



BELLEVUE COLLEGE

INST 150 – International Business – Fall 2017

Leslie Lum T TH 12:30 pm

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 on Thursday last 20 minutes of class)
Sep 19, 21	Introduction/Class requirements READ You are a knowledge worker to p. 38 Get to know your instructor – Introduce 30-sec commercial Present 30-sec commercial – vote on most memorable Values introduction – clusters Come up with list of actions to work on strengths Accomplishments introduction	Thirty second commercial due in Canvas – due Sept 21 in Canvas

Sep 26, 28	Day 1 – READ - Drucker – Managing Oneself to p. 72 Complete a group map Assign first five articles Review knowledge worker assignment – get 5 feedback Resume exercise (review 5 resumes and choose the one to hire) Fill in accomplishments Resume	Timed write Sep. 28 Five accomplishments due in Canvas Sep 28
Oct 3, 5	Read Minecraft to p. 119 Life After God - Minecraft story Reading Minecraft Generation - STP - Target market – demographics – group activity Product life cycle – Exercise with video games Price/Promotion Timed write - Brands – Starbucks exercise	Timed write Oct 5 Resume due on Canvas Oct. 5
Oct 10, 12	Minecraft – Cont'd Customer Relationship Management - Activity Global Value Chain reading – Value chain exercise Review Knowledge worker assignment – finding patterns Map Minecraft	Timed write Oct.12 Knowledge worker assignment due on Canvas Oct. 12
Oct. 17, 19	Read PESTLE – Political/Legal to p. 153 Check in How am I doing?– Mind map Balanced Scorecard SWOT Putin video World Governance Indicators Reading – Compare two countries in groups Exam 1	Exam – Doing Business Globally in class Oct. 19 second half
Oct.24, 26	Read PESTLE – Economic to p. 168 Economics 1 Commanding Heights (10 to 15 minutes) Commanding Heights (10 to 15 minutes) Economics 2 - Credit Report exercise Timed write – Investing in country stock markets	Oct 26 BRAD TILDEN Timed write Oct. 26
Oct 31, Nov 2	Political, economic and legal presentations.	Powerpoint due in Canvas on Monday Oct. 30 before presentations
Nov 7, 9	Read PESTLE – Social to p. 209 Happiness Survey – Which countries are the happiest? Compare countries – Human indicators Inequality (Gender and Income) Demographics, ethnicity and other	Exam on political, economic and legal components Nov. 9

No. 14, 16	Read PESTLE – Environmental/Technology to p. 399 Mind Map Porter Article on Clusters Compare countries Global Innovation Index Environmental Presentation – Reading Turn on the Heat Reading Paris Accord - Debate Paris Accord	Timed write Nov 16
Nov 28, 30	Social Environmental Technology Presentations	Powerpoint due to Canvas Monday Nov. 27 before presentations
Dec 8	Final Exam	Exam on Dec 8 Technology/Social/Environmental

Course Grading:

Individual Timed Writes (Weekly on Friday)	80
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 220
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:	<p>Writing assignment: There is one writing assignment and it is due on Canvas and will be subject to vericite review.</p> <p>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.</p> <p>Exams: Exams are given on Friday of the week noted. Early exams may be arranged before.</p> <p>Timed writes: Timed writes are given every Thursday there is not an exam. There is no make-up for timed writes. Points can be made up with extra credit opportunities.</p> <p>New article presentation (25 points for presentation and post): 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.</p>
Attendance	<p>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.</p> <p>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.</p>
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	<p>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.</p>
Cheating or Plagiarism	<p>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></p> <p>Stealing includes, but is not limited to, taking the text, notes, exams, library books or other personal property of others without their permission.</p> <p>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.</p>

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.

**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 sample in module)

Individual Assignment – News article presentation – Articles on Canvas

New article presentation (25 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.

If you read the article, no points will be given.

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](#)

	Norway	China	Botswana	Colombia	Kuwait	Estonia	New Zealand	Vietnam
Political/Legal								
Economic Part 1								
Economic Part 2								
Social								
Technology								
Environmental								

Political	Economy 1	Economy 2	LEGAL
<ul style="list-style-type: none"> • 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 conflicts) and defense (size of military). • Governance indicators including corruption (transparency.org for ranking and issues) • Choose two factors of your own from political and compare on a relevant index or to another country 	<ul style="list-style-type: none"> • 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? • Choose two factors of your own from economic and compare on a relevant index or to another country <p>Provide at least 10 years of data</p>	<ul style="list-style-type: none"> • 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 • Choose two factors of your own from economic and compare on a relevant index or to another country <p>Provide at least 10 years of data</p>	<ul style="list-style-type: none"> • Evolution of legal system • Structure and policies • Judicial system • Effectiveness of the legal system • Legislation affecting business • Tax regulations • Labor laws • Corporate governance <p>Choose two factors of your own from legal and compare on a relevant index or to another country</p>
<p>World Bank Governance Indicators</p> <p>BBC Country reports</p> <p>CIA World Factbook</p>	<p>Trading Economics has much of the data for 10 years and over</p> <p>OECD for developed countries</p> <p>World Bank indicators for Economy & Growth and Financial</p>	<p>Trading Economics has much of the data for 10 years and over</p> <p>OECD for developed countries</p> <p>World Bank indicators for Economy & Growth and Financial</p>	<p>World Bank Governance Indicators</p>
Technology	Environmental		Social

<ul style="list-style-type: none"> • How do institutions support innovation • Education and research • Infrastructure including transportation, telecommunication, broadband, internet, social medial • Access to capital • Business sophistication • Knowledge and technology outputs • Intellectual property (number of patents) • Creative output • Industry clusters • Transportation <p>Choose two factors of your own from technology and compare on a relevant index or to another country</p>	<ul style="list-style-type: none"> • 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 <p>Choose two factors of your own from environmental and compare on a relevant index or to another country</p>	<ul style="list-style-type: none"> • 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 <p>Choose two factors of your own from social and compare on a relevant index or to another country</p>
<p>Global Innovation Index</p> <p>World Bank Indicators for Science and Technology</p>	<p>World Bank Indicators for Climate Change</p> <p>Ecological Footprint of the country</p> <p>Environmental Performance Index</p> <p>http://epi.yale.edu/epi</p>	<p>UN Human Indicators Ranking</p> <p>OECD for developed countries</p>

GRADING RUBRIC	Omitted	Not Adequate	Adequate	Excellent
FULFILLED ALL REQUIREMENTS (40 points) <ul style="list-style-type: none"> data was found for <u>all</u> listed requirements provided enough information to show the evolution of key data or dynamics of element provided extra factors not listed (10 POINTS FOR CITATION OF ALL SOURCES ON ALL PAGES USING APA) 	Major Requirements missing	Some requirements omitted	Covered all requirements	More relevant data than requested – two additional factors on topic
EVALUATED COUNTRY PERFORMANCE (20 points) <ul style="list-style-type: none"> explained, compared and contrasted the data to show the country's performance on all elements either in a country ranking or by comparing to another country 	Key performance measures missing	Some performance measures omitted	Covered all performance measures	Comprehensive analysis of performance
SWOT (20 points) <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> information was organized in a logical fashion information was summarized and not copy pasted Visual display was used effectively 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) <ul style="list-style-type: none"> 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