Goal-directed Instructional Design Plan

Business Management: International Business Unit

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1. **A problem or a need –**
The educational need for my Business Management class is providing students with the knowledge and background to be successful in the business world. The International Business unit needs to provide students with cultural information to successfully communicate with people from around the world.

2. **A real-world performance –**
The learning objectives provide students with the opportunity to explore business and cultural differences and allow the students to apply their knowledge to a real world situation. Students will need to make a presentation at the end of the unit explaining a culture's business etiquette and what to expect on their fictitious business travel.

3. **An instructional objective –**
   a. Describe the factors related to being sent abroad on an assignment.
   b. Describe the nature, growth, and importance of international trade and investment

4. **A set of essential content –**
Students will be able to distinguish different forms through which international business is conducted. Students will explain the common barriers to international business. Students will research a country and describe the culture differences.

TEKS:
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;
(B) identify various elements of culture; and
(C) suggest ways for managers to understand and deal with cultural diversity.

5. **An evaluation consisting of a test or observation –**

Students will create a fictitious business and present to the class (their co-workers) and explain what to expect on their upcoming business trip to the country of their choosing. Students can create a PowerPoint, Word document or suggest another media to present their information.
Information should included, but not limited to:

   a. Proper greetings (handshakes, names and titles)
   b. Gift giving expectations
   c. Time expectations (arriving on time, late, etc)
   d. Appropriate and/or inappropriate topics of conversation
   e. Proper attire to wear to a business meeting
   f. What are the women's roles in business?

The teacher will provide examples of past projects before students start the project. This will allow

students to understand the expectations. The students will also be given a rubric to ensure they have fulfilled all of the requirements of the project. Students will self-grade using the rubric before submitting the final project.

6. **A method to help participants learn** –
A unit organizer will be provided at the beginning of the unit to help students keep track of material learned and to visualize the remaining goals and objectives for the unit. The teacher will present the information using PowerPoint lectures and class discussions. The lectures and class discussions will include videos about international business and other cultures. Closed captioning will be provided for hearing impaired students. The students will have access to the PowerPoint to follow along with the lecture. The students can easily change the font size if they have difficulty seeing the text. Text-to-speech will be offered for the PowerPoints. Guided notes will be provided for all students to ensure students are taking informative and appropriate notes. The notes will be available on the computer or printed to be filled in using a pen or pencil. Teacher notes and PowerPoints will be converted to a foreign language for ESL students. Throughout the unit, students will use UniServity to communicate with each other about places they have traveled and cultural differences they have experiences. UniServity will also be used to share information students have discovered about places they have not traveled but have researched.

- **Motivation**:
  - Meaningfullness – Students will have the opportunity to discuss with other students information they have learned about other cultures. Students will also better understand the importance of international business and our standard of living. In addition, students will have the opportunity to practice public speaking.
  - Pleasant consequences – Students will feel more comfortable speaking in front of the class. Many students enjoy the idea of traveling and this will give the students an opportunity to research possible future travel experiences. ESL students will be able to follow along better during class discussion with the language translated to their first language. Hearing impaired students will be able to follow along the class lecture by watching the PowerPoint and closed captioning will allow students to learn from videos.
  - Novelty – At the beginning of the unit the teacher will ask the students where their shirt was made and where they believe their breakfast was from. Then the teacher will ask the students to think how their lives would be different if international trade was not possible.

- **Socialization** - Students will have the opportunity to share their personal knowledge about other cultures with students through UnivServity and the presentations. UniServity allows students who are normally shy the opportunity to share their knowledge and expertise with classmates. The students can choose to work with someone on the final project.

- **Audience** –
  - Ages (15-18), Grades (10-12)
  - Skill level: Students cultural knowledge will be varied. Many students have traveled extensively, while other students have no or limited travel experiences. Most students are comfortable using the Internet to research. Most students are comfortable using PowerPoint. Many students are uncomfortable giving public speeches.
  - Prerequisite knowledge: Students will need to know how to use a search engine to find cultural information. They will also need to know how to use PowerPoint or other presentation software.

- **Technology Needs** –
This lesson required the use of computers, PowerPoint, Word and access to the Internet. An overhead

projector would be very beneficial to have for the presentations. Text-to-speech program Natural Reader and closed captioning program Roll-Up will need to be downloaded. To translate PowerPoint and notes for ESL students http://translate.reference.com/ is a possible resource.