



**BELLEVUE COLLEGE**

**INST 150 – International Business– MW Spring 2018**

**Leslie Lum**

**Office Hours: Monday/Wednesday 11:30 am Tuesday/Thursday 10:30 am**

**or by appointment.**

**Course Description:**

The course starts off with you--as a global knowledge worker. We will use the classic business article by Peter Drucker which predicted the rise of the knowledge worker to critically analyze managing oneself.

Next we travel to the land of Minecraft (which is a world in itself) and learn about the business global value chain works in the new digital economy.

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.

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:**

- Conduct an inventory of strengths, culture heritage, values, belongingness, and contribution and the relationship of the student and a culturally diverse world.
- Critically analyze how political, economic, and socio-cultural forces, using models of universalism, to reducing inequity, promoting resilience, empowering those who are left out and promoting those who are marginalized.
- 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 culturally diverse teams of students to authentically interact and communicate to complete assigned activities.

**Required texts and materials:**

Module to be purchased at bookstore.

	Topics and Readings	Exams and Assignments
Apr 2	<b>MODULE 1 – GLOBAL KNOWLEDGE WORKER</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 Apr 6 in Canvas</b> Timed write <b>Apr4</b>
Apr 9	<b>Day 1 – READ - Drucker – Managing Oneself to p. 72</b> Complete a group map of article Assign first five articles for student presentation Review knowledge worker assignment – prepare to get feedback from 5 people Resume exercise (review 9 resumes and choose the one to hire) Fill in accomplishments worksheet Review Resume assignment	Five accomplishments due in Canvas <b>Apr 13</b>  <b>Timed Write Apr 11</b>
Apr 16	<b>MODULE 2 GLOBAL VALUE CHAINS</b> <b>Read Minecraft to p. 119</b> 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	Resume due on Canvas <b>Apr 20</b> <b>Timed Write Apr 18</b>
Apr 23	<b>Minecraft – Cont’d</b> Customer Relationship Management - Activity Global Value Chain reading – Value chain exercise Review Knowledge worker assignment – finding patterns Map Minecraft value chain and what to do at each stage	Timed write <b>Apr 25</b> Knowledge worker assignment due on Canvas <b>Apr 27</b>

<b>Apr 30</b>	<b>MODULE 3 – POLITICAL LEGAL ECONOMIC</b> <b>Read PESTLE – Political/Legal to p. 153</b> Check in How am I doing?– Mind map Balanced Scorecard SWOT Putin’s Way <a href="https://www.pbs.org/wgbh/frontline/film/putins-way/">https://www.pbs.org/wgbh/frontline/film/putins-way/</a> Analysis of World Governance Indicators World Governance Indicators Reading – Compare two countries in groups <a href="http://info.worldbank.org/governance/wgi/#reports">http://info.worldbank.org/governance/wgi/#reports</a>	Exam – Doing Business Globally in class <b>May 2</b>
<b>May 7</b>	<b>Read PESTLE – Economic to p. 168</b> Economics 1 Video Commanding Heights <a href="https://www.youtube.com/watch?v=bSGAJTJzgLA">https://www.youtube.com/watch?v=bSGAJTJzgLA</a> Economics 2 - Credit Report exercise Investing in country stock markets	Timed write <b>May 9</b>
<b>May 14</b>	Political, economic and legal presentations.	Powerpoint due in Canvas on Sunday <b>May 13</b> before presentations
<b>May 21</b>	<b>MODULE 4 – SOCIAL TECHNOLOGY AND ENVIRONMENT</b> <b>Read PESTLE – Social to p. 209</b> Happiness Survey – Which countries are the happiest? Is healthcare a right? <a href="http://www.pbs.org/video/frontline-sick-around-the-world/">http://www.pbs.org/video/frontline-sick-around-the-world/</a> Inequality (Gender and Income) Demographics, ethnicity and other	Exam on political, economic and legal components <b>May 23</b>
<b>May 28</b>	<b>Read PESTLE – Environmental/Technology to p. 399</b> Mind Map Porter Article on Clusters Technology in China <a href="https://www.youtube.com/watch?v=kwD3MUtZxeE">https://www.youtube.com/watch?v=kwD3MUtZxeE</a> Compare countries Global Innovation Index Years of Living Dangerously Season 1: Episode 1 <a href="https://www.youtube.com/channel/UCpB8sbYuefrX6bblUFUM1hQ">https://www.youtube.com/channel/UCpB8sbYuefrX6bblUFUM1hQ</a> Debate Paris Accord	Timed write <b>May 30</b>

June 4	Social Environmental Technology Presentations	Powerpoint due to Canvas Tuesday Jun 5 before presentations
June 11	Presentations Final Exam	Exam on Jun 13 WEDNESDAY 11:30 am Technology/Social/Environmental

#### Course Grading:

Individual Timed Writes (Weekly on Friday)	100
Resume and 30-second commercial	75
Global Knowledge Worker (1300 words)	100
Two Country PESTLE Presentation (100 points each)	200
Three exams (100 points each)	300
News article post and presentation	25
In-class activities (attendance taken every class)	up to 100
TOTAL	900

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>	<p>All electronic devices are prohibited in the classroom at all times. If you need a laptop to take notes, please bring documentation.</p>
<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>

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. 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.

**Affirmation  
of Inclusion**

**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.

**Accommodat  
ions**

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](http://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.

**WORKSHEET:**

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?



## Accomplishment Worksheet

Action verb	Action	Comma	Transition verb	Result	Quantifier
<i>Ending in “—ed”</i>	<i>Who, What, When, Why</i>		<i>Ending in “—ing”</i>	<i>Benefit</i>	<i>\$ saved # customers</i>

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- **Job Title/Project:**

Situation:

Action:

Results:

ACCOMPLISHMENT

- **Job Title/Project:**

Situation:

Action:

Results:

ACCOMPLISHMENT

- **Job Title/Project:**

Situation:

Action:

Results:

ACCOMPLISHMENT

- **Job Title/Project:**

Situation:

Action:

Results:

ACCOMPLISHMENT

**5.Job Title/Project:**

Situation:

Action:

Results:

ACCOMPLISHMENT

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

**Remember:** Recruiters spend less than 30 seconds looking at a resume. If it is in the standard format, they can read faster.

**Contact information:** Minimum email and telephone (Some people don't put physical addresses because resumes get posted on web or in some cases they might consider less if the job is in another geographic area.)

**Summary of Qualifications:** This is usually used by individuals with a lot of job experience to summarize the highlights. In preparing a resume for a specific job description, tailor it to the job description.

**Objective:** Usually you make the job description the objective. In this case, use your career objective so I can see what your goal is.

**Education:** Put the HIGHEST degree you will be getting with the expected graduation date. Make sure the degree is accurately noted (students have put degrees that were not offered at Bellevue College) GPA matters for the first job but only include if it is high.

**Experience:** Some students put experience before education because they have substantial job experience. It should also include significant volunteer experience where you managed something. This is where your ACCOMPLISHMENTS are important.

**Awards and Honors/Skills/Interests:** For skills, employers are looking for hard skills such as software, languages, etc. Soft skills such as leadership and teamwork should be explained in your accomplishments. Summarize these briefly. Do not write sentences. Any significant awards should be explained in your experience section.

Follow the standard format shown in the module.

There can be NO typos nor grammatical errors.

## **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. Students must find at least one other credible source of the same event (preferably from a news source with different perspective), update and analyze differences in reporting. Some suggested sources are: BBC, Al Jazeera, The Guardian, The Economist, etc.

The format of the write-up will be:

Location of the country referenced.

A short description of the article. (At least three main points and three important numbers or figures)

Update and an analysis of the different source.

Post your analysis as a discussion post on the Article discussion forum in Canvas.

10 extra credits are given if you post a rebuttal to another student's article/post with relevant evidence from other credible sources or a different point of view.

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

## Individual Assignment - The Knowledge Worker – 100 points

**Minimum 1300 words – Feel free to add visual elements**

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 by highlighting common descriptions.
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. Complete an assessment on Assessment.com and list the jobs that ranked highest for you.
5. Attach feedback, VIA and assessment to this assignment as an appendix (not included for word count)

**A self portrait of my strengths?** This should be a comprehensive self portrait based on the feedback. This should be written after you have completed all sections and it should be summary of feedback and other factors. Consider your strengths in a multicultural world. (150 words minimum) Feel free to add visual elements.

**How do I perform?** (When are you most proud of work you've done? Under what circumstances did you perform the best?) (150 words minimum)

**What is my style or culture?** (The article is dated in regards to this item. Think about your heritage, culture or style to describe what drives what you do. White culture is usually not articulated. Discuss your culture or style impacts your interaction with a diverse society.) (150 words minimum)

**How do I learn?** (How can you create an environment where you are constantly learning? What habits do you have to instill to learn all your life? Do you read? Do you write? How do you learn new skills?) (150 words minimum)

**What are my values?** (Refer to the VIA values exercise. What are your top five values? Do you agree? Does it agree with the feedback you got? What do you do to strengthen your values?) (150 words minimum)

**Where do I belong?** (Refer to the assessment. Do you agree? Design the job that matches your best self. Describe the work environment where you would thrive. Industry? Type of team? Type of work? Type of mentor?) (150 words minimum)

**What can I contribute?** (Describe how you can best contribute in the current organizations you belong to and how you can contribute to the world in the future. Do not speak in traits or generalities like "be a good person" or "do charitable work". Come up with a specific plan or name organizations that you will belong and contribute to. Explain why.) (150 words minimum)

## PESTLE Analysis

Each student chooses a country from a list and two of the PESTLE categories. They prepare a powerpoint presentation for the class according to the template provided.

Current list of countries:

Finland

Chile

Rwanda

Qatar

Czech Republic

Indonesia

Philippines

Kazakhstan

South Korea

Jordan

Romania

Political/Legal Template

Do not copy and paste words. Your paper will be put through Vericite for a plagiarism check. Do your research and process the information. You may copy and paste visuals but you must cite where you got it.

Find the data as specified on each slide. Some topics require more than one slide. Be sure to cite the source: [Name of page]. [Date retrieved] Retrieved from [url]

The creative part of this is the images that you will bring to make the data come alive.