



## **BELLEVUE COLLEGE**

**INST 150 – International Business – Fall 2019, Item #5285,**

**Daily: 8:30-9:20 am, Room C208**

Judith Paquette, Office Location: **C207G**, 425-564-2133, Please use CANVAS® for email.

**OFFICE HOURS** - In ROOM C207 G, upstairs behind the fountain, enter from outside.

*Mon.: 9.30 a.m -10.20 a.m, Tues: 1.30-2.20 p.m., Wed: 10.30-11.20 pm , Thurs: 9:30 a.m.-10.20 a.m.*

### **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.

You will also create a simple product or service and explain how you will position it for an international market, based on your PESTLE analysis.

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.
- 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:**

Participation/in-class activities	60
Resume and 30-second commercial	75
Global Knowledge Worker (1000 words)	100
Country PESTLE Presentation (100 each)	200
Two exams (100 points each)	200
Product project – team project	40
News article post and presentation, other assignments	up to 65
<b>TOTAL</b>	<b>740</b>

**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 Community (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
<b>Week 1</b> <b>Sep 16-20</b>	<b>MODULE 1 – GLOBAL KNOWLEDGE WORKER</b> Introduction/Class requirements. <b>READ You are a knowledge worker p. 3 to 18</b>  Get to know your instructor and peers Introduce 30-sec commercial Assign first articles for student presentation  <b>READ - Drucker – Managing Oneself p. 39 to 48</b>	BRING TO CLASS then Post: Present 30 second commercial <b>Sep 19</b>  Lab – Sep 20 CANVAS (11:59 pm): Thirty second commercial <b>Sep 20</b>
<b>Week 2</b> <b>Sep 23-27</b>	<b>READ - Drucker – Managing Oneself p. 39 to 48</b> Complete a group Mind map of article (Mind map is on p.47) Accomplishments introduction Begin article presentations Review Resume assignment	
<b>Week 3</b> <b>Sep 30 – Oct 4</b> <b>No school Oct 2</b>	<b>MODULE 2 GLOBAL VALUE CHAINS</b>  <b>Read Doing Business Internationally p. 50 to 61</b> Marketing –Targeting and Demographics Product life cycle Brands, Customer Relationship Price/Promotion Global Value Chains – using Minecraft  Brainstorm Product (or service)	CANVAS (11:59 pm): Five accomplishments due in Canvas <b>Sep 30</b> Lab – Library media Center VR lab (enter/to the left) – Oct 1 <b>Oct 1 – VR Lab Reflection</b>

<b>Week 4</b> <b>Oct 7-11</b>	<b>Minecraft – Cont’d</b> <b>Read Minecraft Brick by Brick - Global Value Chain p. 62 to 80</b>  Design your Product (or service) Choose Countries for PESTLE	CANVAS (11:59 pm): Resume <b>Oct 7</b> Product Design – Brainstorming – <b>Oct 9</b>
<b>Week 5</b> <b>Oct 14-18</b>	Review Knowledge worker assignment – finding patterns <b>MODULE 3 – POLITICAL LEGAL ECONOMIC</b> <b>Read PESTLE – Political/Legal p. 86 to 89</b> <b>Scan World Governance Indicators – p. 91-114</b> Check in How am I doing? SWOT p. 87 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> Putin’s Way Fill in p. 90 as you watch <a href="https://www.pbs.org/wgbh/frontline/film/putins-way/">https://www.pbs.org/wgbh/frontline/film/putins-way/</a>	CANVAS (11:59 pm): Knowledge worker assignment <b>Oct 15</b>
<b>Week 6</b> <b>Oct 21-25</b> <i>No school</i> <b>Oct 22</b>	<b>Read PESTLE – Economic p. 115 to 123 and</b> <b>Read PESTLE – Economic p. 124 to 130</b>  Economic basics – GDP, GDP per capita, Business cycles, currency. debt Video Commanding Heights Fill in p. 235 as you watch <a href="https://www.youtube.com/watch?v=bSGAJTJzgLA">https://www.youtube.com/watch?v=bSGAJTJzgLA</a>	Product Design – Poster Session – <b>Oct 21</b> Lab – Oct 24 Lab Peer review due – <b>Oct 24</b>
<b>Week 7</b> <b>Oct 28 -</b> <b>Nov 1</b>	<b>Finish Economics</b> <b>Begin:</b> Political, economic and legal presentations.	CANVAS (11:59 pm): Powerpoint due in Canvas <u>before</u> presentations <b>Oct 28</b>  IN CLASS: begin presentations <b>Oct 29</b>

<b>Week 8</b> <b>Nov 4-8</b>	<b>Continue</b> Presentations <b>MODULE 4 – SOCIAL TECHNOLOGY AND ENVIRONMENT</b> Factors in Social analysis: demographics, ethnicity, and other <b>Take Happiness Survey – p. 135 – 138</b> Which countries are the happiest? <b>Read: Universal Human Rights, p. 139 to 141</b> <b>Scan: Human Development Report, p. 142 – 188</b> <b>Read: Inequality (Gender and Income), p. 189 to 205</b> <b>Read: Healthcare, p. 206 to 215</b> Watch <i>Sick Around the World</i> and fill out p. 205. <a href="http://www.pbs.org/video/frontline-sick-around-the-world/">http://www.pbs.org/video/frontline-sick-around-the-world/</a>	IN CLASS: presentations (con't)  IN CLASS: Exam on political and economic <b>Nov 8</b>  Discuss US Healthcare in class  <b>Extra Credit</b> – Hopelink CEO, N201, 11.30-12.20
<b>Week 9</b> <b>Nov 11-15</b> <i>No school</i> <i>Nov 11</i>	<b>Mind Map Porter Article on Clusters p. 221 to 233</b>  <b>Read: PESTLE Technology in China, p. 234 to 250</b>  <b>Scan: Global Innovation Index, p. 251 – 262</b>  <b>Read: Global Competitiveness, p.263 – 277, scan graphs to p. 295</b>  <b>Read PESTLE – Environmental Environmental p. 296 to 329</b> Watch: <i>Years of Living Dangerously</i> Season 1: Episode 1 <a href="https://www.youtube.com/channel/UCpB8sbYuefrX6bblUFUM1hQ">https://www.youtube.com/channel/UCpB8sbYuefrX6bblUFUM1hQ</a> Complete definitions on p. 297-298	Lab – Nov 14 Lab Peer review due – <b>Nov 14</b>
<b>Week 10</b> <b>Nov 18-22</b>	Social Environmental Technology Presentations  Watch: <i>From Paris to Pittsburg (DVD)</i>	CANVAS (11:59 pm): Powerpoint due to Canvas Monday <b>Nov 18</b> <u>before</u> presentations IN CLASS: presentations begin <b>Nov 19</b>
<b>Week 11</b> <b>Nov 25-27</b> <i>No school</i> <i>Nov 28-29</i>	Essay – Product Debate Paris Accord	IN CLASS – Product essay <b>Nov 26</b> Paris Climate Accord Debate in Class and Discussion posting <b>Nov 27</b>
<b>Week 12</b> <b>Dec 2-6</b> <i>Class meets Monday only, then on final exam</i>	Exam review Final Exam	IN CLASS: <b>Exam on Dec 6 – 7:30 am</b> Extra Credit – Instructor Evaluation

<b>Assignments and Assessments:</b>	<p><b>Resume and 30 Second Commercial:</b> 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><b>Writing assignment:</b> There is one writing assignment, Knowledge Worker, and it is all about you. Seriously. It is due on Canvas and will be subject to Vericite® review.</p> <p><b>News article presentation</b> (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 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. See detailed instructions under the assignment.</p> <p><b>Product Design and Poster Session</b> – Students will create a product or service and apply international business concepts to this product. Students will present their products to the class in a poster session. Later, student will evaluate which country would be best to market this product.</p> <p><b>PESTLE Country Presentations:</b> 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 middle of the term and the last week of class. The power point presentation is due on Canvas before the first presentation is made 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><b>Exams:</b> Exams are given on the day noted. Early exams may be arranged before.</p>
<b>Attendance</b>	<p>Attendance will <u>be taken at the beginning of the class</u> and you will be required to complete in-class assignments and turn in your work in folders that I will collect. 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>Reading</b>	<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! The best way I found was to skim first and note the topics and subtitles in the reading, then read the first/last paragraphs, and then read the first sentences of each section, and then rest of the pages.</p>
<b>Writing</b>	<p>Writing is an essential skill and improving your writing takes practice and meaningful feedback. And we can all improve our writing. Bellevue College has a Reading and Writing lab open Monday to Thursday 8am to 8pm, D104.</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, I will need verification.</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,</p>

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 Code, Policy 2050, in its entirety is located at: [http://bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

**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. Having a cell phone in view for any reason during an exam will result in a zero in the exam.

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 disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu). Deaf students can reach us by calling TTY: (425) 564-6189, or by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at [Disability Resource Center](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>).

Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](#)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's Discrimination, Harassment and Retaliation Policy ([1440P](#)).

- Students will apply for accommodations through Office of the Associate Vice President of Student Affairs during the first two weeks of the quarter. (If a student asks you in the first week of class about missing days for faith and conscience, please refer them to this [Request Form](#) to document their request.)

In a manner similar to the DRC, the Student Affairs AVP will approve the accommodation and inform, support and work with the faculty member to accommodate the requested days. That may include an alternate test day, or extended deadlines/alternate assignments for work completed during class time. (Test make-ups can be scheduled in the testing center at no charge to the student.)

## Annual Notice Non- Discrimination

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

Reports of gender and sex-based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with the HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president's office for referral to an alternate designee.

[Equal Opportunity](http://www.bellevuecollege.edu/equal/) (<http://www.bellevuecollege.edu/equal/>)

***[Spanish and Chinese versions of the anti-discrimination notice are available at [Equal Opportunity](#) should you wish to link to them or include them in your syllabus.***

## 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.

## Legal Stuff

**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.

### **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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### 1. Job Title/Project:

Situation:

Action:

Results:

ACCOMPLISHMENT

### 2. Job Title/Project:

Situation:

Action:

Results:

ACCOMPLISHMENT

**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) –Articles selected in class from instructor’s list.

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.

**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 [www.assessment.com](http://www.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?** 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)