



BELLEVUE COLLEGE

INST 150 – International Business – Fall 2015

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The Game of Global Business

Course Description:

This course will be a learning community around global business with particular focus on the gaming industry. This industry is selected because students show an amazing level of sophistication with regards to games. They are immersive and engaging. Games move between the physical and digital realm and so will the future of global business. We really want this course to be totally awesome to our students because there is much that business can do to enhance individuals, communities and countries.

We will be reading articles by the currently acknowledged titans on business education: Peter Drucker and Michael Porter. Much of their work is filtered in business textbooks and simplified in the popular business press but it's much better to read the original work to understand what the concepts really are. We will also cover the Balanced Scorecard which is considered one of the most important business concepts in the last 75 years.

To cover global politics, economics, and social issues, there is no better teaching vehicle than the set of PBS videos entitled Commanding Heights. These videos were made in the early 2000s but they document (in a very engaging manner) the first financial crisis of the 21st century which happened in the late 1990s with the Asian "flu." This was repeated in the subprime crisis of 2007-8 and some business thinkers believe that it is being repeated now with China.

Business is truly liberal arts (which is what Peter Drucker believed) because it unites a plethora of disciplines (communication, psychology, sociology, economics, and much more). We should approach it in that manner and not create artificial boundaries. Rather than believe that business is the source of all evil, you should know that many believe that business is the tool that will solve many of our global problems because the other tools we have (politics, communication, behavior modification, etc.) will not work as well.

So, it's exciting to embark on this journey together to define a new kind of course that will keep you excited about the possibilities and that will teach you what the world and the future brings.

Outcomes:

Describe how political, economic, and socio-cultural forces have influenced and continue to influence the international business environment.

Critically evaluate international business practices through the lens of ethical and social responsibility, including with regards to environmental sustainability.

Communicate effectively both orally and in writing regarding international business issues.

Think critically and creatively about international business processes.

Work cooperatively in teams to complete assigned projects.

Required texts and materials:

Articles posted to Canvas class website. Additional readings and links to videos are posted to class website.

	Topics and Readings	Assignments Due Friday
Week 1	<p><u>Global Knowledge Worker</u></p> <p>Drucker, Peter. "Managing Oneself"</p> <p>http://www.usb.ac.za/Common/Pdfs/usb-career-center/articles/HBR%20Managing%20Oneself.pdf</p> <p>What are the skill sets of the global knowledge worker?</p> <p>http://www.slideshare.net/trib/i-am-knowledge-worker-20</p> <p>How many knowledge workers are there and where will they be needed?</p> <p>http://www.mckinsey.com/~media/mckinsey/dotcom/insights%20and%20pubs/mgi/research/labor%20markets/the%20world%20at%20work/mgi-global_labor_full_report_june_2012.ashx Read the executive summary.</p>	Drafts of knowledge worker assignment for peer review.
Week 2	<p><u>The Global Knowledge Worker</u></p> <p>How do I fit in?</p> <p>Bellevue College, Resume Essentials.</p> <p>We will complete the project/accomplishments and do peer review of 30-second commercials.</p>	Submit resume and complete 30-second commercial.
Week 3	<p><u>Global Knowledge Worker</u></p> <p>Drucker, Peter. "The Post-Capitalist Executive: An Interview with Peter Drucker"</p> <p>Inside Amazon: Wrestling Big Ideas in a Bruising Workplace http://nyti.ms/1TFqcOG</p>	The Global Knowledge Worker – Final paper
Week 4	<p><u>Political, economic and socio-cultural forces - This time is different</u></p> <p>http://www.pbs.org/wgbh/commandingheights/lo/story/index.html</p> <p>Parts of Episode 3 will be shown in class</p> <p>Political, economic and socio-cultural forces</p> <p>A Warning on China Seems Prescient http://nyti.ms/1EgiAeV</p>	Form teams and choose country
Week 5	<p><u>Political, economic and socio-cultural forces - This time is different</u></p> <p>McCaffey and Company, Video Game Industry Primer, April 2015</p> <p>Entertainment Software Industry, Essential Facts 2015</p> <p>Team presentations all week</p>	Evaluating the international market for games

Week 6	<u>The Global Innovation Process</u> Porter, M. E. "The Competitive Advantage of Nations." Minecraft case study and Global Value Chain Goldberg, Daniel and Larsson, Linus. Minecraft: The Unlikely Tale of Markus "Notch" Persson and the Game that Changed Everything. Seven Stories Press 2013.	Assignment 3 – Team selection of case study subject
Week 7	<u>The Global Innovation Process</u> Product development, technology adoption, business processes in the gaming industry.	Assignment 4 – Team case study outline
Week 8	<u>Monetization and Finance</u> Basics of accounting and finance module.	
Week 9	<u>Monetization and Finance</u> Yunus, Muhammad. "Grameen Bank,"	Assignment 5 – Team case study draft for peer review
Week 10	<u>Value Systems, Social Responsibility and Accountability</u> Kaplan, Robert S., and David Norton. "The Balanced Scorecard: Measures that Drive Performance." http://www.csee.umbc.edu/~sweet/Ph.D/papers/BSC/BSC%20-%20Measures%20that%20drive%20performance.pdf Porter, M.E. and Kramer, M.R., "Society and Strategy: The Link Between Competitive Advantage and Corporate Social Responsibility"	
Week 11	<u>Value Systems, Social Responsibility and Accountability</u> Team presentations on sustainability.	Team Sustainability Presentation Assignment 6 – Case study final submission

Course Grading:

Individual Timed Writes (Weekly on Friday)	100
Individual Assignment (Resume/30-sec 20, Knowledge Worker 30)	50
Team Case Study (Outline 50, Draft 100, Final 150)	300
Class Discussion (50) and Team Presentations (100 each)	250
TOTAL	700

95 - 100%	A	4
90 - 94	A-	3.7
86 - 89	B+	3.3
83 - 85	B	3.0
80 - 82	B-	2.7
76 - 79	C+	2.3
73 - 75	C	2.0
70 - 72	C-	1.7
66 - 69	D+	1.3
60 - 65	D	1.0
Below 60	F	0

Assignments and Assessments:

This course requires that you demonstrate and develop your writing and research skills. All drafts of your papers must be submitted for peer review. Your final draft should show substantial improvement over previous drafts.

Assignments are part of the learning materials of the course and they require current research. You will present your team results to the class. You are expected to critically think about what is presented in the team presentations and offer corrections or comments to clarify what is to be learned. You are expected to take notes and study the material.

Helping you succeed	The Business Transfer Program encourages you to make use of our study center currently located at C207K. Student tutors are available according to the schedule posted. You may use the study center to meet with your group or to interact with other students. Students find the study center to be extremely helpful to their success.
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Standard of Behavior	All interactions will be evaluated as to whether they are acceptable in the business environment. This includes interactions in the class, on online discussion forums, email communications, with the instructor, with fellow students, and in the community. Inappropriate communications include jokes and discussions your classmates find offensive, excessive messages, and other communications which would be typically deemed inappropriate in the workplace. If posting are deemed inappropriate or detrimental to the learning environment, they will be removed from the discussion forum. The student will be informed and expected to comply with requests for change and improvement.
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Student Code	Cheating includes, but is not limited to, copying answers on exams, glancing at nearby exams, turning in assignments or papers that have been used in other classes, and giving or receiving help during an exam. Cheating includes, but is not limited to, purchasing or selling notes, assignments or examination materials. Having a cell phone in view for any reason during an exam will result in a zero in the exam.
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Stealing includes, but is not limited to, taking the text, notes, exams, library books or other personal property of others without their permission.

Plagiarism is presenting the words, ideas, and/or work of others as if it is an individual's own work. It includes, but is not limited to, using other's papers as one's own and including parts of published works without giving credit where credit is due.

If you choose to cheat, steal or plagiarize, or if you assist anyone in cheating, the following actions will be taken:

You will receive zero on the assignment or assessment.

A report of the incident will be forwarded to the Dean of Student Services. He/she may file the report in your permanent record and/or take further disciplinary action.

If you feel you have been unfairly accused of any of the above, you may appeal. For a description of due process, see WAC 132H-120, available in the Dean's office.

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without

crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at:

http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

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| Affirmation of Inclusion | Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. |
| Code of Honor | By being a student in this course you acknowledge that you are a part of a learning community at Bellevue College that is committed to the highest academic standards. As a part of this community, you pledge to uphold the fundamental standards of honesty, respect, and integrity, and accept the responsibility to encourage others to adhere to these standards. |
| Accommodations | <p>The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact DRC as soon as possible. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.</p> <p>The DRC office is located in B 132 or you can call at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Application information and other helpful links at www.bellevuecollege.edu/drc</p> |
| Public Safety | The Bellevue College (BC) Public Safety provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. Public Safety is located in K100 and on the web at: http://bellevuecollege.edu/publicsafety/ for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. |
| Declare your business major | If you intend to and have not already done so, declare your business major. Make sure you have consulted with an advisor and laid out your courses. |

Individual Assignment – Resume and 30-sec Commercial

Complete project/accomplishments in class and bring a draft of your resume for peer review. Submit final resume on Friday.

The thirty-second commercial is also called the elevator speech. You have 30 seconds to tell a complete stranger about yourself: A 30-second commercial should:

- Give your name.
- Characterize your experience.
- In one or two sentences, describe the unique focus of your experience. How are you different from other people?
- Give your goal

Everyone should have a 30-second commercial. What if you met Bill Gates in an elevator (more than one of my students have)? You have 30 seconds to tell him about yourself. If your 30-second commercial has not been prepared, you will probably be at a loss for words.

30-second commercials are also very difficult to write. First, they have to communicate something unique about you. They have to let people know your goal. Studies have shown that individuals who communicate their goals are more likely to achieve them. They cannot be too long. It takes a few drafts to come up with a 30-second commercial that is effective. After that, you have to rehearse a number of times so that you can say it under any circumstances.

Prepare a 30-second commercial for the class. This will be the first of many presentations that you will make in class.

Name:

Experience:

What is unique about you?

What is your career goal?

Extra credit if you post your profile to LinkedIn and link to Leslie Lum.

Individual Assignment - The Global Knowledge Worker

Minimum 1000 words

With regards to yourself, answer the questions posed in the article. Be sure to use subheadings to show that you are addressed every question.

What are my strengths?

How do I perform?

How do I perform?

Am I a reader or a listener? (What is my style or culture?)

How do I learn?

What are my values?

Where do I belong?

What can I contribute?

What are you missing in terms of knowledge worker qualifications?

Consider two goals that you have set for yourself a year ago. Describe the goals. Perform feedback analysis on your goals.

Set a goal for the next 3 months. At the end of the quarter, you will be required to do a feedback analysis on your goal.

Team Assignment – Political, Economic and Social Considerations in Global Gaming
Evaluating the international market for games - Presentation

Choose one of the following countries (no two teams may choose the same country) from the top 20 gaming markets in the world:

<http://www.newzoo.com/free/rankings/top-100-countries-by-game-revenues/>

China
Japan
Turkey
Brazil
Russia
India
Poland
Spain
Indonesia

Do research on the following in the country:

Economy: GDP (including components of GDP) and economic growth, trade surplus/deficit, foreign reserves (**Sources:** cia.gov/library/publications/the-world-factbook/, buyusainfo.net and fita.org, <http://fx.sauder.ubc.ca/>. Using the graph function to compare the currency against the US dollar allows you to analyze the stability of the currency)

Human Capital: Workforce, wages, demographics, health, education, inequality, other social factors (Sources: data.worldbank.org/indicator and data.un.org/CountryProfile.aspx)

Key industries: Largest companies, global competitive factors, risks (Source: forbes.com/global2000/list/#tab:overall)

Government: Politics, regulations, corruption (Source: transparency.org/country/)

Infrastructure: Transportation, communications including the role social media (Sources: data.worldbank.org/indicator, statista.com/markets/424/topic/540/social-media-user-generated-content/)

Discuss political, economic and social issues with the gaming market in your selected country. Here is the start of some sources of information.

<http://www.pwc.com/gx/en/global-entertainment-media-outlook/segment-insights/video-games.jhtml>

http://www.pwc.com/en_CA/ca/entertainment-media/publications/gaming-outlook-2011-12-en.pdf

<http://www.bigfishgames.com/blog/2015-global-video-game-stats-whos-playing-what-and-why/>

<http://www.bigfishgames.com/blog/stats/>

<http://www.statista.com/topics/868/video-games/>

<http://www.newzoo.com/infographics/global-games-market-report-infographics/>

<https://www.chartboost.com/blog/author/chris/>

Create a power point presentation for the class that describes the country and its gaming market. How would you approach the market?

Your classmates will give feedback on your presentations.

Team Assignment
Sustainability Presentation – Present to class and submit to Canvas

Core Reading:

<http://www.footprintnetwork.org/en/index.php/GFN/page/publications/>

Ecological Footprint Atlas 2010

Ecological Footprint Analysis: San Francisco – Oakland – Fremont CA

Requirements:

Individual Assignment to be included in team presentation: Go to myfootprint.org and take the Ecological Footprint Quiz. Note what your score was. Go to Take Action on the top navigation and look for strategies to reduce your footprint. Write an individual reflection of how you compared to individuals in other continents such as Africa and Asia. Does your ecological footprint have to be reduced? If yes, what actions will you take and when will you start?

Team Assignment:

The same list of countries will be used but different teams assigned.

China

Japan

Turkey

Brazil

Russia

India

Poland

Spain

Indonesia

Conduct a sustainability analysis of the country. This analysis should provide information about the country's business environment as compared to the US using traditional analysis. Revisit all the categories and add more research.

Economy

Human Capital

Key industries

Government

Infrastructure

Ecological Footprint Analysis

Monetary measures are not the only way to determine whether a nation is performing. Other measures such as the ecological footprint seek to incorporate externalities and future costs. Each team is to prepare an analysis of the pros and cons of ecological footprint as a measure.

<http://www.footprintnetwork.org/en/index.php/GFN/page/methodology>

It is also helpful to read the ecological footprint publications on China and the San Francisco metro area.

Team Presentation:

How does the US compare with the other country? Suggest the priority areas to reducing the ecological footprint for the other country. Take in cultural considerations in making your argument. Feel free to include additional research on the health costs of environmental

Evaluations will be conducted as to which team presented the most persuasive argument.

**Team Assignment – Case Study –
Adapted from T. Grandon Gill “Writing Case Studies Checklist”**

Purpose of the Case Study:

- To examine cause and effect, typically in a situation where phenomenon being observed are too complex and dynamic to be considered in regular textbook format.
- To create a learning materials for discussion and that requires development and/or evaluation of solutions. Your cases will be kept in a repository that other students can access to learn.
- To provide a concrete example of some phenomenon of interest, with the objective of creating a more lasting impression than could be achieved with a more abstract form of presentation.

Sources of information:

- Research and interviews with game companies
- Examine research databases for relevant literature
- Browse organization-department-project/course web sites
- Look for similar cases

Team Assignment – Case Selection

Choose a protagonist and an important decision point in their lives. Some suggestions:

Alexey Pazhitnov <http://www.atarihq.com/tsr/special/tetrishist.html>

Shigeru Miyamoto <http://www.newyorker.com/magazine/2010/12/20/master-of-play>

Nintendo Case Studies: <http://www.johnpaulhandrigan.net/wp-content/uploads/2013/04/Nintendos-Disruptive-Strategy-Implications-for-the-Video-Game-Industry.pdf>

https://mitsloan.mit.edu/LearningEdge/CaseDocs/11-124.Nintendo_Revolution_lamont.FINAL.pdf

Jenova Chen https://www.youtube.com/watch?feature=player_embedded&v=S684RQHzmGA

Jane McGonigal <http://janemcgonigal.com/>

Michael Gale <http://www.disastercake.com/blog/category/blog/>

Key Starting Points – Case Study Preparation	
Do research on the relevant game companies or individuals.	Provide historical context that is relevant to organizational unity or industry. Find all relevant sources of information? This could include research and interviews.
Choose among the protagonists listed above or another game company. The context must be real.	Create or find a protagonist for your case. The case must be written as a compelling story about an individual. More details will make it more real.
Create a situation for the case. Use elements of storytelling to engage your audience.	What makes the situation particularly interesting? What decisions is the protagonist currently facing? What decisions made in the past that led up to the current situation?

Type of Case – Case Study Preparation	
Decision-Making	Topic focuses on a decision that needs to be made or the situation leading up to a decision that was made in the recent past. Best fits with the "Discussion" objective, though can also be used for "Exercise" objective.
Knowledge	Topic will serve to convey knowledge to its reader. Such knowledge can include better understanding of the case context or the approach used in some decision-making process.
Showcase	Case will illustrate an exemplary handling of some problem or situation, particularly useful when a case is to be used for "Illustration" objectives.
Fable	Case provides an unambiguous narrative tying a particular series of actions to a particular observed consequence. Can be useful for "Illustration" objectives but is best saved for comparative sets of cases if a balanced perspective is to be maintained.

What does the case want to do? – Case Study Preparation	
Intelligence	Develops knowledge, comprehension and the ability to apply information in a real-world setting. Facts incorporated into the case and techniques described in the case are inherently valuable to students. Cases provide an alternative means of conveying information that would otherwise be presented in lectures.
Design	Case provides student the opportunity to choose and perform analysis—the form of which must be determined by the reader. Thoughtful preparation of the case may require proposing actions or designing activities not specifically specified by the case. Information in the case must be prioritized with respect to relevance and value.
Choice	Case requires the reader decide between a two or more plausible alternatives, justifying that decision based upon materials presented in the case. Thoughtful preparation includes identifying the strengths and weaknesses of each possibility and using a deep understanding of the case situation to guide the decision process. Assumptions regarding information not presented in the case but relevant to the decision may be required, and are explicitly justified.

Team Assignment – Case Outline

Case Outline (2 pages or 1000 words)	
Choose the preferred topic	Identify why type of case your team will be writing and its objective. Address all parts of the case preparation study.
Write opening section	<p>Create an introduction suitable for the case type. For example:</p> <ul style="list-style-type: none">• Identify the relevance of the research problem being addressed by the case.• Identify the context of the decision being made and any alternatives that are explicitly being considered• Present a concise statement of the problem being addressed.
Inventory existing research sources	Determine all public and private resources relevant to the specified topic.
Outline case study	Create an outline of the case with the principal objective of determining what data you need to gather. Have an interesting story to tell and be enthusiastic about it.

Team Assignment – Final Case

Final Case (Minimum 4 pages or 2000 words)	
Introduction	Motivate the research topic by highlighting its importance and demonstrating that it is not fully understood. Pose the question that is to be answered.
Literature Review	Review previous literature related to the case situation and frameworks that have been proposed
Research Framework	Research questions to be addressed and the analytical framework to be used. Presentation of arguments relating to cause and effect.
Data Gathering Protocol	Methods used to gather data related to the case, often emphasizing triangulation (gathering data from multiple sources to confirm the same observation)
Background & Situation	Description of the case situation and the key elements of the case.
Analysis	Discussion of the case in the context of the analytical framework.
Conclusions	Presentation of conclusions from the case, with particular attention being paid to how they can be generalized to other situations.
Appendices	Source documents, images and tables relevant to the case.