



BELLEVUE COLLEGE

INST 150 – International Business – Spring 2017

The Game of Global Business

Course Description:

To cover global politics, economics, social, technological, legal and environmental issues, there is no better teaching vehicle than PESTLE analysis. Each component of this analysis for selected countries will be assigned to individual students and a presentation and paper will be completed on each. To help focus, we will be looking at a PESTLE analysis in terms of the platform Minecraft which was acquired by Microsoft in 2014. This will allow us to look at global business through the game industry.

Throughout this course we will be taking the pulse on what you are learning. You will be asked often: What was the most important thing you learned? What questions do you still have?

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:

Module to be purchased at bookstore.

	Topics and Readings	Exams and Assignments (Timed write every Friday)
Apr 3	Resume/Knowledge Worker Introduction	Thirty second commercial Apr 7
Apr 10	Drucker – Managing Oneself Roberts et al., How to Play to Your Strengths	Apr 14 Assignment 1: Five accomplishments due in Canvas
Apr 17	Minecraft – Case study for Global Business Life After God Tearing Down a Global Services Value Chain	Apr 21 - Assignment 2: Resume due on Canvas
Apr 24	Minecraft – Case study for Global Business Target Market Marketing Mix p. 51 Product Price Place Promotion Brands Customer Relationship Management	Apr 28 – Assignment 3: Knowledge worker assignment due on Canvas

May 1	PESTLE – Political/Legal SWOT Country Classification and Political	May 5- Exam – Doing Business Globally
May 8	PESTLE - Economic	
May 15	Political, economic and legal presentations. Power point due in Canvas Sunday midnight before first presentation. Presentations	May 14 Powerpoint due in Canvas
May 22	PESTLE – Social	May 22 - Exam on political, economic and legal components.
May 30	PESTLE – Environmental/Technology	
Jun 5	Presentations start Jun 8	Jun 7 midnight Powerpoint due to Canvas
Jun 12		Jun 16 - Exam on Technology/Social/Environmental

Course Grading:

Individual Timed Writes (Weekly on Friday)	90
Resume and 30-second commercial	75
Global Knowledge Worker (1000 words)	100
Country PESTLE Presentation (100 each)	200
Three exams (100 points each)	300
News article post and presentation	25
In-class activities (news article, attendance taken every class)	up to 210
TOTAL	1000

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:	Writing assignment: There is one writing assignment and it is due on Canvas and will be subject to turnitin review. Presentations: Each student will be required to present on two elements of the PESTLE analysis. This selection of the country and element will be determined in class. Presentations are scheduled for the last week of February and the last week of class. The power point presentation is due on Canvas Monday midnight before the first presentation in class. Presentations are subject to Vericite review. The purpose of these two assignments is for students to learn research, compilation and analysis skills. Exams: Exams are given on Friday of the week noted. Early exams may be arranged before. Timed writes: Timed writes are given every Friday there is not an exam. There is no make-up for timed writes. Points can be made up with extra credit opportunities. New article presentation (20 points for presentation and post, 5 points for each comment/question, and 5 points responding to each question): Each student will be required to present on an assigned news article. The format of the presentation will be a short description of the article, three main points and three important numbers or figures in the article. Make a conclusion about how the issue impacts global business.
Attendance	Attendance will <u>be taken at the beginning of the class</u> and you will be required to complete assignments and compile your work in folders that I will collect every class. Many assignments will be given in class. You should come to class having done all the assigned reading and homework. Every student is required to be an active participant in the class. This includes getting to class on time, being called on to contribute to discussions, taking notes, listening to your peers, and coming to class prepared.
Electronic devices	All electronic devices are prohibited in the classroom at all times. If you need a laptop to take notes, I will need documentation.
Standard of Conduct	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.
Cheating or Plagiarism	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. <u>Having a cell phone in view for any reason during an exam will result in a zero in the exam.</u> 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.

- 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** 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.
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
- 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.

**Individual Assignment –
30-sec Commercial – 15 points – Due in class and on Canvas**

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?

**Individual Assignment –
THREE ACCOMPLISHMENTS (30 POINTS) DUE IN CANVAS**

ACTION VERB - ACTION - comma - TRANSITION VERB - BENEFIT - QUANTIFIER

What? Accomplishments are the things you've done that produced benefits for the organizations that you worked for. They are things that you are proud of. You may have been rewarded for them. They demonstrate your achievements and your ability to make things happen.

Why? Employers hire people who can solve their problems. They don't care about job titles. They care about what you can do for them.

How? They are really tough to write. (We don't like to brag.) Write a job description for each position you held. Make a list of the things you did that were of benefit to the organization. What was the reason you did it? What was the problem that prompted your action that led to the result or benefit?

- What actions did you take that produced benefits to your employer?
- Did you identify a problem and solve it? What were the benefits?
- Did you introduce a new system or procedure that made work more efficient?
- Did you save money or time?
- Did you increase productivity, reduce down time or improve morale?
- Did you effectively manage people?
- Did you initiate a sales or incentive program that worked?
- Did you author or develop reports, promotions or newsletters?
- Did you improve processes?
- Were you part of major decision-making?
- Did you reduce risk?
- Did you achieve outstanding sales?
- Did you receive any awards, bonuses, or promotions?

To be most effective, an accomplishment should take up two lines or about 22 to 25 words

**Individual Assignment –
RESUME (30 POINTS) DUE IN CANVAS**

(see Amherst Career Center Resume Rubric in Canvas)

Individual Assignment – News article presentation – Articles on Canvas

New article presentation (20 points for presentation and post)

Each student will be required to present on an assigned news article and provide a write-up discussion post to Canvas of 300 words.

The format of the write-up will be a short description of the article, three main points and three important numbers or figures in the article. This will be posted as a discussion post on the Article discussion forum in Canvas.

Individual Assignment - The Knowledge Worker – 100 points

Minimum 1000 words

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

What are my strengths?

1. Ask five people to give you written feedback on your strengths **with a specific examples of when you demonstrated the strength.**
2. Identify patterns in the feedback.
3. Complete the VIA character survey of yourself. www.viacharacter.org. Note the top 5 character traits. Compose a self portrait of yourself from the feedback and survey.
4. Attach feedback and survey to this assignment as an appendix (not included for word count)

How do I perform? (When are you most proud of work you've done?)

What is my style or culture? (Use this to replace reader/listener)

How do I learn?

What are my values? (Take this from the values exercise)

Where do I belong? (Design the job that matches your best self. Describe the work environment where you would thrive.)

What can I contribute? (Describe how you can best contribute in the current organizations you belong to, including the college.

PESTLE (Political, Economic, Social, Technology, Legal, and Environmental) Analysis of a Country – Individual Presentation – 100 points each (two will be required)

Each student will be assigned a **component** of the PESTLE for one of the countries below.

A sample PESTLE analysis for Japan is provided in the Canvas course site. We will be covering Japan throughout the class to demonstrate how the PESTLE is done. [CITE ALL SOURCES](#)

	Germany	S. Korea	Nigeria	Argentina	Israel	Hungary	Australia	Philippines
Political/Legal								
Economic Part 1								
Economic Part 2								
Social								
Technology								
Environmental								

Political	Economy 1	Economy 2	LEGAL
- Geographic location (size and key geographic features) - Flag, Capital City - Population size, ethnic groups - Language(s) - Currency - History and evolution of Government - Current Government (political figures, the structure of government, key political parties) - Key domestic policies including economic, social (treatment of aged population, healthcare, immigrants, etc.), education, etc. - Key foreign policies (including disputes and	- Evolution of economy - GDP - GDP composition by sector (agricultural, manufacturing, services) - Historical and projected growth rate - GDP per capita - Key fiscal and monetary policies - Trade/Current account balance – major trading partners - Foreign direct investments – from which countries? Provide at least 10 years of data – tradingeconomics.com has graphs	- Deficit (Total and as a percent of GDP) - Credit Rating - Inflation (historical) - Lending interest rate - Financial system - Financial authorities/regulators (Central bank) - Stock markets (Market capitalization of listed companies, growth of country stock index) - Description of largest companies Provide at least 10 years of data – tradingeconomics.com has graphs	- Evolution of legal system - Structure and policies - Judicial system - Effectiveness of the legal system - Legislation affecting business - Tax regulations - Labor laws - Corporate governance

conflicts) and defense (size of military). • Corruption (transparency.org for ranking and issues)			
World Bank Governance Index – How does the country rank	Evaluate by comparing to other countries.	Evaluate by comparing to other countries	World Bank's Doing Business Report in 2016
Choose one or two factors of your own to cover	Choose one or two factors of your own to cover	Choose one or two factors of your own to cover	Choose one or two factors of your own to cover

Technology	Environmental	Social
• Intellectual property (number of patents) • Research and development expenditures • Government support of innovation • Industry clusters • Telecommunications, broadband and internet, social media • Infrastructure • Transportation	• Climate • Geography • Biodiversity (Endangered species, country's role in world biodiversity, etc.) • Forests and deforestation • Issues with water and waterways • CO2 emissions (country's use of renewable energy sources, fossil fuels, etc.) • Water quality • Environmental policies/regulations/actions • Global warming countermeasures	• Demographic composition (age, education, ethnicity, gender, income) • Urban/rural composition and immigration • Religious composition • Unemployment male/female/total (Historical unemployment rates) (See World Bank indicators under Education) • System of education • Healthcare system • Social welfare • Income distribution • Gender inequality • Income inequality • Human rights
Knowledge economy index	Ecological Footprint of the country to show when it moved from net use of world resources Environmental Performance Index http://epi.yale.edu/epi	Ranking on human indicators
Choose one or two factors of your own to cover	Choose one or two factors of your own to cover	Choose one or two factors of your own to cover

Objective: Make a **seven minute presentation** to the class that summarizes your PESTLE component for your country. Power point must be submitted to Canvas by midnight of Monday before all presentations. Power points can include more than what you present.

Requirements: We will be reviewing how to do the PESTLE in class with Japan as our demonstration country. The requirements for each element are included below. You will research each requirement from the listed sources and organize them for presentation. Then you will find how each country has performed on measures for your element. Each student will be required to complete a SWOT analysis of your element.

SWOT		
Internal	Strengths	Weaknesses
External	Opportunities	Threats

Do not go over the time limit. The presentation might be part of a series of presentations and going over the limit will impact the presentations for the rest of the day. You may include material in your power point that you do not cover in the oral presentation. There can be no errors, typos, or grammatical mistakes in the presentation. The only way to prevent this is to review the power point several times.

	Omitted	Not Adequate	Adequate	Excellent
FULFILLED ALL REQUIREMENTS (40 points) - data was found for all listed requirements - provided enough information to show the evolution of key data or dynamics of element (10 POINTS FOR CITATION OF ALL SOURCES)	Major Requirements missing	Some requirements omitted	Covered all requirements	More relevant data than requested
EVALUATED COUNTRY PERFORMANCE (20 points) explained, compared and contrasted the data to show the country's performance on the element	Key performance measures missing	Some performance measures omitted	Covered all performance measures	Comprehensive analysis of performance
SWOT (20 points) Completed analysis of element with strength weakness opportunity threat based on evidence provided	Not completed	Omitted key factors	Covered all SWOT factors	Comprehensive SWOT
ORGANIZATION (10 points) - information was organized in a logical fashion with relevant visual display - no typos or grammatical errors	Poorly organized with many errors	Some typos or errors	No major errors	Well organized with no errors
DELIVERY (10 points) - appeared confident. - used <i>projection</i> effectively and appropriately. - used <i>pacing and pausing</i> effectively and appropriately. - used <i>gestures and movement</i> effectively and appropriately.	Unfamiliar with material	Read slides with no audience contact	Some rehearsal	Well rehearsed

PESTLE Analysis – Political

Geographic location (size and key geographic features)

Flag, Capital City

Population size, ethnic groups

Language(s)

Currency

History and evolution of Government

Current Government (political figures, the structure of government, key political parties, issues with political parties, political stability)

Key domestic policies including economic, social (treatment of aged population, healthcare, immigrants, etc.), education, etc.

Key foreign policies (including disputes and conflicts) and defense (size of military).

Corruption (transparency.org for ranking and issues)

General information on a country can be accessed at:

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

For BBC country reports:

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

Performance

Review the World Bank governance ranking of the country and describe the country's ranking on each factor.

- **1. Voice and Accountability (VA)** – capturing perceptions of the extent to which a country's citizens are able to participate in selecting their government, as well as freedom of expression, freedom of association, and a free media.
- **2. Political Stability and Absence of Violence/Terrorism (PV)** – capturing perceptions of the likelihood of political instability and/or politically-motivated violence, including terrorism.
- **3. Government Effectiveness (GE)** – capturing perceptions of the quality of public services, the quality of the civil service and the degree of its independence from political pressures, the quality of policy formulation and implementation, and the credibility of the government's commitment to such policies.
- **4. Regulatory Quality (RQ)** – capturing perceptions of the ability of the government to formulate and implement sound policies and regulations that permit and promote private sector development.
- **5. Rule of Law (RL)** – capturing perceptions of the extent to which agents have confidence in and abide by the rules of society, and in particular the quality of contract enforcement, property rights, the police, and the courts, as well as the likelihood of crime and violence.
- **6. Control of Corruption (CC)** – capturing perceptions of the extent to which public power is exercised for private gain, including both petty and grand forms of corruption, as well as "capture" of the state by elites and private interests.

Performance Reports for individual countries can be accessed at

<http://info.worldbank.org/governance/wgi/index.aspx#countryReports>

PESTLE Analysis – Economy

Part 1

Evolution of Economic System (Historical GDP, GDP growth rate, industries, etc.)

Current structure and key fiscal and monetary policies

GDP composition by sector (agricultural, manufacturing, services)

GDP, historical and projected growth rate

GDP per capita (GNI per capita can be used as well)

Trade/Current account balance

Foreign direct investments

Part 2

Deficit (Total and as a percent of GDP)

Credit Rating (<http://www.tradingeconomics.com/country-list/rating>)

Inflation

Lending interest rate

Financial system - Financial authorities/regulators (Central bank)

Stock markets (Market capitalization of listed companies, growth of country stock index)

Performance

The trading economics website can produce graphics for historical periods. You should include up to 10 years.

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

More detailed indicators are available on the World Bank website.

<http://data.worldbank.org/indicator> (List of indicators - check under economy and growth/financial sector)

To create easy comparison graphs between countries, go to

<https://www.google.com/publicdata/directory?hl=en>

PESTLE Analysis – Social

Demographic composition (age, education, ethnicity, gender, income)

Urban/rural composition and immigration

Religious composition

Unemployment male/female/total (Historical unemployment rates) (See World Bank indicators under Education)

System of education

Healthcare system

Social welfare

Income distribution

Gender inequality

Income inequality

Human rights

Performance

UN Human Development Index Ranking <http://hdr.undp.org/sites/default/files/hdr14-report-en-1.pdf>

<http://data.worldbank.org/indicator> (List of indicators - check under education and social)

<http://datacatalog.worldbank.org/> for relevant indicators

To create easy comparison graphs between countries, go to

<https://www.google.com/publicdata/directory?hl=en> and look for human development indicators or world development indicators.

PESTLE Analysis – Technology

Intellectual property (number of patents)

Research and development expenditures

Government support of innovation

Industry clusters

Telecommunications, broadband and internet, social media

Infrastructure

Transportation

General information on a country can be accessed at:

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

<http://data.worldbank.org/indicator> (List of indicators - check under Science and Technology)

Intellectual Property <http://www.wipo.int/directory/en/>

Performance

Knowledge economy index

<http://siteresources.worldbank.org/INTUNIKAM/Resources/2012.pdf>

PESTLE Analysis – Legal

Evolution of legal system

Structure and policies

Judicial system

Effectiveness of the legal system

Legislation affecting business

Tax regulations

Labor laws

Corporate governance

Performance

World Bank's Doing Business Report in 2016

<http://www.doingbusiness.org/reports/global-reports/doing-business-2016>.

Labor <http://www.doingbusiness.org/data/exploretopics/labor-market-regulation>

PESTLE Analysis – Environmental

Climate

Geography

Biodiversity (Endangered species, country's role in world biodiversity, etc.)

Forests and deforestation

Issues with water and waterways

CO2 emissions (country's use of renewable energy sources, fossil fuels, etc.)

Water quality

Environmental policies/regulations/actions

Global warming countermeasures

<http://data.worldbank.org/indicator> (List of indicators - check under Climate Change and Environment)

Performance

Ecological Footprint of the country to show when it moved from net use of world resources:

http://www.footprintnetwork.org/en/index.php/GFN/page/footprint_for_nations/

<https://sustainabledevelopment.un.org/content/documents/916guidebook4.pdf>

(<https://sustainabledevelopment.un.org/>)

<http://data.worldbank.org/indicator> (List of indicators - check under environmental)

Environmental Performance Index <http://epi.yale.edu/epi>

How does it compare with countries in its own grouping (European, OECD, developing, etc.)