

CAPS Global Business

UNIT 1: Fundamentals of Global Business and Marketing

ESSENTIAL QUESTION

How do businesses adapt marketing strategies to effectively operate in global markets?

BIG IDEAS

- **Understanding Global Business Environments and Markets**
- **Exploring Marketing Strategies From a Global Perspective**
- **Analyzing Global Marketing Campaigns and Case Studies**

GUIDING QUESTIONS

Content

- What are the key factors that influence global business environments, including political, economic, social, and technological aspects?
- How do businesses identify and evaluate international market opportunities and challenges?
- What strategies do businesses employ to adapt marketing initiatives for diverse cultural contexts and consumer behaviors?

Process

- How can students conduct market research and analysis to identify potential opportunities and threats in global markets?
- What methods can students use to develop and implement cross-cultural marketing strategies that resonate with diverse target audiences?
- In what ways can students analyze and critique real-world global marketing campaigns to understand their effectiveness and impact?

Reflective

- How has your understanding of global business environments and marketing strategies evolved throughout this unit?
- What insights have you gained about the importance of cultural sensitivity and adaptation in global marketing initiatives?

FOCUS STANDARDS

JCCC BUS 121

I. Private Enterprise

- A. Identify the historical foundations of business.
- B. Discuss the economic framework for private enterprise.
- C. Identify the global dimensions of business.
- D. Discuss social responsibility and business ethics in business.

II. Business Creation and Organization

- A. Identify the forms of business ownership.
- B. List the common traits of entrepreneurs.
- C. Identify the key aspects of small business operations.
- D. Define franchising.

III. Management Processes

- A. Identify the major management theories.
- B. Define the management processes.
- C. Explain the role human resources plays in management.
- D. Identify the characteristics of dynamic teams.

IV. Marketing Management

- A. Define market segmentation and target markets.
- B. Identify the components of marketing strategies.

VIII. International Business

- A. Define Globalization
- B. Explain how national economic policies affect international trade
- C. Define strategies for entering foreign markets
- D. Discuss world monetary systems

KEY LEARNING EXPERIENCES

- Case study analyses of successful and unsuccessful global marketing campaigns.
- Market research projects exploring consumer behavior and preferences in different international markets.
- Guest lectures or panel discussions featuring industry professionals sharing insights on global business practices.
- Cross-cultural marketing simulations or role-playing exercises.
- Group projects developing comprehensive global marketing plans for hypothetical products or services.
- Reflective journaling on personal experiences and observations related to global marketing challenges and opportunities.
- Authentic client projects with local business partners in the area of market research, business analysis and strategy.

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UNIT 2: Logistics and Data Analytics

ESSENTIAL QUESTION

How do businesses leverage logistics and data analytics to optimize global operations and decision-making?

BIG IDEAS

- Understanding Supply Chain Management and Global Logistics
- Utilizing Data Analytics for Business Intelligence
- Data storytelling through formal presentations.

GUIDING QUESTIONS

Content

- What are the key components of supply chain management and logistics, and how do they impact global business operations?
- How can businesses collect, analyze, and interpret data to gain insights into market trends, consumer behavior, and operational performance?
- What presentation tools and strategies are available for students to communicate with businesses to improve efficiency, productivity, and decision-making in global contexts?

Process

- How can students map and analyze global supply chains to identify potential bottlenecks and areas for optimization?
- What data collection methods and analytical techniques can students utilize to derive actionable insights for business decision-making?
- In what ways can students explore and experiment with technology solutions to address specific challenges or opportunities in global business operations?

Reflective

- How does professional skill development foster lifelong learning and development?
- How can I take these skills and transfer them to post secondary and future career opportunities?

FOCUS STANDARDS

JCCC BUS 121

V. Information Systems

- A. Define business information systems.
- B. List the key components of information systems.
- C. Discuss management's role in disseminating information.
- D. Explain how modern technology is changing how businesses manage information.

VI. Accounting and Financial Management

- A. Identify accounting procedures.
- B. Describe the accounting cycle from budgeting to reporting.
- C. Read primary financial statements.
- D. Identify the principles of financial management.

VII. Financing the Enterprise

- A. List major sources of funding.
- B. Identify funding sources for expansion, long-term operations, short-term capital needs and business startup.

KEY LEARNING EXPERIENCES

- Case studies and simulations of global logistics and supply chain management scenarios.
- Data analysis projects using real-world datasets to uncover trends and patterns relevant to global business contexts.
- Workshops or training sessions on data visualization and business intelligence tools.
- Site visits or virtual tours of companies specializing in logistics, distribution, or data analytics.
- Hands-on exercises using technology platforms for inventory management, predictive analytics, or customer relationship management.
- Reflective discussions on the ethical considerations and implications of data-driven decision-making in global business environments.

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UNIT 3: Client Project Management

ESSENTIAL QUESTION

How do businesses effectively manage client projects in global business contexts, ensuring successful outcomes and client satisfaction?

BIG IDEAS

- **Developing Project Management Skills and Strategies**
- **Navigating Communication and Collaboration**
- **Delivering Value and Quality in Client Projects**

GUIDING QUESTIONS

Content

- What are the key principles and methodologies of project management, and how do they apply to global business projects?
- What are communication barriers that impact client interactions and project execution.
- What strategies and best practices can businesses employ to meet client expectations, deliver quality results, and foster long-term relationships?

Process

- How can students plan, organize, and execute client projects effectively, considering the unique challenges of global business environments?
- What communication strategies and tools can students utilize to facilitate collaboration and mitigate potential misunderstandings or conflicts?
- In what ways can students evaluate project outcomes, solicit client feedback, and incorporate lessons learned for continuous improvement in future projects?

Reflective

- How have your project management skills and communication abilities developed throughout this unit?
- What insights have you gained about the importance of client relationships and satisfaction in driving business success and growth?

FOCUS STANDARDS

Project Management Course No. 41350

BENCHMARK 1: PATHWAY PROJECT VISION

Competencies

- | # | DESCRIPTION |
|-----|---|
| 1.1 | Clearly identify what is desired to be created. |
| 1.2 | Create a multi-step project (should be multi-student) by defining the opportunity statement. |
| 1.3 | List what is to be the end result of the project; what it is that will be created. (This is not what needs to be done to complete the project or how it is to be done). |
| 1.4 | list the impact of this project; why it is important and worthwhile to create |

BENCHMARK 2: PROJECT INITIATION

Competencies

- | # | DESCRIPTION |
|-----|--|
| 2.1 | Initiate the project by identifying the resources and the details needed for the project: the project deliverables, project budget, project sponsor, project manager, scope, due date and project team members and, if desired, their roles. |
| 2.2 | Document project initiation phase in a project Charter or Project Initiation Document (PID). |

BENCHMARK 3: PROJECT PLANNING

Competencies

- | # | DESCRIPTION |
|-----|--|
| 3.1 | project team should collectively plan the steps to complete the project deliverables within the budget and due date. |
| 3.2 | outline the scheduling and utilization of project resources. |
| 3.3 | Develop GANTT chart for the project complete with schedule, tasks, resource assignments and graphical timeline. |

BENCHMARK 4: PROJECT EXECUTION

Competencies

- | # | DESCRIPTION |
|-----|--|
| 4.1 | Proceed with accomplishment of project deliverables. |
| 4.2 | utilize methods such as team progress meetings and/or formal status updates to report adherence to the project plan. |

BENCHMARK 5: PROJECT CONTROL

Competencies

- | # | DESCRIPTION |
|-----|---|
| 5.1 | Check, verify and document adherence to quality standards as defined in the project deliverable specifications. |

BENCHMARK 6: PROJECT CLOSURE

Competencies

#	DESCRIPTION
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|-----|--|
| 6.1 | Prepare a team Closure Report that reconciles budgetary results, provides an overview of the project, and analyzes the effectiveness of the project management and resource scheduling processes through use of a tool such as a Plus (what went well that we would want to repeat) / Delta (what could have gone better that we would modify next time) Analysis. |
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BENCHMARK 7: COLLABORATION

Competencies

#	DESCRIPTION
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|-----|---|
| 7.1 | Demonstrate effective teamwork and interaction through teambased accomplishment of all of the above tasks and elements. |
| 7.2 | Practice communication, negotiation and effective teamwork skills in an effort to create a synergistic result. |

BENCHMARK 8: ANCILLARY PROJECT MANAGEMENT CONCEPTS

Competencies

#	DESCRIPTION
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- | | |
|-----|---|
| 8.1 | Demonstrate understanding of the concepts and their relevance to Project Management: <ol style="list-style-type: none">1. Stakeholder Management2. Critical Path Method3. Change Management / Scope Creep4. Agile Project Management5. Budgetary Considerations6. Careers in Project Management. |
|-----|---|

KEY LEARNING EXPERIENCES

- Hands-on project management simulations or role-playing exercises, simulating real-world client scenarios and challenges.
- Group projects collaborating with external clients on real-world business challenges or opportunities.
- Peer feedback and evaluation sessions to assess project progress, identify areas for improvement, and share best practices.
- Reflection papers or presentations on personal experiences and lessons learned from managing client projects in global contexts.
- Networking events or panel discussions featuring industry professionals sharing insights and advice on client relationship management and project success in global business environments.
- Formal presentations to c-level executives.

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UNIT 4: Professional Skills Development through Career Exploration

ESSENTIAL QUESTION

What are key professional skills needed to prepare future professionals in a career they are exploring?

BIG IDEAS

- **Holistic Skill Development:** Prioritize a diverse set of skills beyond technical expertise and including an entrepreneurial mindset.
- **Experiential Learning:** Hands-on experiences, internships, apprenticeships, and project-based learning opportunities provide career exploration opportunities.
- **Mentorship and Networking:** Facilitate mentorship programs and networking events to connect young professionals with experienced individuals in their field.

GUIDING QUESTIONS

Content

- What are effective communication strategies and tools used in specific professions?
- Why are critical thinking, problem-solving and adaptability important?
- How can professional skill development bridge the gap between theoretical knowledge and practical application and enhance understanding of future career opportunities?
- How can mentors offer guidance, advice, and valuable insight most effectively?

Process

- How can students learn about their current strengths and opportunities for development?
- How can experiential learning opportunities holistically create opportunities to practice professional skills?

Reflective

- How does professional skill development foster lifelong learning and development?
- How can I take these skills and transfer them to post secondary and future career opportunities?

FOCUS STANDARDS

CTE Professionalism Standards

- 1.1 Act as a responsible and contributing citizen and employee.
- 1.2 Apply appropriate academic and technical skills.
- 1.4 Communicate clearly, effectively and with reason.
- 1.5 Consider the environmental, social and economic impacts of decisions.
- 1.6 Demonstrate creativity and innovation.
- 1.7 Employ valid and reliable research strategies.
- 1.8 Utilize critical thinking to make sense of problems and persevere in solving them.
- 1.9 Model integrity, ethical leadership and effective management.
- 1.10 Plan education and career path aligned to personal goals.
- 1.11 Use technology to enhance productivity.
- 1.12 Work productively in teams while using cultural/global competence.

CAPS Professional Profile

Skills: Communication, Collaboration, Time Management, Conflict Resolution, Critical Thinking, Interpersonal Relationship, Creativity, Leadership

Attributes: Adaptability, Curiosity, Self-awareness, Drive, Confidence, Enthusiasm, Resourcefulness, Integrity, Empathy

Actions: Networking, Interviewing, Goal Setting, Professional Manner

KEY LEARNING EXPERIENCES

- Experiential learning opportunities such as project presentations, apprenticeships, client projects and internships.
- Interview opportunities with community members.
- Mentorship events where students are connected to professionals in their chosen careers.
- Development of digital portfolios and resume building that are industry standard and can grow with students.
- Industry site visits.