



**Carleton**  
UNIVERSITY

**SPROTT**  
SCHOOL OF BUSINESS

**CARLETON UNIVERSITY**

**BUSI 4719**

**PRACTICUM IN INTERNATIONAL BUSINESS**

Section A: Fall 2020 (30683)

Section B: Winter 2021 (10668)

Departmental Permission required for registration.

Please consult with the instructor.

**Instructor: Andrew Webb, PhD**

**Office: 1721 DT**

**Office Hours: By appointment**

**Email: [Andrew.webb@carleton.ca](mailto:Andrew.webb@carleton.ca)**

**Phone Number: 613-520-2600 ext. 5063**

**Course meets: By appointment**

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**Prerequisites & precluded Courses:**

Prerequisite(s): third-year standing in B.Com. (International Business Concentration) and permission of the School.

The Sprott School of Business enforces all prerequisites. It is your responsibility to ensure that you meet the prerequisite requirements for this course. Lack of prerequisite knowledge may lead to failure in the course. Only the Undergraduate Program Advisor of the School can waive prerequisite requirements. *"Permission of the School" is subject to approval of a proposal to be submitted by the student (see section IV, Assignments and Assessment, below).*

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**Course Description and Objectives:**

BUSI 4719 (0.5 credit)      Practicum in International Business

Students will engage in an approved international experience, abroad or within Canada that fosters the development of a global mindset. This experience will allow students to integrate and apply the material learned in previous International Business courses.



**These course objectives are linked to the broader Goals of the Baccalaureate in commerce:**

### **BC1 Communication Capabilities**

Students are able to prepare and present well-organized and effective reports on business issues using appropriate supportive technologies

Learning Objectives

- 1.1 Write well-organized and effective reports on business issues.
- 1.2 Prepare and present oral reports on business issues in a well-organized and effective manner.
- 1.3 Demonstrate professionalism when interacting with peers, faculty, and business professionals in formal and informal business settings.
- 1.4 Demonstrate proficient and effective use of modern information and communication technologies for communicating and collaborating in organizational settings.

### **BC2 Critical and Reflective Thinking**

Students will demonstrate the ability to identify a business problem, isolate its key components, analyze and assess the salient issues, set appropriate criteria for decision-making, and draw appropriate conclusions and implications for proposed solutions.

Learning Objectives

- 2.1 Identify the essential question, issue and/or problem.
- 2.2 Gather relevant data to effectively address the question, issue, and/or problem.
- 2.3 Recognize and evaluate assumptions, diverse points of view and ideas relevant to the question, issue, and/or problem.
- 2.4 Develop informed alternative solutions and evaluate them using appropriate analytical techniques.
- 2.5 Articulate implications and consequences that emerge from conclusions/solutions.

### **BC3 Knowledge Integration**

Students will demonstrate the capabilities required to apply cross-functional business knowledge and technologies in solving real-world business problems.

Learning Objectives

- 3.1 Apply theoretical concepts to develop innovative, practical business solutions.
- 3.2 Develop an understanding of the cross-functional and interdependent nature of strategic business decisions.
- 3.3 Develop awareness and understanding of integrated enterprise information technology solutions in addressing business problems.

### **BC4 International Perspective**

Students will develop an appreciation of the role and function of business in a complex world.

### Learning Objectives

- 4.1 Identify the key issues and challenges of doing business in international settings.
- 4.2 Know when to adapt business decisions to different international settings.

### **BC5 Ethical Reasoning**

Students will be capable of recognizing and resolving ethical issues that arise in business settings.

### Learning Objectives

- 5.1 Recognize the value of incorporating ethics into work-life decisions.
- 5.2 Demonstrate the ability to recognize ethical issues associated with work and organizational decisions and actions, and to apply ethical principles to deal effectively with them.
- 5.3 Demonstrate an understanding of the impacts of organizational culture, structure, and systems on ethical behaviour, and the ability to manage features of these organizational characteristics in order to promote ethical behaviour throughout the organization.

### **OBJECTIVES**

The ability to make decisions that take into account multiple cultural and economic contexts can best be developed when theories and models learned in the classroom are augmented by direct experience of other cultures and foreign environments. Thus, the main objective of this course is to help students develop a global mindset and enhance their ability to operate effectively in a global context by providing them with experience in an international setting. While experiences abroad are generally preferred, the course sets the goal at a broader level, enabling students to immerse themselves in a foreign cultural and/or organizational environment either abroad or in Canada.

In this course students are expected to participate in activities that involve research to achieve educational, business, or humanitarian goals. Students are required to not just observe how interactions are influenced by various cultural norms and local business practices, but, more importantly, to reflect on the origins of such forces and their effects on themselves and others, such as, for example, the organizations they study, or the organization's customers and other publics.

The course is intended to be challenging, fun, and interesting, but will not be easy, since, by definition, it deals with “foreign” issues and therefore with terrain that will often be unfamiliar. Developing a global mindset, which is the course's key objective, and connecting the course effectively to your other learning, requires a high level of engagement and performance.

### III. Options, Provisos, and Conditions for Fulfilling the Course Requirements

#### Current Option

Because of the current COVID 19 Pandemic, the course objectives will be achieved through the production of a research paper on a theme related to international business. The theme will be selected by the student, but must build bridges between international business theory and practical concepts that will help advance the student's career.

#### Important Provisos and Conditions

### IV. Readings, Assignments, and Assessment

#### Reading Materials

Since different students will select different types of activities to fulfill the requirements of this course, there are no specific readings assigned to all students; the instructor may suggest sources if needed, but the choice is up to the student. Nevertheless, it is strongly recommended that, depending on the activity selected, and in consultation with the instructor, course participants read extensively and carefully in two broad areas:

- General topics related to the course; examples include the development and meaning of a "global mindset", the importance to business of both globalization and cultural adaptation, and the implications of standardizing vs. adapting international strategies.
- Specific topics related to the activity chosen by the individual student; examples include learning about the culture of the country involved in the student's activity, the type of the organization involved and the various ways in which organizations of that type approach international markets, or comparative analyses of the target culture versus others.

#### Assignments

There are three assignments required for the successful completion of this course: A **proposal**, **interim report**, and **final report**. These are outlined below, and additional guidelines are provided on culearn. Assignments will be marked on the basis of their clarity and organization, the use of ideas and concepts from earlier courses in international business, and the depth of insight into the student's experience (see grading rubric on culearn).

#### ***Proposal for the intended activity.*** (10 points)

This must be submitted by the student and accepted by the instructor by 09:00 am, 2021-01-25. The 2-3 page proposal must include:

- a *detailed* description of the suggested project, including motivation for selecting it, learning objectives, work plan, and timeline. One key to a successful research project is to conceive a focused research question that will guide your efforts.
- an outline of the company or other organization that will be studied. Choosing an organization, or concept, to study that is interesting to you will enhance your engagement in the project; and
- any other relevant information, such which theoretical angle you propose to use to study your case, that will enable an efficient and comprehensive execution of the proposed project.
- APA style references

*b. Interim report. (20 points)* The interim report should normally be filed approximately mid-way during the student's activity or the term of registration in BUSI 4719. This 3-5 page report must be submitted to the instructor by 09:00 am, 2020-03-15. The interim report will document the research activities undertaken, the initial findings, the contributions to the student's international understanding of theory, and propose the main argument you will expand upon as you address the question submitted in the proposal. Please use APA style for the appropriate and necessary academic and practical references you use to support your argument.

*c. Final report. (60 points)* Your awesome final report is due at 09:00 am, 2020-04-14. The approximately 10-page report should:

- amplify and add to the earlier observations from the interim report, with special emphasis on the effects of international business theory on both the interpersonal and organizational level and on the insights gained through the research;
- using APA style for references throughout the document, compare the overall research with the expectations stated in the initial proposal;
- relate the research to other courses taken thus far as part of the BCom program, with special emphasis on the content of international business courses;
- consider being written as a consultant's report to the studied organization, informing them of something they don't seem to know, but perhaps should. If the student desires, and the quality of the work is high enough, the instructor or student may submit the report to the studied organization.
- include or reflect your own reflection about the phenomenon you have studied. In other words, we are looking for new insights and not simple description of the phenomenon.

d- Complete all sections of **FUSION Skill-Development Curriculum** (10 points) on CuLearn

The FUSION skill-development curriculum is a 10-hour online integrated learning experience in cuLearn designed to enhance student skill development in three areas critical to 21st century success and leadership: metacognition, communication and problem-solving.

The curriculum is designed to be self-directed. Within the framework of inclusive and innovative experiential learning and work-integrated learning (WIL), the FUSION curriculum can enrich any type of experiential learning curricular or co-curricular initiative developed with university students, whether undergraduates or graduates.

The FUSION curriculum refers to students' unique context with the general term "work experience." This active learning experience might be a co-op placement, working as a research assistant, an internship, working as a teaching assistant, or any other course-related experiential learning activity where students are learning by actively applying what they know in a setting inside or outside a traditional class.

Register here before 17 January 2021. <https://carleton.ca/teachinglearning/fusion-registration-student/>

## Evaluation

<u>Options B and C:</u>	<u>expected length</u>	<u>Percent of grade</u>
Proposal	1-5 pages	10%
Interim report	4-5 pages	20%
Final report	7-10 pages	60%
FUSION	10 hours	10%

## Important Notes on Assignments and Evaluation

- All written work must be submitted typed, double-spaced, on letter-size paper, with 2.5 cm margins all-round, in Times-Roman 12, Arial 11, or equivalent font.
- In addition to content, all written work will be graded for grammar, spelling, writing style, and organization and presentation of the material. As this course focuses on building links between theory and practice, the use of extensive academic references is expected. APA style will be used for references.
- Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties. Please see the University's statement on Academic Integrity in the attached sheet.
- For guidelines on how to format a report for effectiveness, as well as on how to properly document sources used, see the document "Paper Formatting & Documentation Guidelines" at <http://sprott.carleton.ca/wp-content/files/documentation-guide-np-rev-2014.pdf>.
- All assignments are normally marked and returned one week after submission.
- Supplemental and grade raising examinations are not available in this course.
- Deadline extensions will not be granted, and late or missed assignments will not be accepted or rescheduled, except for university-approved reasons (e.g., on medical grounds and with appropriate documentation as specified in the attached sheet).
- The above evaluation plan may have to be changed if changing conditions so warrant.

## V. OTHER

### 1. Email

- Distribution of course materials and submission of assignments will be done through CuLearn
- Communications will be through Email.
- The option of having 'live reviews' of work is offered. That is where I read the document for the first time with you and give you immediate feedback. This must be booked in advance.
- Students must use their Carleton account when communicating by e-mail.
- Every effort is made to answer emails within 48 hours during the working week.

### 2. Satisfactory in-term performance

- The minimum average grade of the above assignments, in any option, must be 70%.
- Unsatisfactory in-term performance will lead to failure in the course regardless of performance in the final component (final report).
- Non-submission of the final report will result in a grade of FND (Failure with No Deferral).

## 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 any one 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, follower-ship 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.

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

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### **Pregnancy 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:

[carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **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:

[carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **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](mailto: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](https://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 is 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: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

### **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](https://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. 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. 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 student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in\* any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

\* Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the Province

**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](http://carleton.ca/csas).

**Important Information:**

- Students must always retain a hard 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 <http://carleton.ca/ccs/students/>
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