Texas CTE

Global Business (2015)

Adopted 2015

Global Business

1. **The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:**
   - A. communicate effectively with others using oral and written skills; 1.A
   - B. demonstrate collaboration skills through teamwork; 1.B
   - C. demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace; 1.C
   - D. demonstrate a positive, productive work ethic by performing assigned tasks as directed; 1.D
   - E. comply with all applicable rules, laws, and regulations; and 1.E
   - F. demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results. 1.F

2. **The student analyzes the theories of global trade and investments. The student is expected to:**
   - A. define global business; 2.A
   - B. explain the advantages of specialization; 2.B
   - C. identify the concept of comparative advantage; and(D) distinguish between portfolio investment and direct investment. 2.C

3. **The student analyzes the role of the international monetary system in the economy. The student is expected to:**
   - A. describe the role of the International Monetary Fund; 3.A
   - B. argue for and against floating exchange rates; 3.B
   - C. argue for and against fixed exchange rates; 3.C
   - D. explain the impact of the common European currency; 3.D
   - E. calculate foreign exchange rates; and 3.E
   - F. research cases dealing with global exchange using appropriate online technology. 3.F

4. **The student identifies the importance of international financial markets. The student is expected to:**
   - A. explain how a foreign exchange market functions; 4.A

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B. identify the economic factors that influence exchange rates and explain how these factors work; and 4.B

C. differentiate between alternative strategies of global banking. 4.C

5. **The student examines various levels of economic integration among foreign countries. The student is expected to:**

A. identify the different levels of economic integration; 5.A

B. explain the various arguments surrounding economic integration; and 5.B

C. describe the organization of the European community. 5.C

6. **The student identifies the importance of different trade and trade investment policies. The student is expected to:**

A. understand the role of foreign aid in global trade and investment; 6.A

B. explain the goals of the General Agreement on Tariffs and Trade and the North American Free Trade Agreement; 6.B

C. identify the major ways in which imports are being restricted and describe reasons for controlling exports; and 6.C

D. research cases and issues on global trade using appropriate online technology. 6.D

7. **The student analyzes the implications of politics and laws that control and regulate global business. The student is expected to:**

A. describe the reasoning behind the regulation of global business behavior; 7.A

B. analyze the Foreign Corrupt Practices Act; and 7.B

C. discuss the role of international law in the conduct of global business. 7.C

8. **The student researches the business elements of cultural challenges and diversity. The student is expected to:**

A. explain the role of culture in global business; 8.A

B. identify various elements of culture; and 8.B

C. suggest ways for managers to understand and deal with cultural diversity. 8.C

9. **The student demonstrates the process in implementing a global operation. The student is expected to:**

A. describe the rise of global linkages in global business; 9.A

B. describe the position of the United States in global trade; 9.B

C. list advantages and problem areas for U.S. firms wanting to enter global business; 9.C

D. research current cases on imports, exports, and balance of trade using appropriate online technology; 9.D

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E. relate effects of copyrights and trademarks and intellectual property rights on global business; 9.E

F. identify advertising media used in foreign markets such as newspaper, radio, television, Internet, and magazine; 9.F

G. define fair trade; and 9.G

H. describe benefits of fair trade domestically and internationally. 9.H

10. The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:

A. define global logistics; 10.A

B. distinguish between materials management and physical distribution; 10.B

C. list the factors that influence the selection of particular transportation modes; 10.C

D. describe the usefulness of free trade zones; 10.D

E. research free trade zones locally and statewide using appropriate online technology; and 10.E

F. relate the effects of geography, time zones, work days, resources, and natural harbors on global business. 10.F

11. The student identifies different strategies for exporting in the global market. The student is expected to:

A. discuss the procedure by which a foreign target market is selected; 11.A

B. determine the pricing strategy for export items; 11.B

C. identify various data-based analytical techniques available for estimating market potential; and 11.C

D. evaluate the reasons behind the need to standardize or to adapt the marketing mix. 11.D

12. The student identifies the functional changes in process with global human resource management. The student is expected to:

A. explain the objectives of human resource management in a global firm; 12.A

B. describe how the human resources function changes as a firm goes global; 12.B

C. identify sources of recruitment for staffing positions abroad; and 12.C

D. describe differences and similarities of training employees in different countries. 12.D

13. The student analyzes employability skills to obtain successful employment with a company. The student is expected to:

A. assess personal global marketability; 13.A

B. identify appropriate employment opportunities abroad; 13.B

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C. evaluate global employment options such as salaries, benefits, and prerequisites; and 13.C

D. generate an orientation manual for people preparing to live and work in a foreign country. 13.D

14. The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:

A. identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates; and 14.A

B. participate in leadership and career development activities. 14.B