

INSTRUCTOR/COLLEGE Johnica Ellis-Kiser Edgecombe Community College

COURSE TITLE/NUMBER Introduction to Business BUS 110

MODULE TITLE Getting Down to Business: Brazil, China & India

DESCRIPTION OF MODULE

Students will imagine that a firm that would like to conduct business in the following countries has hired them: Brazil, China, and India. In a written report to their employer, students will discuss what information the firm would need to know about the country before they attempt to do business there. Students will look at social-cultural, economical, legal-political, and managerial differences between the US and the other countries. Students will choose from the three, which country they would like to study.

OBJECTIVES

Students will:

1. Demonstrate a basic understanding of management in a globally interdependent and diverse business world.
2. Highlight the opportunities and challenges of conducting business in other countries.
3. Develop an understanding of cultural and legal differences in the global business environment.
4. Compare and contrast the social-cultural environment of Brazil, China & India to the US.
5. Compare and contrast the economical environment of Brazil, China & India to the US.
6. Compare and contrast the legal-political environment of Brazil, China & India to the US.
7. Compare and contrast the managerial differences of Brazil, China & India to the US.
8. Synthesize research into a managerial report.

METHODOLOGY

Lectures/Discussions: Approximately 3 hours will be devoted to this module. It will be included within the existing Introduction to Business course. Lecture and discussions on The Global Market Place will place emphasis on doing business in other countries, introducing students to the language and concepts of globalization.

Audio-Visuals: DVD's focusing on Brazil, India, and China will be shown. Current news programs and specials from television will also be incorporated as appropriate.

Readings: Students will be required to read the section on "The Global Market Place" in their text book "Business In Action" Bovee/Thill Fourth Edition Pearson 2008. In addition, current journal, magazine and newspaper articles will be assigned.

ASSIGNMENTS

Students will choose what country they would like to study (Brazil, China, or India). In a written report to their employer, students will discuss what information the firm would need to know about that country before they attempt to do business there. See attached checklist as a starting point for investigating a foreign culture.

EVALUATION

The evaluation of the students' understanding of what is covered during the module will be based on the essay/presentation made at the end of the module, which will count as 20% of their final grade.

RESOURCES

All Countries

<http://news.bbc.co.uk/>

<http://www.forbes.com/>

<http://www.forbes.com/video/>

<http://news.cnet.com/>

<http://knowledge.wharton.upenn.edu/>

<http://www.mckinsey.com/>

<http://www.pbs.org/frontlineworld/index.html>

www.pbs.org

www.globalization101.org

<http://www.cnn.com/WORLD/>

Do a search for your country to find out the latest news.

<http://www.export.gov/>

Click "find country information" link.

<http://www.buyusainfo.net>

Select your country and then under report type select "Country Commercial Guides".

<http://www.nationmaster.com>

Select "Countries A-Z".

<http://www2.goldmansachs.com/ideas/index.html>

BRICS-Analysis of growth in the BRICs economies - Brazil, Russia, India and China

<http://fita.org/countries/index.html>

Check out "Doing Business" link on country page.

http://news.bbc.co.uk/2/hi/country_profiles/default.stm

<http://www.bbc.co.uk/languages/>

<http://www.pbs.org/wgbh/commandingheights/lo/countries/index.html>
[http://travel.nationalgeographic.com/places//
www.takingitglobal.org/explore](http://travel.nationalgeographic.com/places//www.takingitglobal.org/explore)

Select your country.

<http://www.loc.gov/rr/international/portals.html>

Selective links providing authoritative, in-depth information about the nations and other areas of the world. From Library of Congress.

<http://www.cp-pc.ca/english/>

Learn about the lifestyles, culture, and customs of people in many different countries in the world. From Citizenship and Immigration Canada.

<http://lcweb2.loc.gov/frd/cs/>

This online series contains studies of 100 countries dealing with a particular foreign country, describing and analyzing its political, economic, social, and national security systems and institutions, and examining the interrelationships of those systems and the ways they are shaped by cultural factors. For a shorter synopsis of the country information, check out the country profiles. From Library of Congress.

<http://www.historywiz.com/>

An immense website of information, images, and exhibitions that cover every imaginable topic in history and religion. Searchable by subject, time, and region, be sure to check out the site map to find out if your topic is here. From HistoryWiz

<http://www.state.gov/misc/list/index.htm>

Information about the countries of the world, U.S. Embassies, Consulates, and Missions, U.S. Ambassadors and Chiefs of Mission, Chiefs of State of Foreign Countries, and much more. From U.S. Department of State.

<http://international.loc.gov/intldl/intldlhome.html>

Find information on the history and culture of countries throughout the world. From Library of Congress

<http://www.geographia.com/>

Plan a vacation or travel virtual to far off and exotic lands. In addition to travel information, you can find out about the history, major sites, culture, and natural features of many countries such as Iceland, the Bahamas, and Russia through expository text, audio clips, maps, images, and more. From InterKnowledge Corp.

<https://www.cia.gov/library/publications/the-world-factbook/>

Information on every country in the world with downloadable maps and flags. Information is divided into the seven primary areas of land, people, government, economy, communication, transportation, and military. From CIA.

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/0,,pagePK:180619~theSitePK:136917,00.html>

Information on each of the 100 developing countries currently receiving assistance from the World Bank. The information is mostly in the form of text, with data on each of the countries, as well. From World Bank web.worldbank.org/

Brazil

www.vivabrazil.com

<http://www.infoplease.com/ipa/A0107357.html>

www.laits.utexas.edu/orkelm/casos/intro.html

"Brazilians Working with Americans: Cultural Case Studies" hear comments by US and Brazilian executives.

China

<http://www.chinaontv.com/>

<http://english.peopledaily.com.cn/>

<http://www.asiasource.org/>

<http://www.china.org.cn/>

<http://www.chinadaily.com.cn/>

www.chinatoday.com

<http://library.thinkquest.org/20443/>

An exploration, designed by high school students, of the land, culture, and language of China. From ThinkQuest.

<http://library.thinkquest.org/26469/>

A wealth of information, images, and videos focus on the history of China during the 19th and 20th centuries, prominent Chinese figures of this century, the Cultural Revolution, and major cities in China. From Thinkquest.

<http://www.askasia.org/students/features/china/index.htm>

Provides students and teachers with learning and teaching resources about Asia including activities, images, timelines, and more. Topics incorporate features such as art, religion, and stereotypes in an effort to help students and teachers develop a mutual understanding between the United States and Asia. From AskAsia.

<http://www.zama.com/ontheroad/index.html>

View interactive panoramas, photos, and artistic images of this artist's trip to China. Also learn what kind of tools you'll need in your backpack to digitally document a journey. From Zama Online Design.

India

<http://www.cnn.com/WORLD/9708/India97/>

A multimedia site that incorporates a slideshow, video footage, and images examines why the histories of Pakistan and India and why these countries matter to America. From CNN

<http://www.tourindia.com/htm/homepage.htm>

Information on India, featuring a clickable map with information specific to the section of the map selected, national insignia, information about cities, monuments, forts and palaces of the country, and more. From Tour India.

<http://library.thinkquest.org/C0122487/main.htm>

India, the Land of Wonders, has been known to captivate the heart of tourists from around the world. Visitors who know little about India, or even tourists who have previously gone there can enjoy the site. Knowledge is uploaded from all fields - political, to geographical, to cultural.

EXHIBIT 3.5 Checklist for Doing Business Abroad **“Business In Action” Bovee/Thill Fourth Edition 2008 Pearson**

Use this checklist as a starting point when investigating a foreign culture.

Understand social customs

Is the society homogenous or heterogeneous?

How do people react to strangers? Are they friendly? Hostile? Reserved?

How do people greet each other? Should you bow? Nod? Shake hands?

How do you express appreciation for an invitation to lunch, dinner, or someone's home?

Should you

bring a gift? Send flowers? Write a thank-you note?

Are any phrases, facial expressions, or hand gestures considered rude?

How do you attract the attention of a waiter? Do you tip the waiter?

When is it rude to refuse an invitation? How do you refuse politely?

What topics may or may not be discussed in a social setting? In a business setting?

Learn about clothing and food preferences

What occasions require special clothing?

What colors are associated with mourning? Love? Joy?

Are some types of clothing considered taboo for one gender or the other?

How many times a day do people eat?
How are hands or utensils used when eating?
Where is the seat of honor at a table?

Assess political patterns

How stable is the political situation?
Does the political situation affect business in and out of the country?
What are the traditional government institutions?
Is it appropriate to talk politics in social or business situations?

Understand religious and folk beliefs

To which religious groups do people belong?
Which places, objects, actions, and events are sacred?
Is there a tolerance for minority religions?
How do religious holidays affect business and government activities?
Does religion require or prohibit eating specific foods? At specific times?

Learn about economic and business institutions

What languages are spoken?
What are the primary resources and principal products?
Are businesses generally large? Family controlled? Government controlled?
Is it appropriate to do business by telephone? By fax? By e-mail?
What are the generally accepted working hours?
How do people view scheduled appointments?
Are people expected to socialize before conducting business?

Appraise the nature of ethics, values, and laws

Is money or a gift expected in exchange for arranging business transactions?
Do people value competitiveness or cooperation?
What are the attitudes toward work? Toward money?
Is politeness more important than factual honesty?