



BELLEVUE COLLEGE

INST 150 – International Business – Fall 2018, Item #5286,

Tues/Thurs: 12:30-2:40 pm, C165

Judith Paquette, Office Location: **C207G**

OFFICE HOURS, C207G: Monday, Tuesday, Wednesday: 10.30 a.m. - 11.20 a.m and Wed: 11.30-12.20 p.m

Or by appointment, or just stop by. Office Phone: 425-564-2133. Please use CANVAS® for email.

Course Description:

The course starts 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 by logging in a folder. 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.
- 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: Coursepack to be purchased at bookstore under INTST 150.

Course Grading:

Individual Timed Writes (Weekly)	50
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, reflections, participation/attendance taken every class)	up to 100
TOTAL	750

Grading: The grade will be a numeric grade per BC guidelines.

GRADE	POINTS	PERCENTAGE
A	4.0	92-100
A-	3.7	90-91
B+	3.3	88-89
B	3.0	82-87
B-	2.7	80-81
C+	2.3	78-79
C	2.0	72-77
C-	1.7	70-71
D+	1.3	68-69
D	1.0	62-67
F	0.0	BELOW 62

*Extra Credit opportunities: I am an advisor for the **Bellevue College Business Leadership Club (BLC)**, (check us out on **Facebook**). There will be events during the quarter that you can participate in and write a short essay. **Join our Facebook page** for announcements.*

	Topics and Readings	Exams and Assignments
Week 1 Sep 18/20	MODULE 1 – GLOBAL KNOWLEDGE WORKER Introduction/Class requirements. READ You are a knowledge worker p. 3 to 29. Get to know your instructor – Introduce 30-sec commercial Present 30-sec commercial – vote on most memorable. Complete VIA survey . Values introduction – clusters Come up with list of actions to work on strengths Accomplishments introduction READ - Drucker – Managing Oneself p. 48 to p. 81	BRING TO CLASS then Post: Present 30 second commercial Sep 20 IN CLASS: Timed write Sep 20 CANVAS (11:59 pm): Thirty second commercial Sep 20
Week 2 Sep 25/27	Complete a group Mind map of article (Mind map is on p.47) Assign first 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) Triad accomplishments activity Review Resume assignment	IN CLASS: Timed Write Sep 27 CANVAS (11:59 pm): Five accomplishments due in Canvas Sep 27
Week 3 Oct 2/4	No class Oct 2 MODULE 2 GLOBAL VALUE CHAINS Read Minecraft to p. 82 to 113 Life After God - Minecraft story Read Doing Business Internationally p. 114 to 123 Reading Minecraft Generation - STP - Target market – demographics – Group activity Product life cycle – Exercise with video games Price/Promotion – Design the 4Ps for Minecraft Brands- Starbucks exercise	IN CLASS: Timed Write Oct 4 CANVAS (11:59 pm): Resume Oct 4

<p>Week 4 Oct 9/11</p>	<p>CHOOSE COUNTRIES FOR PESTLE</p> <p>Minecraft – Cont’d</p> <p>Oct. 9 Minecraft speakers from Microsoft</p> <p>Read Minecraft Brick by Brick - Global Value Chain p. 124 to 189</p>	<p>IN CLASS: Timed Write Oct 11</p> <p>CANVAS (11:59 pm): Knowledge worker assignment Oct 11</p>
<p>Week 5 Oct 16/18</p>	<p>Finish Minecraft</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>MODULE 3 – POLITICAL LEGAL ECONOMIC</p> <p>Read PESTLE – Political/Legal p. 195 to 217</p> <p>Check in How am I doing?</p> <p>SWOT p. 191</p> <p>Analysis of World Governance Indicators</p> <p>World Governance Indicators Reading – Compare two countries in groups</p> <p>http://info.worldbank.org/governance/wgi/#reports</p> <p>Putin’s Way Fill in p. 194 as you watch</p> <p>https://www.pbs.org/wgbh/frontline/film/putins-way/</p>	
<p>Week 6 Oct 23/25</p>	<p>Read PESTLE – Economic p. 219 to p. 235</p> <p>Economic basics – GDP, GDP per capita, Business cycles, currency. debt</p> <p>Video Commanding Heights Fill in p. 235 as you watch</p> <p>https://www.youtube.com/watch?v=bSGAJTJzgLA</p>	<p>IN CLASS: Exam – Doing Business Globally Oct 23</p> <p>IN CLASS: Timed write Oct 25</p>
<p>Week 7 Oct 30 Nov 1</p>	<p>Finish Economics</p> <p>Begin: Political, economic and legal presentations.</p>	<p>IN CLASS: presentations</p> <p>CANVAS (11:59 pm): Powerpoint due in Canvas on Wednesday Oct 31 <u>before</u> presentations.</p>
<p>Week 8 Nov 6/8</p>	<p>Continue Presentations</p> <p>MODULE 4 – SOCIAL TECHNOLOGY AND ENVIRONMENT</p> <p>Read PESTLE – Social introduction (handout)</p> <p>Factors in Social Analysis -Demographics, ethnicity and other</p> <p>Universal Human Rights Read p. 268 to 307</p> <p>Happiness Survey – Which countries are the happiest?</p> <p>Inequality (Gender and Income) p. 252 to 267</p> <p>Read p. 237 to 251 on US healthcare.</p> <p>Watch Sick Around the World and fill out p. 237.</p> <p>http://www.pbs.org/video/frontline-sick-around-the-world/</p>	<p>IN CLASS: presentations</p> <p>IN CLASS: Exam on political and economic Nov 8</p>

Week 9 13/15	Read PESTLE – Environmental/Technology to p. 469 Mind Map Porter Article on Clusters p. 316 to 326 Technology in China Read p. 309 to 315 https://www.youtube.com/watch?v=kWD3MUTZxeE Environmental p. 438 to 469 Years of Living Dangerously Season 1: Episode 1 https://www.youtube.com/channel/UCpB8sbYuefrX6bbIUfUM1hQ Complete definitions on p. 438	IN CLASS: Timed write Nov 15
Week 10 Nov 20/22 (22 = holiday)	Debate Paris Accord	IN CLASS: debate
Week 11 Nov 27/29	Social Environmental Technology Presentations	IN CLASS: presentations CANVAS (11:59 pm): Powerpoint due to Canvas Monday Nov 26 <u>before</u> presentations
Week 12 Dec 6	Final Exam	IN CLASS: Exam on Dec 6

Assignments and Assessments:	<p>Resume and 30 Second Commercial: This will be your first class assignment as we begin the class with the importance of becoming a knowledge worker. This will focus us on your core strengths and future goals and how it relates to the study of international business.</p> <p>Writing assignment: There is one writing assignment and it is due on Canvas and will be subject to Vericite® review.</p> <p>News article presentation (20 points for presentation and post, 5 points for one comment/question on two articles: 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. This will be posted in a discussion forum and class members are required to post a comment as to how it relates to what we are learning in class and ask a question of a minimum of two articles. <u>The presenter must respond to the questions.</u></p> <p>Timed writes: Timed writes are given throughout the quarter. <u>There is no make-up for timed writes.</u> Points can be made up with extra credit opportunities.</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 turnitin review. The purpose of these two assignments is for students to learn research, compilation and analysis skills.</p> <p>Exams: Exams are given on the day noted. Early exams may be arranged before.</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>
Reading	<p>This course involves a certain amount of reading. I didn't learn how to read effectively until almost my last year of my Master's program! I will be bringing in a Reading Lab faculty member to discuss successful strategies for reading textbooks and journals. Your Timed Writes will be based on your Reading notes and class room discussions/activities. You may bring (limited) notes to your Timed Writes, so I recommend you take through Reading Notes.</p>
Electronic devices	<p>All electronic devices are prohibited in the classroom at all times. If you need a laptop to take notes, I will need verification.</p>
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. The Student</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	<p>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.</p>
Code of Honor	<p>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.</p>
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	<p>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.</p>
Legal Stuff	<p>Please note: THE LEGAL STUFF: This syllabus was constructed as a tentative plan for how the course will proceed. A number of conditions and circumstances may arise which can alter the topics, schedule, activities, materials, etc. The faculty member reserves the option to make any changes, as she deems necessary.</p>

**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>

1. Job Title/Project:

Situation:
Action:
Results:
ACCOMPLISHMENT

2. Job Title/Project:

<p>Situation:</p> <p>Action:</p> <p>Results:</p> <p>ACCOMPLISHMENT</p>
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3. Job Title/Project:

Situation:

Action:

Results:

ACCOMPLISHMENT

4. 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. 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? Describe the time when you felt you performed the best. What factors contributed to the performance? (150 words minimum)

What is my style or culture? (The article is dated in regards to this item.) Describe the cultural group you belong to. What values or practices is it important for you to retain? (150 words minimum)

How do I learn? Describe an example of when you were able to learn a subject well. What habits do you have to instill to learn all your life? (150 words minimum)

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

Where do I belong? 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 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 on Canvas.