

BUSI 4709
Strategic Management for International Business
Winter 2026

Instructor: Dennis Sakalauskas

Office Hours: By appointment (via email)

Email: dennis.sakalauskas@carleton.ca

Course meets: Wednesdays 8:35am – 11:25am

Modality: In-Person

Pre-requisites & precluded Courses:

Fourth- year standing in BCom (International Business Concentration) or BIB and successful completion of all 2000 and 3000 level courses in the major requirement. Precludes additional credit for BUSI 3629, BUSI 4609, normally completed within the last 10 years.

Course Calendar Description from the 2025/2026 University Calendar:

Development and implementation of strategies within and across international markets. Emphasis on developing strategic perspectives that incorporate the environment, the state of the industry, and the capabilities of the firm. Integrates skills, concepts and theories learned in functional areas.

Additional Key Course Description Details and Objectives:

In an international business context, managers make critical decisions that transcend functional areas. As a capstone course, *Strategic Management for International Business* brings together ideas and skills developed in functional areas (e.g. international marketing, finance, accounting, human resource management, etc.) into a coherent whole. More often than not, international business careers starting with concentrating in a functional area of business are likely to transition and move into positions with increasing management responsibility careers progress. This integration will underscore how the functional elements of a business are interrelated and equally important.

Strategic Management for International Business gets to the root of the challenges of developing and implementing strategies in global industries.

This course provides students with the conceptual tools necessary to work effectively in today's global environment by developing strategic perspectives that links the environment, the state of the global industry and the capabilities and position of the firm.

Specifically, this course addresses (but is not limited too) the following key strategic challenges and decisions facing global organizations:

1. **Where to compete?**
2. **Which products to offer around the globe?**
3. **Where to locate the various activities of the firm?**
4. **How to position and leverage a competitive advantage?**
5. **How to implement an effective global business and management strategy?**

Upon completion of this course, students should be able to:

- Identify the importance of each business function to firm performance and explain possible causes of firm performance
- Identify interdependencies of business functions when analyzing business situations and providing recommendations
- Apply conceptual frameworks to evaluate and analyze practical business problems;
- Articulate strategic perspectives that links the environment, the state of the global industry and the capabilities and position of the firm
- Evaluate a company's Strategic Business Plan and question its underlying assumptions, while also identify and implement appropriate responses to business situations
- Discuss decision making processes and their influence on strategic decision-making and firm performance, while always contributing to an interdependent, collaborative, and professional team environment.

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers,</i>				X

<i>able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB Only) <i>Graduates will be globally-minded</i>				X

Relevant Required Course Materials:

A) Reading Material (required):

Articles have been carefully selected consisting of the most relevant international expansion, management, marketing and operations themes, concepts, theories and practical recommendations from the most reputable international business sources of information such as the Harvard Business Review (HBR), M.I.T. Sloan School of Management, Ivey, etc. NOTE: The specific articles are highlighted in both the syllabus and course outline (*see course schedule*) and also the very same list of articles are also posted in a folder on Brightspace. All articles are located through the online Carleton University Library.

Price: the course pack articles and cases are \$0 (each article and case is provided by the Library). The articles and cases are all available at the University Library. The same list of articles and cases are listed in this syllabus via the course schedule for a key theme based on the topics to support each reading article.

B) International Business Simulation (required):

With this course being a capstone course, it will require a simulation, so put in to practice the learning throughout all management and international business courses at Sprott, as well as from this course. Marketplace Business Simulation, International Corporate Management. Price: the simulation price is \$105 usd for a marketplace simulation license so to use the software from January 5 – April 30). The registration process will occur during the first two lectures' classes.

Course Design:

As a capstone course, the key assumption driving the design of this course is that International Business Managers need not only be able to think in an integrated manner but make decisions that reflect this thinking. Therefore, the focus will be towards three levelsof integration:

1. Theoretical integration: students must understand the interdependencies of business functions to make decisions. Theoretical integration will be the focus of readings, lectures, videos and ongoing class discussions.

2. Applied integration: students must understand the importance of each main function in an international business firm, but also trace many possible causes of an international firm's performance. Applied integration will be the focus of class discussions and in-class exercises.
3. Practical integration: students must draw on the above two skills to implement responses to international business situations, challenges and opportunities. Students need to acknowledge the multiple approaches that managers may use to identify and resolve strategic issues, including the sources of biases in this process. Practical integration will be achieved through the management of a simulated international organization, ongoing class exercises and with extensive opportunities for participation in each and every class.

Course Philosophy:

- Executive decisions will be required, even with imperfect information. There are few certainties when dealing with companies or employees in an international context. These include the cultural, political, and economic context in which a particular event occurs and respond accordingly. The challenge for managers is that, while there may be few "right" answers, managers must still make decisions. For this course therefore, we all must be open to new ideas, international business opinions, and points of view. This will require a supportive class environment characterized by mutual respect, inquisitiveness, and a strong work ethic.
- Discussions are best when all students arrive to each class fully prepared to participate. This includes having read all reading assignments prior to class and participating accordingly.
- High performance standards. It is mandatory for all participants to pursue high performance standards and goals that challenge us to maximize our learning.
- We will endeavor to be creative, while always applying the highest level of professionalism. Once again, participation is a key part of this course, while always supporting our peers and keeping the levels of professionalism the highest standard.

Marketplace Simulation:

This course will employ the *Marketplace Simulation* (www.marketplace-simulation.com) as a key part of the practical learning. The exercise is a transformational learning process. Participants will engage in a practical and engaging simulation to be as close as possible as competing in the fast-paced global market where international customers are demanding and with intense competition.

Please note the following regarding the marketplace-simulation:

1. Students in teams will run, manage and operate their own company, considering business fundamentals and the interplay between marketing, human resources, operations, finance, and accounting, etc. Students are given complete control of a simulated business and must manage its operations through several decision cycles.

2. There will be extensive opportunities to analyze the situation, plan a business strategy to improve it and then execute that strategy. Incrementally, teams will learn to adjust their strategy as they discover the nature of real-life decisions, including the available options, linkages to other parts of the business, trade-offs and potential outcomes.
3. Market potential will rise and fall on local and worldwide economic and political conditions. The business will be challenged by fluctuating exchange rates and tariffs between regions.
4. See course outline for simulation decisions due dates/times. Students will have time to discuss the results (available within 48 hours of decisions) before executive briefings.

Executive Briefings:

Executive briefings are structured regular meetings between teams and the Professor (Coach / Consultant), providing the opportunity to receive guidance running their simulated companies and applying theoretical material. Team members must arrive prepared to present their analyses of the market, the decisions they have made, and their justifications for those decisions.

NOTE: The Coach will not provide solutions but rather raise questions and issues pertaining to the simulation.

- Meetings can be led by the President and a written agenda must be provided containing the topics to be addressed and the persons responsible for them.
- Each student must be prepared to defend the analysis and logic behind the team's decisions and plans.
- There will be occasional opportunities to provide teams with adequate guidance. Executive briefings may happen outside of class time.

Course Requirements & Methods of Evaluation:

Self-assessed Participation	5%
Marketplace Simulation Performance	10%
Team Business Model Presentation (10%) and Financial Pitch Written Report (15%)	25%
Summary and Future Outlook to the Board – Presentation	15%
Final Exam	30%
Letter to the Successor	15%

Individual Participation

No different than participating in global organizations and multi-national companies, participation with recommendations for the development and implementation strategies are mandatory. The same important principle (participation) applies to this course. The lectures are designed to be interactive, with weekly opportunities for class participation. *Self-assessed* participation will be based on:

1. Preparation
2. Qualitative assessment of your classroom interventions (4 – 5 brief questions after each class)
3. Professionalism and conduct, positive contribution directly to the course content.

Note: The Professor of this course reserves the right to change your score if your review does not match the actual reality of your contribution in the course. If so, your score change will be communicated to you by email. To help evaluate class participation quality a grid is proposed below.

Recommended Individual Participation Self-Evaluation Grid:

5/5 Excellent

Student participation demonstrates serious preparation. The student has excellent skills in terms of expressing his/her ideas as well as *active listening*. Regular value-added ideas shared with the group. The student encourages *positive* discussion. Always offers new ways of thinking to better the overall group's strategic ideas. Attends and participates in a *meaningful* and *professional* way.

4/5 Very good

Ideas shared are relevant and often pushes discussions in a positively impactful direction. The student's opinion is well argued and defended. The student is a key drive to class discussion with high professionalism and standards. The student is an important person to the group's discussion.

3/5 Good

Students ideas are shared with the class are often relevant, but generally do you not guide discussions to new paths or to help present new ideas. Arguments are sometimes coherent and structured. Attends most of the presentations for which they are not presenting.

2/5 Non-participant

Might provide conversation or dialogue, but the ideas are rarely relevant. The student's arguments are not coherent, unprofessional and the dialogue is often disruptive to the class. The participation does not help guide the discussion in an effective direction or to be beneficial to the class.

1/5 Non-satisfactory

The student is not prepared and/or does not share ideas in the class. The student's arguments are not coherent, unprofessional and the dialogue is often disruptive to the class.

0/5 absent; unjustified

Total course value: 5%

Marketplace Simulation Performance:

The simulation performance will be assessed based on the *Cumulative Balanced Scorecard*. The *Cumulative Balanced Scorecard* is the most effective indicator of the multidimensional performance of the simulated organization as it includes all functional areas, plus short-term and long-term customer and stockholder considerations.

At the end of the exercise, teams will be assessed based on the order of cumulative performance. The performance of teams depends upon the nature of competition between them. While the value of the simulation is important for the overall course, it is also equally important to note that effective and active contribution to the team's performance is critical as it also impacts other deliverables.

Total course value: 10%

Team Business Plan Pitch

The Business Plan Pitch requires students to think critically and develop an integrative view of the firm. Students are asked to think through and organize a comprehensive strategic plan that incorporates high-level strategic thinking as well as tactical details.

Team Business Plan Pitch

A) Presentation:

The *Business Plan Pitch Presentation* (of a Business Model) are to be a maximum of 10 minutes (excluding questions from the audience) with each team member must present at least one content slide (see course schedule). Teams are to assume this presentation is being presented *to venture capitalists* (for a request for funding and future investment opportunities). This helps formalize their strategy and the opportunity to receive additional funding to implement their strategies.

Total course value: 10%

Team Business Plan Pitch

B) Written Report

The *Business Financial Plan Written Report* will be an opportunity to formalize a business model to Venture Capitalists for additional funding and investment. The report (presented to Venture Capitalists) and once again is to be assumed it is being submitted to Venture Capitalists (who attend the Venture Capital Expo).

Total course value: 15%

NOTE: See APPENDIX #1 for specific details regarding the recommended format, outline and sample of a grading rubric evaluation criteria for the Business Plan Presentation AND the Financial Pitch Written Report.

Total course value: 25%

Summary and Future Outlook to the Board – Final Presentation:

The *Team Summary and Future Outlook to the Board Presentation* finalizes the simulated exercise. In this presentation teams are asked to discuss their original plan, performance since the plan was presented, assessment of future potential, and lessons learned.

The summary and future outlook to the board will be presented towards the end of the semester (see course schedule).

NOTE: The order of the presenting teams will be randomly assigned at the class. This final presentation to the board provides closure to the simulated exercise. Teams are asked to provide an explanation of how the company has performed and an assessment of future potential. *Each team has 10 minutes to present their report to the board (excluding questions from the audience).*

Given that other students are familiar with the simulation environment and you are reporting to the Board of Directors, it is strongly recommended to avoid detailed description of known facts (that the Board of Directors with extensive experience in the industry would be aware). Rather teams are strongly encouraged to focus on strategy, what is unique about your company and the impact your decisions had on your performance.

Moreover, it is also recommended that the presentation should include the following:

1. *Company overview*: include the company's executive team, company objectives, products/services, customer segments and regions of operation.
2. *Assessment of strategy and performance*: Review of performance during the second year of business, deviations from the business plan, discussion of key events and decisions that affected the company.
3. *Assessment of current situation and preparation for the future*: discuss how your firm is positioned vis-à-vis the competition and how it is prepared for the future.
4. *Lessons learned*: benefits of the simulation and lessons for the business world.

NOTE: Please See APPENDIX #2 for recommended outline, format and the SAMPLE of a GRADING RUBRIC evaluation criteria and also for the Summary and Future Outlook Final Presentation to the Board Presentation.

Total course value: 15%

Letter to Successor:

This *Individual assignment* is aimed at facilitating concepts and theoretical with practical integration. Therefore, students are to write a memo to *their successor* outlining the company's current situation *from the perspective of their functional area* and discussing their major learning

during the course of the simulated two years of operation.

As a key part of this individual submission, students are also expected to apply relevant theoretical frameworks from this and/or other courses to illustrate the lessons they have learned. Moreover, a series of future recommendations must be included in this letter to the successor from the perspective of the Executive Position for which the student owned/held for most of the marketplace simulation.

NOTE: See APPENDIX #3 for specific details regarding the recommended format and Sample of a Grading Rubric evaluation criteria for the Letter to Successor.

Total course value: 15%

Final Exam

The final 3-hour exam occurs in-person during the formally University examinations schedule. It will draw on all class material, supported by all articles, videos, lectures, discussions and case studies reviewed throughout the entire course.

Value: 30% of total course grade.

Key Notes Regarding Course Requirements | Marketplace Simulation:

Teams:

The Marketplace simulation is a major effort that can only be accomplished in a team. Successfully working in teams is thus a major requirement of this course and a significant part of your grade. Although, unlikely a student can “be fired” from the team. This will result in a far less opportunity to participate, but also to be a part of the evaluation process of the simulation and other projects.

Once again, although very unlikely, if a team requests the dismissal of one team member, then documentation supporting the reasoning (i.e. screenshots of emails indicating a team member’s refusal to participate and help the team) is required. This is how it works in the management of a team with the human resources process in any company, and therefore is expected in this course.

Executive Positions:

Each student participant must take on a major leadership role as a part of the Executive Team, which consist of one or two of the following:

- VP Marketing
- VP Market Research
- VP Sales Management
- VP Human Resources Management
- VP Manufacturing and Production
- VP Finance and Accounting

Additional Notes:

- A student may take more than one role.
- The Team must develop responsibilities of each role so to help balance the work.
- It is recommended Teams form a ***work plan***, allocating the expected number of hours for each role, so once again to help balance the work amongst the team.

The President:

One of our goals is to develop management skills of all students. Hence, *everyone will also take on the responsibility of managing the team and serve for a period of time as the President of the company.* This delegation of the President must be managed by the Team. The President will manage the schedules and meetings, oversee the assignment of tasks, monitor overall performance (balanced scorecard) and help the team in every way possible to achieve a strong business performance.

Peer Evaluations:

One peer evaluation is to be completed later in the semester for each person on the team. This evaluation is due, respectively, at the end of semester. NOTE: Significant *deviation in performance above or below the norm* can adjust individual student grades for the activity being evaluated. That is, the final grade for the Business Plan, Report to the Board and Simulation Performance could be adjusted up or down depending upon the feedback the instructor receives from the rest of the team for each assignment.

Questions to the Business Coach:

The HELP files in the software contain all of the directions you will need to participate in the strategic business simulation. Nonetheless, there is a tendency for students to ask the Business Coaches for help rather than look in the HELP files.

NOTE: Therefore, for this reason, the instructor/coach will assign a fee of \$10,000 to answer any question **already addressed in software**. Therefore, be sure to review the details of the software before addressing either Coach with questions.

Executive Meetings:

To facilitate executive meetings, it is strongly recommended that each team member prepare his/her work in advance. The Executive should know the problems and tradeoffs of his/her area of responsibility. Each Executive should have ***a plan of action to recommend to the team***. The Executive should be prepared to thoroughly discuss the options open to the company and be flexible on the final decision of the executive team.

Final Exam:

Requests for a deferral for the Final Exam must be submitted directly to Student Services at the University.

Use of Artificial Intelligence Tools:

AI use in this course varies by assignment. Some activities will explicitly invite you to use AI tools; others will require work completed independently. Please read each assignment's instructions carefully for permitted and prohibited uses. When AI is used, be transparent about how you used it and apply critical judgment to verify its accuracy and relevance.

Course Schedule – Wednesdays: 8:35am – 11:25am (including Executive Briefings)**Lecture Topic Themes, Readings and Course Deliverables / Assignments:****Module #1 January 7**

Topic: Introduction to strategic international management – Part I

Reading: Course Lectures / Lecture Slides

Module #2 January 14

Topic: Introduction to strategic international management – Part II

Reading: Course Lectures / Lecture Slides

Marketplace: Introduction and Team Formation

Module #3 January 21

Topic: Market Demand, Strategic Pricing and Strategic Brand Planning

Reading: Course Lectures / Lecture Slides

Marketplace: Team Executive Positions

Introduction of individual team members, roles, and team goals

Tutorial

Module #4 January 28

Topic: Preparing a Business Plan and Situation Analysis

Review and Development of the Presentation of a Business Mode

Reading: *The CEO of Canada Goose in Creating Homegrown Luxury Brands*
Worried About Strategy Implementation? Don't Overlook Marketing's Role

Marketplace: Tutorial (continued)

Module #5 February 4

Topic: Preparing a Business Plan and Situation Analysis
 Review and Development of the Presentation of a Business Mode

Reading: *10 Rules for Managing Global Innovation*
 Achieving Growth by Setting New Strategies for New Markets

Marketplace: Round 1 Decisions Due, Executive Briefings

Wee #6 February 11

Topic: Global Market Segmentation and Strategic Positioning

Reading: *Making Process Improvements Stick*
 Marketing Meets Web 2.0 Implications for International Marketing Strategy

Marketplace: Round 2 Decisions Due
 Executive Briefing

Winter Break February 18

No lecture Classes
No Marketplace Decisions

Week #7 February 25 (Asynchronous pre-recorded lecture class)

Topic: Strategic Global Innovation

Reading: *Creating a Purpose Driven Organization*

Marketplace: Round 3 Decisions Due
 Executive Briefing

Week #8 March 4

Topic: Strategic Alliances

Reading: *How to Manage Alliances Strategically*
 What Monetary Rewards Can and Cannot Do

Marketplace: Round 4 Decisions Due
 Executive Briefing

Week #9 March 11

Topic: Venture Capital Expo (Event)

Marketplace: **Business Pitch Presentation**
Business Plan Written Report due by March 13th

Week #10 March 18

Topic: Strategic Change Management

Reading: *Why Traditional M&A are Becoming Less Important*
Number One in Formula One

Marketplace: Round 5 Decisions Due
Executive Briefings

Week #11 March 25

Topic: Global Staffing and Motivations Considering Different Cultures

Reading: Course Lectures / Lecture Slides

Marketplace: Rounds 6 and 7 Decisions Due
Round Executive Briefing

Week #12 April 1

Topic: Course Summary and the Future of Management Strategy

Reading: Course Lectures / Lecture Slides

Marketplace: Round 8 Decisions Due
Team Presentations: Summary and Future Outlook

Due: Individual Letter to the Successor posted to the “assignments” folder on Brightspace by Monday, April 6th by 11:59pm.

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations.

If you are purchasing a calculator, we recommend anyone of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar: WDN = Withdrawn from the course DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline). You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [Pregnancy Academic Accommodation Information - Equity and Inclusive Communities](#)

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [Academic Regulations for Students with Religious Obligations < Carleton University](#)

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [Sexual Violence Prevention & Survivor Support - Equity and Inclusive Communities](#)

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.** Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team

at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
-