

A Kinder Entrepreneur for Global Business: Putting Yourself in the Shoes of Others

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SUBJECT(S): Entrepreneurship, International Business, Marketing

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

Students will begin this lesson by reading the article, “Why Global Business Needs Kinder, Gentler Entrepreneurs and Leaders.” After a short discussion on the article, students will watch brief travel videos on a select number of countries and then choose one of those countries around which to create a travel- related business.

≡ NBEA STANDARD(S):

- Entrepreneurship, I. Entrepreneurs and Entrepreneurial Opportunities
- Marketing, II. Consumers and Their Behavior
- International Business, II. The Global Business Environment
- Entrepreneurship, VII. Global Markets

≡ RELATED ARTICLES:

- [“To Your Doorstep: The Logistics Journey from Container to Customer”](#)
- [“Educator Toolkit: Becoming Global Citizens”](#)
- [“Career Insight: Serguei Netessine on the Importance of Thinking Globally”](#)
- [“A Summer Trip to Ghana Inspires a Global Health-care Mission”](#)

Common Core Standard(s): Technology and Digital Media, comprehension and Collaboration, Integration of Knowledge and Ideas, Presentation of Knowledge and Ideas

Objectives/Purposes: Students will practice what it means to put themselves in the shoes of others.

Knowledge@Wharton Article: “[Why Global Business Needs kinder, Gentler Entrepreneurs and Leaders](#)”

Other Resources/Materials:

- <http://www.youtube.com/user/THEWORLDOFTRAVEL> -Features hundreds of very short clips of video footage of countries and cities and other destinations all over the world

Activity:

1. (15 mins) Have students read the article, “Why Global Business Needs kinder, Gentler Entrepreneurs and Leaders.” Lead a brief discussion on the article takeaways and students reflections.

Takeaways

- In global business, building a strong network to turn to for help and advice, treating people with dignity, and serving your customers well is what matters.
- The first thing to do as an entrepreneur is to find a customer who might actually buy something from you.
 - Make sure you understand what they will pay for and what you can build.
- Every action you do as a leader circulates. How you fire people, how much dignity you give them.
- Entrepreneurs do burn the midnight oil.
- The most successful leaders are those who have actively worked for the success around them.
- In a global setting, leaders need to be humble. This attitude needs to extend to company operations abroad. You must be able to put yourself in the shoes of someone else.
- Companies that operate abroad must take the time to understand the unique conditions of each market and the desires of the consumers.

- You must have international experience, speak the local language and be culturally sensitive.

3. (10 mins) The article stresses the importance of leaders having the ability to put themselves in the shoes of others for global business pursuits. For the next activity, students are going to work in groups to create a travel-related business (selling a product or service) to citizens from their country to one of the countries featured in the videos they watch. To do this, they must first be introduced to other countries that they have not been to or are not likely to know very much about. Have students watch a few videos of either their or your choice from THE WORLD OF TRAVEL YouTube subscription page. Since the videos are relatively short, choose four videos from different continents.

4. (20 mins) Next, have students work in groups to develop a product, business or service that is related to the travel industry. Students are going to pick one of the countries they just watched on video and create their product or service based on something they saw in the video. For example, if they found a great hiking spot in one of the videos, maybe their business could be to rent hiking gear to tourists. Additionally, mention that the main customers of their business will be people traveling to that country from the same country of citizenship as the students in the group (example: U.S.). Encourage students to infuse elements of the reading into their business. For example, if the reading talked about walking in other's shoes, see if students can think of ways to help visitors live as the locals would live and include elements of language acquisition and learning about the culture of that country. Have students present their business ideas to the class.

Tying It All Together: This lesson combines entrepreneurship and global leadership by encouraging students to understand that the products and services that they like and would desire in their own country may not be as equally desired in another. Furthermore, it is meant to encourage cultural sensitivity and awareness that not everyone lives the same way. The lesson is meant to be a very brief introduction to that concept.

Practice Outside of the Classroom: Think of what cool products from other countries are currently not being sold in your country and then think of how those products could penetrate the market. Is there a way for you to take the lead on this?

What Worked and What I Would Do Differently: Once you get through the reading, students seemed to really enjoy watching the videos and then coming up with a travel-related business based on one of the featured countries. I found it helpful to pull up the page of The World of Travel's YouTube site and I had one video (Peru) ready to play. From there, I let students offer

suggestions as to what countries they would like to watch. Make sure that if you do let students choose what countries they want to see, they should not all be on the same continent. Also, The World of Travel videos are not narrated, so students must go by what they see. You should be careful that students don't make generalizations about the countries from what they see in the video. As students develop their businesses, make sure that they are thinking about logistics so that they produce ideas that are feasible business options.

Examples of businesses that my students came up with included:

- Language classes for short-term visitors, so they could learn basic phrases to get around in a non-English-speaking country.
- A tea room that allowed visitors to put on traditional kimonos and experience a traditional Japanese tea ceremony.
- A fishing trip package where tourists could catch fish and then make sushi with their fresh catch
- A personal shopper for Parisian tourists

5