing audiences</li> <li>• Utilizing reference materials</li> <li>• Enhancing grammatical mechanics</li> <li>• Vocabulary enhancement</li> </ul>
	<i>Analysis of Text &amp; Information</i>	<ul style="list-style-type: none"> <li>• Drawing inferences and generalizations</li> <li>• Reading/content literacy</li> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Values and ethics</li> <li>• Expression of thoughts and ideas</li> <li>• Communication skills</li> <li>• Correlating text events with personal experiences</li> <li>• Developing listening and comprehension skills</li> <li>• Literary interpretation</li> <li>• Creating visual representations</li> </ul>
	<i>Technology Applications in Literature</i>	<ul style="list-style-type: none"> <li>• Utilizing document processing software</li> <li>• Utilizing presentation processing software</li> <li>• Internet-based research</li> </ul>

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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.