



**BELLEVUE COLLEGE**

**INST 150 – International Business – Winter 2018**

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**Office Hours: MW 9:30 to 10:20 am T TH 11:30 to 12:20 pm or by appointment**

### **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 Friday)
<b>Week of Jan 2</b>	Introduction/Class requirements <b>READ You are a knowledge worker to p. 38</b> 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 – <b>due Jan 5 in Canvas</b> Timed write 1 – <b>Jan 5</b>

Jan 8	<p>Day 1 – <b>READ - Drucker – Managing Oneself to p. 72</b></p> <p>Complete a group map</p> <p>Assign first five articles</p> <p>Review knowledge worker assignment – get 5 feedback</p> <p>Resume exercise (review 5 resumes and choose the one to hire)</p> <p>Fill in accomplishments</p> <p>Resume</p>	<p>Timed write 2 Jan 12</p> <p>Five accomplishments due in Canvas Jan 12</p>
Jan 15	<p><b>(No class Feb 15)</b></p> <p><b>Read Minecraft to p. 119</b></p> <p>Life After God - Minecraft story</p> <p>Reading Minecraft Generation - STP - Target market – demographics – group activity</p> <p>Product life cycle – Exercise with video games</p> <p>Price/Promotion</p> <p>Timed write - Brands – Starbucks exercise</p>	<p>Timed write 3 Jan 19</p> <p>Resume due on Canvas Jan 19</p>
Jan 22	<p><b>Minecraft – Cont'd</b></p> <p>Customer Relationship Management - Activity</p> <p>Global Value Chain reading – Value chain exercise</p> <p>Review Knowledge worker assignment – finding patterns</p> <p>Map Minecraft</p>	<p>Timed write 4 Jan 26</p> <p>Knowledge worker assignment due on Canvas Jan 26</p>
Jan 29	<p><b>Read PESTLE – Political/Legal to p. 153</b></p> <p>Check in How am I doing?– Mind map Balanced Scorecard</p> <p>SWOT</p> <p>Putin video</p> <p>World Governance Indicators Reading – Compare two countries in groups</p> <p><a href="http://info.worldbank.org/governance/wgi/#reports">http://info.worldbank.org/governance/wgi/#reports</a></p>	<p>Exam – Doing Business Globally in class Feb 2</p>
Feb 5	<p><b>Read PESTLE – Economic to p. 168</b></p> <p>Economics 1</p> <p>Commanding Heights (10 to 15 minutes)</p> <p>Commanding Heights (10 to 15 minutes)</p> <p>Economics 2 - Credit Report exercise</p> <p>Timed write – Investing in country stock markets</p>	<p>Timed write 5 Feb 9</p>
Feb 12	<p>Political, economic and legal presentations.</p>	<p>Powerpoint due in Canvas on Monday Feb 11 midnight before presentations</p>

<b>Feb 19</b>	<b>(No class Feb 19)</b> <b>Read PESTLE – Social to p. 209</b> 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 <b>Feb 23</b>
<b>Feb 26</b>	<b>Read PESTLE – Environmental/Technology to p. 399</b> Mind Map Porter Article on Clusters	Timed write 6 <b>Mar 2</b>
<b>Mar 5</b>	Compare countries Global Innovation Index Environmental Presentation – Reading Turn on the Heat Reading Paris Accord - Debate Paris Accord	<b><i>Timed write 7 Mar 9</i></b>
<b>Mar 12</b>	Social Environmental Technology Presentations starting Wednesday	Powerpoint due to Canvas Tuesday <b>Mar 13</b> before presentations
<b>Mar 19</b>	Presentations Final Exam	Exam on <b>Mar 21 9:30 am</b> Technology/Social/Environmental

#### Course Grading:

Individual Timed Writes (Weekly on Friday)	140
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 60
<b>TOTAL</b>	<b>900</b>

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

<b>Assignments and Assessments:</b>	<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 <b>Friday</b> of the week noted. Early exams may be arranged before.</p> <p>Timed writes: Timed writes are given every <b>Friday</b> 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>
<b>Attendance</b>	<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>
<b>Electronic devices</b>	All electronic devices are prohibited in the classroom at all times. If you need a laptop to take notes, I will need documentation.
<b>Standard of Conduct</b>	<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>
<b>Cheating or Plagiarism</b>	<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>

<b>Affirmation of Inclusion</b>	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.
<b>Code of Honor</b>	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.
<b>Accommodations</b>	<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 <a href="http://www.bellevuecollege.edu/drc">www.bellevuecollege.edu/drc</a></p>
<b>Public Safety</b>	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: <a href="http://bellevuecollege.edu/publicsafety/">http://bellevuecollege.edu/publicsafety/</a> 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.

CHECKLIST:

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**

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

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. Many students have AMAZING personal accomplishments but sometimes they are not appropriate for resumes.

Why? Employers hire people who can solve their problems. They don't care about job titles or descriptions of jobs you had. They care about what you can do for them. When you describe the action, make sure that you describe what you did that was different from the typical situation. For example, graduating high school is not usually considered an accomplishment.

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? **Remember it is great that an action resulted in personal benefit to you, but employers are looking for benefits to organizations or other people.**

- 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?

Checklist:

Did I describe the action that I took that would be different from what a typical person would do in the situation?

Have I quantified the benefit?

Is the benefit to an organization or another person?

Is the accomplishment about 25 words?

Is it formatted as action, result?

Is the grammar and spelling correct?

**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](http://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 a selection of countries that will be given in class.

There are two separate presentations. One for Political/Legal/Economic and a second for Social/Technology/Environmental.

A template powerpoint and the rubric are given in Canvas.