

# 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**

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**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**

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**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**

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- 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
  - 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
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- 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
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- 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
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- 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
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- 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

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**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
- 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

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**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

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**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

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**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

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**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
- 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

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**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