

Global Skills for the 21st Century Economy: Getting Prepared!

Course File

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About the Course Developers

George Hiller

George Hiller has thirty-five years of experience in international business management, trade promotion, and higher education teaching. He has worked extensively with small and medium-size exporters across Virginia. George has served as an adjunct instructor at the University of Richmond since 1991, and currently teaches international business and cultural studies courses focused on Latin America. While working for Virginia's economic development agency, George managed a network of Virginia universities that developed export management plans for local companies.

From 2002-2013, George coordinated international education programs for a consortium of small two and four-year schools in rural SW (Appalachia) Virginia. This included the development of new international business courses as well as export counseling for area firms. He also received three major U.S. Dept. of Education Business and International Education (BIE) grants focused on rural exports and international trade education. George holds degrees from the University of New Mexico, Thunderbird School of Global Management, and the University of Richmond School of Law. George may be reached at ghiller@richmond.edu.

C. Jamie Edwards

Jamie Edwards has over twenty years of experience with local, state and federal programs leading and managing public efforts in criminal justice, counseling, addictions, public health prevention and higher education. He currently serves as Associate Professor of Human Services and Sociology as well as Dean of Occupational and Health Programs at Wytheville Community College (WCC) located in the Southwest Region of Virginia. Prior to this assignment, he served as Interim Dean of Social Sciences, Business and Transfer Programs at WCC. In addition to faculty responsibilities at WCC, Jamie served as Chairperson for the Virginia Community College System (VCCS) site of the Southwest Virginia Regional Center for Teaching Excellence (RCTE). He is also an adjunct faculty member of Lindsey Wilson College (School of Human Services and Counseling).

Jamie holds two postgraduate certificates (Addictions Counseling and Gerontology/Appalachian State University), two Master's Degrees (MA - Humanities/Wake Forest University, MS - Education/Radford University) and a Bachelor's Degree (BS - Organizational Management/Bluefield College). Professional Credentials include past Global Career Development Facilitator (GCDF), past Licensed Clinical Addictions Specialist – Associate (NC LCAS-A) and current Board Certified – Human Services Professional (HS-BCP). Jamie can be reached at jedwards@wcc.vccs.edu.

Introduction

Globalization and international trade are now key aspects of our U.S. economy and politics! Like it or hate it, 21st century jobs are increasingly linked to: exporting products and services, sourcing goods from foreign suppliers, and participating in international management teams. And these jobs are not just at huge multinational companies. In fact, almost 98% of the 300,000+ U.S. firms that export are small businesses with less than 500 employees¹. Plus, many of these U.S. exporting firms are themselves subsidiaries of companies based outside the United States.

This course is designed for community college students, and especially students at smaller colleges in non-urban regions of the country. Quite a few exporting firms are located in these communities. However, International course offerings at area community colleges tend to be minimal and focused only on trade mechanics. This course fills a void by presenting need-to-information about both globalization and international trade. The course could be part of an Associate's degree or certificate program, and also applicable for students planning to transfer to an undergraduate degree program.

It's true that U.S. employers look for graduates with advanced math and technical skills, especially for manufacturing jobs. But's that's not the whole story. As one plant manager noted: "I also want our assembly workers and support staff to: understand some basic facts about globalization, how trade works, and how to interact with our international customers and suppliers. These skills are critical to our company's future." (Might we add these skills are also important to your future as a job seeker!)

We will first tackle the topic of globalization. Is it good or bad? Via discussion sections you will also get to weigh about trade agreements with other countries. We will then look at some data for your state about target markets and products. Next, we will discuss very basic mechanics of international trade. Of course, markets are also about people, so we will look at some important cultural factors in other countries. Wrapping this up will be a short hands-on exercise to analyze a potential foreign market. Finally, we will discuss career planning for the challenges of the 21st century.

It's a lot to do, so let's get started!

¹ U.S. International Trade Administration

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Course Learning Outcomes Matrix

Instructional Format

This course is designed in a manner where the instructor can provide instruction via traditional class methods, online or even through a hybrid format. Assignments may be normed to the unique instructional needs of the instructor and student population.

Course Description

“Introduction to the 21st Century Global Economy” (working title). The course could be listed within social sciences course offerings (economics, interdisciplinary studies, etc.) at the community college or undergraduate setting nationwide. This would be a more holistic course than “International Business 101” and would also be structured to satisfy more general education and division requirements. The class is designed to be used as a packaged semester long effort or broken down into individual modules as needed as part of a larger class process.

Course Level Learning Outcomes

By the end of the semester, the student will be able to:

1. Understand the key principles of globalization and articulate different viewpoints about the benefits and negatives of globalization.
2. Investigate the importance of international business to an individual state’s economy and local communities and describe basic facts about countries that are key markets.
3. Understand basic elements of key current and proposed international trade agreements and articulate the pros and cons of such agreements.
4. Recognize key country and commercial considerations in deciding whether to develop sales in a target country.
5. Understand key factors in the development of culture. Compare and contrast cultures in several countries. Recognize how cultural factors can influence international business decisions.
6. Develop a basic export marketing plan for a product or service to a target country in Latin America or Asia.
7. Examine career planning issues for the globalized economy of the 21st century.

Module Level Outcomes

Module Number	Module Description	Module Objectives
Module 1: Getting Started	The first module contains information needed to successfully begin our course.	<ul style="list-style-type: none"> • Describes how to best start the Course • Summarize the course syllabus, policies and Instructor/student expectations • Learn out to interact with the Course Learning Management System • Use the Wiki Spaces Discussion Board to facilitate online class discussions
Module 2: Introduction to Globalization	What is globalization? Why is it so important? What are the positives and negatives of globalization for Virginia (or another state)?	<ul style="list-style-type: none"> • Define Globalization in current economic terms. • Evaluate their own perceptions toward globalization. • Review the impact of recent trade acts on the American Economy.

Module 3: What are Global Competencies? Why are they Important?	What does it mean to be a global citizen and how do we prepare the next generation of business and political leaders to be effective across international boundaries?	<ul style="list-style-type: none"> ● Evaluate generally accepted and required business and personal competencies that predict success in a global society. ● Understand why the global workforce is changing and why.
Module 4: Is Globalization Good or Bad?	<p>Is globalization the solution to the continued prosperity of the entire global economy? During what times has globalization actually harmed local and world economies as a whole?</p>	<ul style="list-style-type: none"> ● Evaluate the intentional and consequential effects of Globalization on local and world economies. ● Determine if the concept of globalization is at risk of failure. ● Analyze if society is invested in the concept of globalization that supports economic and societal development.
Module 5: What does Virginia Import and Export?	Why is trade and inward foreign direct investment important to Virginia? Who are Virginia's main trading partners? What do we export? What is foreign exchange? How are exchange rates determined? Why are	<ul style="list-style-type: none"> ● Understand the impact of trade on local states using Virginia as a case study. ● Evaluate the different types of governmental agencies and organizations that support globalization and trade efforts.

	exchange rates important?	<ul style="list-style-type: none"> Analyze statistical information illustrating the amount of global trade activity across Virginia, other states and between nations.
Module 6: Survey of Key International Markets	The module provides an International focus on China and Mexico Study areas include: geography, history, economics, and contemporary political issues.	<ul style="list-style-type: none"> Discuss key economic indicators of global growth using Mexico and China as case as examples. Understand how the U.S. Dollar ranks on the global market against other currencies.
Module 7: Key Decision Factors for Targeting International Markets	How and why do companies decide to start exporting? What are the factors for a company to consider when exporting? Why would a Virginia company want to build a plant overseas? Is that bad for Virginia?	<ul style="list-style-type: none"> Recognize the foundational aspects of exporting. Evaluate current trade agreements and their intent and impact on participating countries and regions. Understand key terminology needed to be effective during trade exporting negotiations.

<p>Module 8: Understanding How Culture Affects International Marketing Decisions</p>	<p>What is “culture”? What are the Hofstede dimensions of culture and how does that compare with your own culture and other countries? What cultural markers are important for working in international teams and managing foreign operations?</p>	<ul style="list-style-type: none"> ● Analyze the importance of understanding culture within a global context. ● Critique research supporting the Hofstede Study and implications for future business leaders involved in global relationship building. ● Apply specific culture development activities to their own personal experiences using Latin America as a case study.
<p>Module 9: Hands-on International Market Planning Exercise</p>	<p>The module includes a capstone assignment to design a very basic international marketing plan to export a Virginia product to an international market(s). In the case of far Virginia or the exports of other states related to forest products, mining equipment and other common industrial sectors.</p>	<ul style="list-style-type: none"> ● Understand the key factors involved in selecting a country in which to develop an export business. ● Understand the key demand and cultural factors involved in selecting a product, commodity, or service for exporting. ● Develop some beginning research skills to evaluate potential international markets.

		<ul style="list-style-type: none"> ● Recognize the basic elements of an export marketing plan. ● Prepare an outline of a of a basic export marketing plan. ● Develop oral presentation skills for business presentations to colleagues/managers.
Module 10: Career Planning for the 21st Century	<p>Why is it important for your career, including manufacturing jobs, to understand the fundamentals of international trade and culture? Why is this important for your community? What are employers looking for re new employees? How do other countries approach workforce training: the German apprenticeship model, etc.</p>	<ul style="list-style-type: none"> ● Understand how work is changing in the 21st century economy. ● Understand what global skills are important for the 21st century economy. ● Develop skills to investigate job and career opportunities requiring global skills. ● Compare/contrast the US higher education system and workforce training vs. the German system. ● Recognize key elements of a resume and how to make this a “sales tool” for the applicant.

Module 1 - Getting Started



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Module 1 - Getting Started

Description

The first module contains information needed to successfully begin our course.

Objectives

By the end of the lesson students will:

- Describes how to best start the Course.
- Summarize the course syllabus, policies and Instructor/student expectations.
- Learn out to interact with the Course Learning Management System.
- Use the Discussion Board to facilitate online class discussions or discussion starters for the in class environment.

Assignments

1. Introduce yourself and respond to at least one of your fellow students in class or via the discussion board.
2. Present in class or post via the discussion board at least one question for your instructors to respond to about current international business concepts.
3. This course will use the texts Globalization, A Very Short Introduction (can be found online for as little as \$10.00) and the United States Basic Guide to Exporting (this book is free online). See the Reference this of this document to learn how to access each source.

Module 2 - Introduction to Globalization



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Module 2 - Introduction to Globalization

Description

What is globalization? How did it originate? Why is it so important in the 21st century?

Objectives

By the end of the lesson students will:

- Define globalization in current economic terms.
- Begin to evaluate their own perceptions toward globalization.
- Review the impact of trade agreements on the U.S. economy.

Activities

- View video: *Go Global* about data and trends in today's global world.
<https://www.youtube.com/watch?v=Xr_SAWV3Ozs&feature=youtu.be>
- Read the lecture note: *What is Globalization?* (Globalization 101)
<<https://drive.google.com/open?id=15AN3gzBbQfbztSmbX0AebXDQdHiAkH1NrdVgUvK8dqQ>>
- Read summary of Thomas Friedman's *The Lexus and the Olive Tree*.
<<https://drive.google.com/file/d/0B2qE4xHis-FdYmhXYV9SdzduT0k/view?usp=sharing>>
- Review Friedman's Rule of Law Elements.
<https://docs.google.com/document/d/1jtDwWzucl3sowhsuk_3eq40YxgJifRrwv0vuDoi6BUG/edit?usp=sharing>
- Read Chapter 1 and 3 of *Globalization, A Very Short Introduction* (3rd edition 2013)
- Download the *Basic Guide to Exporting*, 11th Edition (2015), published by the United States Department of Commerce. It's free! We will refer to this document during the second half of the class. <<https://drive.google.com/file/d/0B2qE4xHis-FdTnJlVXFHHzlXVzg/view?usp=sharing>>

- Watch video: *Globalization I- The Upside: Crash Course in World History #41* (John Green)
<https://www.youtube.com/watch?v=5SnR-e0S6Ic>

Optional

- Instructors who want to expand the discussion of globalization may wish to assign additional chapters from the text Globalization: A Very Short Introduction.

Assignments

- Creation of a quiz on globalization terminology.
- Complete a 200-word essay to discuss Friedman's and Steger's definitions of globalization and how it gets started. How are their views the same? How do they differ?
- Discussion board exercise or in class discussion: Each student will explain one element of the Rule of Law and discuss why it is important. Each student must respond to at least one additional student post.

Module 3 - What are Global Competencies? Why are they Important?



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Module 3 - What are Global Competencies? Why are they so important?

Description

What does it mean to be an effective and knowledgeable professional in a global market that requires white collar and blue collar workers? How do we prepare the next generation of business and political leaders to be effective across international boundaries?

Objectives

By the end of the lesson students will:

- Evaluate generally accepted business and personal competencies that predict success in a global economy society.
- Understand how the global workforce is changing and why.

Activities

- Review: “Preparing a Globally Competent Workforce Through High-Quality Career and Technical Education” Asia Society and Longview Foundation 2015
<<https://drive.google.com/file/d/0B2qE4xHis-FdTIJPRjE0VUNhdHc/view?usp=sharing>>
(Pay close attention to “Defining Global Competence” on page 4.)
- Review: *Workplace Changes in a Global Economy*.
<<https://docs.google.com/document/d/1uMefoGxLacKZWq7aNNuGLN5SN0upoiTeqIIEsAgHKSs/edit?usp=sharing>>
- Review: *Five Reasons Why Global Competencies Are Important?* Asia Society .
<<http://asiasociety.org/education/global-competence-0>>
- Watch two videos: *Engaging the World: U.S. Global Competence for the 21st Century* and *U.S. Global Competence, A 21st Century Imperative* U.S. Dept. of Education 2009
<<http://www.usglobalcompetence.org/>>

Optional

- Review the American Association of Colleges and University's Global Learning Value Rubric." This document may be used by instructors as a guide for the development of assignments and for the evaluation of student work products.
<<https://drive.google.com/file/d/0B2qE4xHis-FdZm1hZTJGNnFzT2c/view?usp=sharing>>

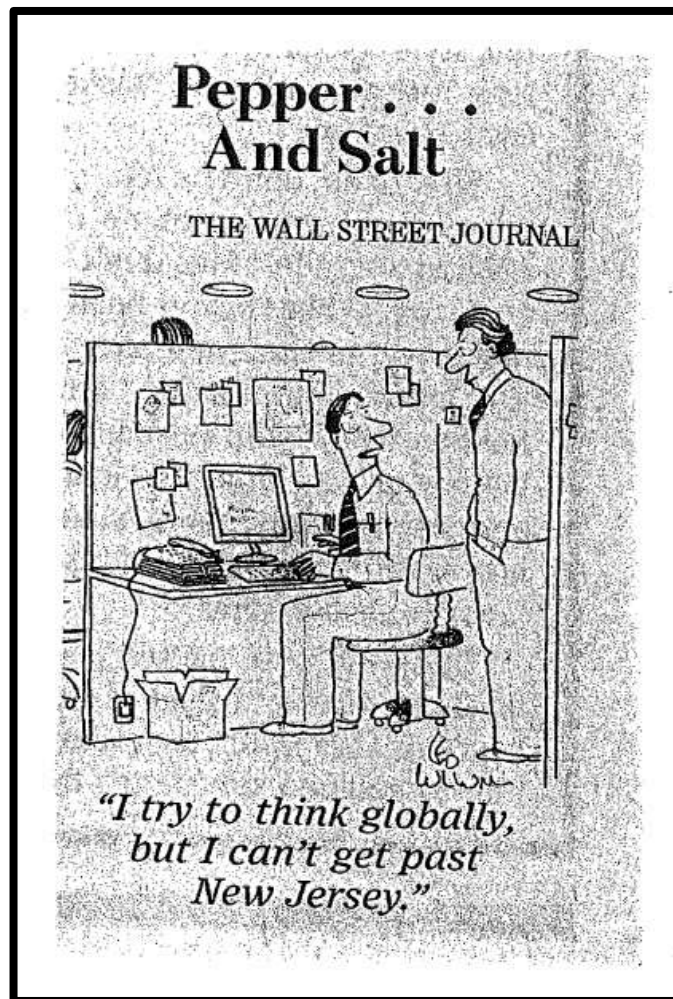
Assignments

- Construct a 200-word essay discussing: how jobs are changing in the 21st century and why are global competencies important. Take a moment to learn about how the submission will be scored using a [grading rubric](#) (*Instructors will need to modify this or a similar grading rubric to fit their respective needs*).
- Interview a worker about how his/her job has been changed by globalization. Post a summary of your interview on the discussion board and respond to other posts as directed by your instructor.

Optional

- Students could discuss some of the globalization initiatives in public education as discussed in the article on preparing a globally competent workforce and compare/contrast with programs at their local high school or community college.
- Students could then propose specific changes in order to improve globalization instruction and preparedness in their local high school or community college.

Module 4 - Is Globalization Good or Bad?



Credit: Wall Street Journal

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Module 4 - Is Globalization Good or Bad?

Description

Is globalization the solution to the continued prosperity of the entire global economy? Alternatively, is globalization actually harmful to local and world economies, societies, and cultures.

Objectives

By the end of the lesson students will:

- Evaluate the intentional and consequential effects of globalization on local and world economies.
- Determine if the concept of globalization is at risk of failure.
- Analyze if society is invested in the concept of globalization that supports economic and societal development.

Activities

- Watch the video *What is Globalization?*
<<http://www.oercommons.org/courses/globalization/view>>
- Watch video: General Electric's investment in Brazil. (*Sixty Minutes*)
<https://www.youtube.com/watch?v=VZ_3bqHz08A>
- Watch video: Globalization II *Is Globalization Good or Bad?* Crash Course World History #42 (John Green)
<https://www.youtube.com/watch?v=s_iwrt7D5OA>
- Read: *Globalization harms us more than helps us.*
<http://yaleglobal.yale.edu/content/putin-isis-ebola-how-globalization-harms-us-more-helps?utm_source=YaleGlobal+Newsletter&utm_campaign=2b2745585c-Newsletter9_14_2010&utm_medium=email&utm_term=0_2c91bd5e92-2b2745585c-207750181>

- Read: *The Impressive Benefits of America's Free Trade Agreements*. United States Chamber of Commerce. <<https://drive.google.com/file/d/0B2qE4xHis-FdLU1rNDdGQk1QME0/view?usp=sharing>>
- Read: South Carolina Voters Feel the Benefits of Free Trade but also the Scars. *The Wall Street Journal* 2016 <<https://drive.google.com/file/d/0B2qE4xHis-Fdc3p4N2xpWIVmUXM/view?usp=sharing>>
- Are Free Trade Agreements Good or Bad? Read the article and listen to the audio clip. <<http://www.marketplace.org/2016/03/16/world/pm-trade-poll>>
- Read this article regarding Ford's recent announcement of plans to shift some production to Mexico "Why is Ford Moving to Mexico" from *The Week*, September 25, 2016. <<http://theweek.com/articles/650311/why-ford-moving-mexico>>
- Is further globalization inevitable? Read: "The Bell of Globalization Cannot Be Un-Rung" *PBS Newshour* 2016. <<http://www.pbs.org/newshour/updates/column-bell-globalization-cannot-un-rung/>>

Assignments

- Create a 200-word paper explaining four arguments in favor of globalization and free trade agreements and four arguments against. Upload this paper to the discussion board and critique one other student's work product on pros and cons of globalization/trade. Take a moment to learn about how the submission will be scored using a [grading rubric](#) (*Instructors will need to modify this or a similar grading rubric to fit their respective needs*).
- Upload on the discussion board the links for two recent stories on globalization and free trade. One should be in favor and one should be against. Summarize each story. on the discussion board. Respond to at least one other student post.

Optional:

Additional student assignment. Hypothetical: President Clint Trumpet of the United States has just appointed you to as the special advisor for trade. Please write a one-page memo to the President with your advice on trade policy. Your memo should also discuss how your choices might affect citizens in your state.

Module 5 - What does Virginia (Your State) Import and Export?



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Module 5 - What does Virginia Import and Export?

(Note: this module focuses on the Commonwealth of Virginia.
However, similar data is available about other states.)

Description

Why are trade and inward foreign direct investment important to Virginia? Who are Virginia's main trading partners? What do we export? What is foreign exchange? How are exchange rates determined? Why are exchange rates important?

Objectives

By the end of the lesson students will:

- Understand the impact of trade on local states using Virginia as a case study.
- Evaluate the different types of governmental agencies and organizations that support globalization and trade efforts.
- Analyze statistical information illustrating the amount of global trade activity across Virginia, other states and between nations.

Activities

- Review the *30 Minutes of Trade Poster* from the United States Chamber of Commerce.
<<https://drive.google.com/file/d/0B2qE4xHis-FdcU11ZUdRREdGc2s/view?usp=sharing>>
- Review the listing of *State Economic Development Offices* provided by the United States Department of Commerce. Browse the offerings provided by your state.
<<https://www.selectusa.gov/state-investment-officials>>
- Review the website for Virginia Economic Development Partnership and the various programs to expand investment in Virginia and also to increase export sales by Virginia companies. <<http://www.yesvirginia.org/>>
- Read about Virginia's foreign direct investment (FDI) recruitment program and the various attempts to strengthen international investment.
<<http://www.yesvirginia.org/GlobalFocus>>

- Read about the U.S. Dept. of Commerce’s support for Foreign Direct Investment in the United States and the Fact Sheets about FDI in individual US states. <<https://www.selectusa.gov/why-fdi>>
- Tables: Virginia 2012 Services Exports <<http://exportvirginia.org/wp-content/uploads/2012/08/Fast-Facts-Topics-Virginia-Services-Exports.pdf>>
- Tables: Virginia 2014 Total Exports (Products, Services, Agriculture) <<http://exportvirginia.org/wp-content/uploads/2012/10/Fast-Facts-Topics-Virginia-Product-Exports-2015.pdf>>
- Learn about the global and statewide economic impact of the Port of Virginia. <<http://www.portofvirginia.com/>>
- The U.S. Dept. of Commerce International Trade Administration provides valuable data on trade policy, barriers and programs to support US exporters. Review the various types of information provided by the United States Department of Commerce. <<http://www.trade.gov/>>
- Review the U.S. Dept. of Commerce “Trade Stats Express” for information on US and individual state exports. <<http://tse.export.gov/tse/tsehome.aspx>>
- Review: World City Trade Number interactive website. <<http://ustradenumbers.com/>>

Assignments

- After learning about the Virginia Economic Development Partnership, locate your state’s own economic development agency. Write a 200 hundred-word paper answering the following questions. Take a moment to learn about how the submission will be scored using a [grading rubric](#) (*Instructors will need to modify this or a similar grading rubric to fit their respective needs*).
- What is name of your state economic development agency? What is the total dollar value of exports from your state? What kind of services does your state provide to exporters? How many non-US companies have operations in your state? What are some of the major non-US companies with operations in your state?

Module 6: How to Evaluate a Country for Export Sales



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Module 6 - How to Evaluate a Country for Export Sales

Description

The module will focus on some key measures to evaluate the attractiveness of a country for export sales. Study areas include: geography, history, economics, contemporary political issues, culture, etc.

Objectives

By the end of the lesson students will:

- Discuss key economic indicators of global growth using Mexico and China as examples.
- Understand how the value of the U.S. Dollar versus other currencies affects international trade.

Activities

- Study the following three websites that evaluate and compare countries as potential sites for doing international business:

2016 Index of Economic Freedom from The Heritage Foundation

<http://www.heritage.org/index/about>

“The Global (Country) Competitiveness Report” 2015-2016: World Economic
<<http://reports.weforum.org/global-competitiveness-report-2015-2016/>>

Global Retail Expansion Index <<https://www.atkearney.com/consumer-products-retail/global-retail-development-index/2015>>

- Review the Elements of the “Golden Straitjacket” by Thomas L. Friedman
https://blackboard.richmond.edu/bbcswebdav/pid-643245-dt-content-rid-1071590_1/xid-1071590_1
- Read two articles about the impact of the dollar's rise against other currencies.
<<https://drive.google.com/file/d/0B2qE4xHis-FdTElhaFA3S3pMMlk/view?usp=sharing>> and
<https://drive.google.com/file/d/0B2qE4xHis->

[FdSTBLWmtVV3plWFk/view?usp=sharing](https://drive.google.com/file/d/0B2qE4xHis-FdSTBLWmtVV3plWFk/view?usp=sharing)>

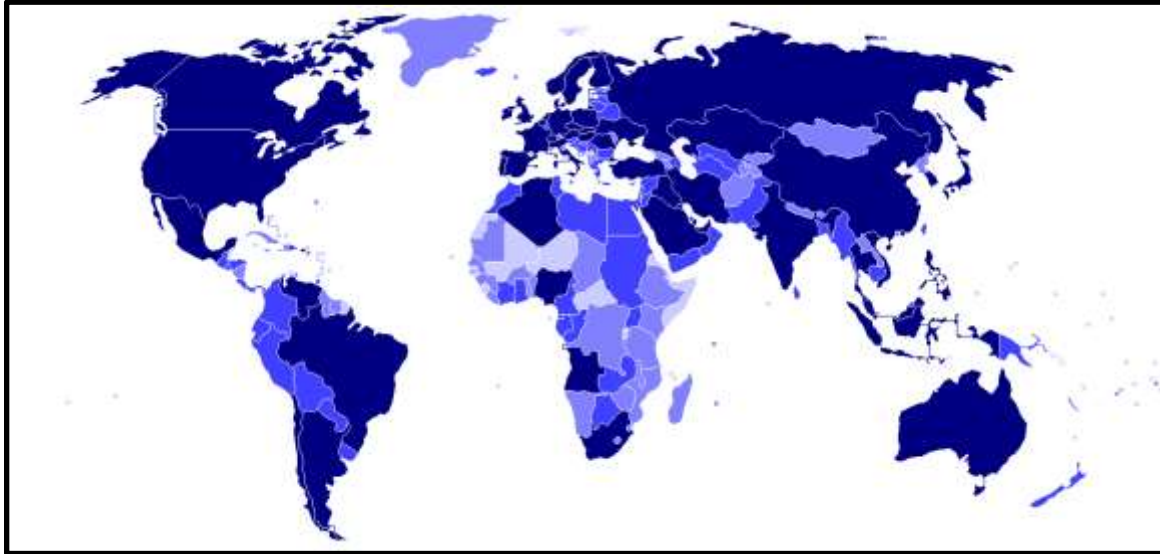
- Read: “The Two Mexicos” *The Economist* 2015
<<https://drive.google.com/file/d/0B2qE4xHis-FdVmtDWUIHMTamM/view?usp=sharing>>
- Read: “Of Cars and Carts” *The Economist* 2015.
<<https://drive.google.com/file/d/0B2qE4xHis-FdMmxhNF9MaklmbVk/view?usp=sharing>>
- Watch the video and read the article from *USA Today* on China’s Currency Market.
<<http://www.usatoday.com/story/money/business/2015/08/12/yuan-and-you-how-chinas-devalued-currency-affects-us-consumers/31524925/>>

Assignments

- Write a 200-word essay discussing how Friedman’s Golden Straitjacket rules compare with the country ranking elements of the Index of Economic Freedom. Take a moment to learn about how the submission will be scored using a [grading rubric](#) (*Instructors will need to modify this or a similar grading rubric to fit their respective needs*).
- Pick a country in Latin America or Asia where you might be interested in doing business. Write a one-page essay to explain how this country compares with other countries in the region and why.
- As may be seen on the *Index of Economic Freedom*, the United States is clearly not ranked as number 1. Your instructor will launch a discussion on the discussion board about why the U.S. ranking is relatively low (or high.) Each student will need to respond to the instructor’s questions and at least two student posts.

Module 7

Key Decision Factors for Targeting International Markets



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Module 7 - Key Decision Factors for Targeting International Markets

Description

How and why do companies decide to start exporting? What are the factors for a company to consider when exporting? Why would a company want to build a plant overseas? Is that bad for the US? This module also introduces the concepts of free trade.

Objectives

By the end of the lesson students will:

- Recognize the key components in the exporting sales process (market evaluation, transportation, payments, etc.) Instructor Note: This objective is optional and may require additional pre-requisite knowledge of exporting basics and other economic factors.
- Understand key terminology needed to develop export sales with prospective foreign buyers.
- Learn about the proposed Trans Pacific Partnership and its potential effects on US trade and jobs.

Activities

- Download and browse through the *Basic Guide to Exporting*, 11th Edition (2015), published by the United States Department of Commerce.
<<https://drive.google.com/file/d/0B2qE4xHis-FdTnJlVXFHHzlXVzg/view?usp=sharing>>
- Review materials provided in the World Fact Book provided by the Central Intelligence Agency via the provided website.
<<https://www.cia.gov/library/publications/resources/the-world-factbook/index.html>>
- Read about the Trans Pacific Partnership as published by the United States Chamber of Commerce. <<https://drive.google.com/file/d/0B2qE4xHis-FdaHNyT2ZYckdpT3c/view?usp=sharing>>

- Use the Trans Pacific Partnership website to identify the possible benefits of the agreement to their own state and each cooperating country.
<<http://www.trade.gov/fta/TPP/>>
- Launch the 2016 US Dept. of Commerce Free Trade Agreement Tariff Tool:
<http://2016.export.gov/fta/ftatarifftool/>
- Launch the US International Trade Commission Interactive Tariff and Trade DataWeb
<https://dataweb.usitc.gov/>

Optional Activity (as related to Objective #1 of the Module)

- Look at and listen to the following modules in the Online Course Modules from the Michigan State University *GlobalEDGE*. (Note: These assigned modules are linked to individual chapters in the *Basic Guide to Exporting* noted above.)
<http://globaledge.msu.edu/reference-desk/online-course-modules/exporting>
 - ❖ The World is Open for Business
 - ❖ Developing an Export Strategy
 - ❖ Developing a Marketing Plan
 - ❖ Preparing Your Product for Export

Assignments

1. Each student will identify three companies in his/her state that may have enhanced export opportunities under TPP. Students will share their findings in class or post via a discussion board in the learning management system.
2. Each student will write a one paragraph description of each company selected. Company information will be posted on Blackboard.
3. Using the US Dept. of Commerce Tariff Tool and the US Interactive Trade Commission Tariff and Trade DataWeb perform a tariff search for a product in four different countries: two of which have free trade agreements with the US and two that do not. (Note, the USDOC Tariff Tool also may be used with the proposed Trans Pacific Partnership Trade Agreement.) Submit your findings to the instructor as requested.

Module 8 - Understanding How Culture Affects International Marketing Decisions



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Module 8 - Understanding How Culture Affects International Marketing Decisions

Description

What is “culture”? What are the Hofstede dimensions of culture and how does that compare with your own culture and other countries? What cultural markers are important for working in international teams and managing foreign operations?

Objectives

By the end of the lesson students will:

- Analyze the importance of understanding culture within a global context.
- Critique research supporting the Hofstede Study and implications for future business leaders involved in global relationship building.
- Apply specific culture development activities to their own personal experiences using Mexico as a case study.
- <http://www.crossculturetoolkit.org/rubric.html> (Include some rubrics from the SUNY Intl. Cross-Cultural Experiential Learning Toolkit as objectives??)

Instructor Note

Instructors may also wish to consider having students complete the Global Perspectives Inventory <http://www.gpi.hs.iastate.edu/> or similar inventory focused on one’s cultural values and attitudes.

Activities

- Review The Cultural Iceberg Website that can be found at: <https://www.languageandculture.com/cultural-iceberg>. Spend at least twenty minutes investigating the links.
- Read “National Culture” an important study identifying cultural traits in various countries by Geert Hofstede: <https://geert-hofstede.com/national-culture.html>.
- Be prepared to discuss the Hofstede models.

- Review the Hofstede analysis of Mexico: <<https://geert-hofstede.com/mexico.h>
- Read chapter 5: “The Cultural Dimension of Globalization” in *Globalization, A very Short Introduction*.
- Read “Having a Difficult Conversation With Someone From Another Culture”: Harvard Business Review <<https://hbr.org/2016/03/having-a-difficult-conversation-with-someone-from-a-different-culture>>.
- Watch the video: Do you know the difference between Latino, Hispanic or Spanish? <http://www.cosmopolitan.com/lifestyle/news/a43350/whats-the-difference-hispanic-latino-spanish/?src=spr_FBPAGE&spr_id=208777266>
- Review PowerPoint: “Business Culture and Negotiating Tips with Mexico”: <https://docs.google.com/presentation/d/1janRFAZEVvNP6E_9cpA2jc8Kp_ASnEuTUMfV-Rc_ZLE/edit?usp=sharing>
- Watch the YouTube video on the Day of the Dead: <https://www.youtube.com/watch?v=EjR5uyJQaCk>

Other Reading Resources

- International Cross Cultural Tool Kit: <http://www.crossculturetoolkit.org/> (State University of New York.) Material for use in your own personal or professional life.
- Understanding China website: Important considerations that must be considered while working individuals of Chinese descent. <<http://www.culturalsavvy.com/china.htm>>

Assignments

- Students will select various country "flags" on this Problem Solving Website <<http://x-culture.org/problem-solving-styles>>. They will then need to identify the country and write a short essay explaining how the problem-solving technique shown reflects one or more of Hofstede's dimensions of culture. Submit your two-page essay to the instructor.
- Instructor quiz on the various elements of the Hofstede models.
- Using the Hofstede country comparison tables, write a one-page paper comparing and contrasting cultural norms in the United States with another country. <https://geert-hofstede.com/countries.html>

- Essay Assignment. “You have just started your summer internship with Wytheville Power Tools (WW), a family-owned manufacturer located in rural Virginia. WW has been successful selling their power tools in the US consumer and commercial markets. They would like to expand/diversify sales into international markets. WW is targeting Mexico for their first export venture. Mr. Everett Eager, General Sales Manager, will be making his first business trip to Monterrey, Mexico, later this year. Actually, this will be his first trip outside the United States.

Everett has asked you to help organize his trip. He would like to go to Monterrey during the first part of November. In order to make the most effective use of his time, he wants to schedule five meetings a day with prospective distributors for WW. Everett usually has a Mountain Dew and a bag of chips for lunch, and hopes he can find Mountain Dew in Monterrey.”

Please write and one-two page memo for Everett with information and recommendations for his trip. Take a moment to learn about how the submission will be scored using a [grading rubric](#) (*Instructors will need to modify this or a similar grading rubric to fit their respective needs*).

Module 9 - Hands-on International Market Planning Exercise



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Module 9 - Hands on International Market Planning Exercise

Description

This module focuses on a capstone assignment to design a very basic marketing plan to export a product or service to an international market(s). Building on the previous country research and analysis in Module 6, the target country must be either in Latin America or Asia.

Objectives

By the end of the lesson students will:

- Understand the “4Ps” of a marketing plan: product, place (distribution), price, and promotion.
- Understand key in-country commercial demand and cultural factors involved in exporting a product (or service.)
- Apply information and research skills from previous modules on: country analysis, market evaluation, and the role of culture to develop a basic export marketing plan focused on the “Product” and to a lesser extent, “Promotion” of the 4Ps.
- Prepare an outline and summary of a of a basic export marketing plan focused on exporting a product or service to a country in Latin America or Asia.
- Develop a PowerPoint and oral/online management presentation skills.

Instructor Notes

This module should require at two weeks or more to research, prepare, and present. In-class or online time will be needed for student research to select a country and product followed by the development of a basic marketing plan. Note, in order to make this assignment manageable and able to be completed during the course, the student marketing plans will focus on Product and to a lesser extent, Promotion. Price and Place (Distribution) will not be considered. However, if the instructor has sufficient time, he/she may also ask the students to consider these other two factors of the “4Ps.”

This assignment could also be done in student teams. (It would also be possible to link the US

students with students at a higher education institution in Mexico, China or another country in order to have true international student teams. However, developing a project with a college or university outside the United States would require considerably more advance and coordination. Two resources to help develop joint international projects and identify potential international partners are:

COIL [Collaborative Online International Learning] <http://coil.suny.edu/>,

X-Culture Project <http://x-culture.org/> or other linkages.

Other alternative assignments may include the Intercultural Development Inventory <https://idiinventory.com/> or the new MyCAP (Cultural Awareness Profile) highlighted in this document under the *NAFSA Note Module*.

Activities

- Review video and information: “The Marketing Mix and the 4Ps of Marketing” https://www.mindtools.com/pages/article/newSTR_94.htm
- Review *Identifying Export Markets* slides (discusses factors involved in selecting best prospects for product exports.) <https://drive.google.com/file/d/0B2qE4xHis-FdRWp3Ti1XWVJic2c/view>
- Read Chapters 8 “Preparing Your Product for Export” and 9 “Exporting Services” in the *Basic Guide to Exporting*. Look at and listen to the respective modules in the Online Course Modules from the Michigan State University *Global Edge*. (Note: These assigned modules are linked to individual chapters in the *Basic Guide to Exporting* noted above.) <http://globaledge.msu.edu/reference-desk/online-course-modules/exporting>
- Review the “Export Marketing Plan” template of a very basic export marketing plan outline (courtesy of Cochise College) <http://www.cochise.edu/cfiles/files/20/Export-Marketing-Plan-Outline.pdf>

Assignment

- Develop an outline of the export marketing plan for your product or service. You should also include a summary of your recommendations. Your document should focus on the following questions:

- ❖ Why you chose the particular product or service to export to your selected country?
 - ❖ Who are the potential customers?
 - ❖ When and where do they buy?
 - ❖ Who are local competitors?
 - ❖ What cultural factors might affect the local market for your export?
 - ❖ What modifications to the product or service are needed for export to the target country?
 - ❖ How did you research the potential market for your product or service?
 - ❖ Are there particular risk factors for doing business in the country you selected?
 - ❖ How will you promote your product or service in the target country?
 - ❖ What kinds of advertising or sales promotions are used in the target country?
 - ❖ How might advertising or sales promotions need to be modified to address cultural considerations in the target country?
- Prepare and present a ten-minute PowerPoint presentation to the class about your export marketing plan. Be prepared to respond to questions about your recommendations from the instructor and students.

Module 10 - Career Planning for the 21st Century



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Module 10 - Career Planning for the 21st Century

Description

In this module, we will focus on employment and job skills for the 21st century. Why are jobs, including “blue collar” manufacturing, becoming more globally focused? How is this changing the work environment? What kinds of global skills are important? How do you begin to develop your resume?

Objectives

By the end of the lesson, students will:

- Understand how work is changing in the 21st century economy.
- Understand what global skills are important for the 21st century economy.
- Develop skills to investigate job and career opportunities requiring global skills.
- Compare/contrast the US higher education system and workforce training vs. the German system.
- Recognize key elements of a resume and how to make this a “sales tool” for the applicant.

Activities

- Read the “What is Global Competence” matrix from the Asia Society. Access the matrices via <<https://drive.google.com/file/d/0B2qE4xHis-FdZnN3eDRCNXVnRzg/view?usp=sharing>> and <<http://static1.squarespace.com/static/541b08ace4b03814779bda86/t/5425b0ade4b0a13786495f02/1411756205854/World+Savvy+Global+Competence+Matrix+2014.pdf>>
- View the “Go Global” video <https://www.youtube.com/watch?v=Xr_SAWV3Ozs&feature=youtu.be>.
- Read the article “Five Reasons Global Competence Matters” at <<http://asiasociety.org/education/global-competence-0>>.
- Take a look at the document “Workforce Changes in the Global Economy” <<https://drive.google.com/file/d/0B2qE4xHis->

[FdbkIKSDFMMEJXNGs/view?usp=sharing](#)>.

- Very carefully review the website “Working in International Teams” <<http://cmmiinstitute.com/insights-and-information/working-international-teams-how-get-skills-youll-need>>.

Optional Activities

- Read about the German Apprenticeship System <<http://www.young-germany.de/topic/study/courses-degrees/germanys-dual-vocational-education-system>>.
- Review the document titled “The Resume” <http://www.mccc.edu/pdf/career-services_resume-guide.pdf>

Assignments

- Search online and find three job descriptions for positions that include international skills. Be prepared to discuss these in class or via a discussion board.
- Interview a worker with a company or organization where global skills are important. This could be an international business, an agency that works with people from other cultures, etc. Participate in a class discussion or discussion board to share your findings and comment on research by other students.
- Class or online discussion about what is required to successfully work in an international team.
- Class or online discussion on the pros and cons of the US and German workforce development and apprenticeship systems. Would the German system work in the US? Why or why not?
- Prepare a first draft of your own resume that includes your newly-acquired globalization skills from taking this course.

NAFSA Note



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NAFSA Note

Description

NAFSA, the Association of International Educators relaunched their Cultural Awareness Profile (myCAP) in September, 2016. It is designed for students as part of an internationally-focused course.

Optional Activity

The NAFSA MyCAP could be administered at the beginning and end of the course in order to measure changes in globalization and cultural awareness.

Instructors in this course may wish to consult the below-noted information and the Program Director for MyCAP at NAFSA.

Helpful links:

- Website: www.nafsa.org/myCAP
- Online community (discussion forum, etc.): www.nafsa.org/myCAPcommunity
- To register a course or program: [Instructor Registration](#)
- For students to register for the Student License (receive access to four (4) surveys and reports): [Student Registration](#)

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