

Subject: BBB4M		Grade: 12
Teacher: Alex Chen	Duration: 180 minutes	Lesson No: 3.1
Unit #: 3	Topic: Cultural Factors in the Workplace	

Overall Expectations (*Directly from The Ontario Curriculum*)

1. Analyse the ways in which cultural factors influence international business methods and operations

Specific Expectations (*Directly from The Ontario Curriculum*)

- 1.1. Describe the challenges an international company may encounter with regard to ethics, values, language, and business practices in the various countries in which it operates.

Learning Skills (*Where applicable*):

Independent Work – Students self-study before and after class.

Responsibility – Students must finish Glossary quiz and Check Your Understanding quiz before class.

Initiative – Students are encouraged to ask questions during the Q&A session.

Collaboration – Students will work in groups for the final production activity.

Learning Goals (*What do I want the students to know and/or be able to do?*)

Today you will:

1. Describe different business cultures around the world.
2. Describe challenges related to business practices an international company may face in the workplace.
3. Describe how different cultures have different workplace values.

Success Criteria

(Based on the application, how will I know students have learned what I intended?)

(Recording Devices: anecdotal record, checklist, rating scale, rubric)

By the end of class:

1. I can explain differences in business practices between cultures.
2. I can compare different country's Hofstede dimensions.

Materials and Resources

PPT presentation

Textbook: Fundamentals of International Business

Lesson Structure and Activities

Independent Work

Timing	Lesson
50 minutes	<u>Textbook Work</u>

	Learning Objective	Textbook Pages	Questions
	1. Describe different business cultures around the world	Section 4.2 Business Cultures around the World	<ol style="list-style-type: none"> 1. Give advice for doing business in Mexico. 2. Give advice for doing business in Brazil. 3. Give advice for doing business in China. 4. Give advice for doing business in Japan. 5. Give advice for doing business in India. 6. Give advice for doing business in Saudi Arabia.
	2. Describe challenges related to business practices an international company may face in the workplace.	Second half of Section 4.4 The Impact of Culture on International Business	<ol style="list-style-type: none"> 7. What are two ways different cultures perceive time? Give examples of countries for each type. 8. What are some cultural differences related to spatial perception? 9. What are some culture differences related to non-verbal communication? 10. What are some business etiquette considerations related to culture?
	3. Describe how different cultures have different workplace values.	Section 4.5 Culture's Influence in the Workplace	<ol style="list-style-type: none"> 11. Explain Hofstede's six cultural dimensions. Give examples.
15 minutes	<u>Glossary Quiz</u> <ul style="list-style-type: none"> • Study the glossary on Moodle • Then do the glossary quiz on Moodle before class 		
15 minutes	<u>Check Your Understanding Quiz</u> <ul style="list-style-type: none"> • Do this quiz after you do the textbook work. 		
10 minutes	<u>Exit Card</u> <ul style="list-style-type: none"> • Do this short survey after class. 		
During Class			
Timing	Lesson		
10 minutes	<u>Announcements</u> Slide: Announcements <ul style="list-style-type: none"> • Teacher will go over announcements related to the course. 		
15 minutes	<u>Review + Warmer</u> Slide: Review + Warmer Discussion <ul style="list-style-type: none"> • Students will be put into groups to discuss the review and warmer questions. • Teacher will ask some students to share their answers with the class. 		
15 minutes	<u>Homework Q&A</u> Slide: Homework Q&A <ul style="list-style-type: none"> • Students will be required to ask some questions about the homework to encourage deeper thinking and to clarify understanding for the class 		
15 minutes	<u>Example Exam Questions</u>		

(cumulative 55 mins)	<p>Slide: Example Exam Questions</p> <ul style="list-style-type: none"> • Students will be put into groups to discuss the example exam questions. • Teacher will ask some students to share their answers with the class.
30 minutes	<p><u>Final Production</u></p> <p>Slide: Group Presentation</p> <ul style="list-style-type: none"> • Students will be put into small groups to prepare a presentation to compare the Hofstede profiles of two countries. • Each group presents to the class.
5 minutes	<p><u>Homework Assignment</u></p> <p>Slide: Independent Work for Next Lesson</p> <ul style="list-style-type: none"> • Teacher will assign the independent work for next lesson • Teacher will remind the students to do the exit survey

Assignments / Homework

Lesson 3.2 Independent Work	Time
Read the Cross-Cultural Negotiations case and answer the case questions	50
Read Assignment 3 instructions	10
Study the glossary and do the Glossary Quiz	10
Do the Check Your Understanding Quiz	10
Exit Card after class	10
Total	90

Reflections

(What do I need to do to become more effective as a teacher in supporting student learning?)

The Erindale Academy Daily Lesson Plan Unit # and Lesson Plan

Assessment Strategies					
For Learning		As Learning		Of Learning	
Student product:		Student product:		Student product:	
<input type="checkbox"/> Diagnostic tests <input type="checkbox"/> Practice quiz <input type="checkbox"/> Pop quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Class notes <input type="checkbox"/> Peer feedback <input type="checkbox"/> Practice questions <input type="checkbox"/> Practice tests	<input type="checkbox"/> Learning logs <input type="checkbox"/> Self-assessment sheet <input type="checkbox"/> Homework <input type="checkbox"/> Self-analysis sheet <input type="checkbox"/> Peer-analysis sheet	<input type="checkbox"/> Assignments <input type="checkbox"/> Tests <input type="checkbox"/> Exam <input type="checkbox"/> Case studies <input type="checkbox"/> Business report <input type="checkbox"/> Exit card	<input type="checkbox"/> Observation: <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions	<input type="checkbox"/> Observation: <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation <input type="checkbox"/> Performance tasks	<input type="checkbox"/> Conversation: <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions
<input type="checkbox"/> Class discussions <input type="checkbox"/> Peer feedback		<input type="checkbox"/> Observation: <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions		<input type="checkbox"/> Conversation: <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session	
<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions		<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions <input type="checkbox"/> Pair work		<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session	
Lesson Tools					
Direct Instruction	Indirect Instruction	Interactive Instruction	Independent Study	Experiential Learning	Instructional Skills
<input type="checkbox"/> Structured overview <input type="checkbox"/> Lecture <input type="checkbox"/> Compare & contrast <input type="checkbox"/> Socratic method <input type="checkbox"/> Demonstrations	<input type="checkbox"/> Problem solving <input type="checkbox"/> Case studies <input type="checkbox"/> Reading for meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective discussion <input type="checkbox"/> Writing to inform <input type="checkbox"/> Concept formation <input type="checkbox"/> Concept mapping <input type="checkbox"/> Concept attainment	<input type="checkbox"/> PowerPoint <input type="checkbox"/> Video clip <input type="checkbox"/> Debates <input type="checkbox"/> Role playing <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer partner <input type="checkbox"/> Learning/analysis <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory groups <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Groups <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem solving <input type="checkbox"/> Conferencing	<input type="checkbox"/> Essays <input type="checkbox"/> Computer assisted <input type="checkbox"/> instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning activity packages <input type="checkbox"/> Correspondence lessons <input type="checkbox"/> Learning contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research projects <input type="checkbox"/> Assigned questions <input type="checkbox"/> Learning centers	<input type="checkbox"/> Field trips <input type="checkbox"/> Conducting <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Story telling <input type="checkbox"/> Focused imaging <input type="checkbox"/> Field observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model building <input type="checkbox"/> Surveys <input type="checkbox"/> Case studies	<input type="checkbox"/> Explaining <input type="checkbox"/> Demonstrating <input type="checkbox"/> Questioning