



CARLETON UNIVERSITY

BUSI 4719

PRACTICUM IN INTERNATIONAL BUSINESS

Section A: Fall 2017 (30683)

Section B: Winter 2018 (10668)

Departmental Permission required for registration.

Please consult with the instructor.

Instructor: Andrew Webb, PhD

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Office Hours: By appointment

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Phone Number: 613-520-2600 ext. 5063

Course meets: 1721 DT by appointment

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).*

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. *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 people from two or more cultures interacting to achieve educational, business, or humanitarian goals. Students are required to not just observe how such 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, their co-workers, the organizations in which they are placed, 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

Main Options

There are three main ways for fulfilling the course requirements:

- A. **Study abroad** at an institution of higher learning approved by the Sprott School of Business, taking at least one course equivalent to a 0.5 Carleton credit. There are two ways to fulfill Option A: Meet with the Sprott Exchange Coordinator in 710 DT to discuss which is best for you!
- **Exchange:** Participate in an approved Exchange for *one or two terms*, studying full-time at one of Carleton's partner institutions, earning credits towards your BCom degree. An approved, successfully-completed 0.5-credit earned while on Exchange will be used to satisfy BUSI 4719. Tuition fees are paid to Carleton. Meet with Sprott's Exchange Coordinator in early Fall: Applications for Exchange during 2018-19 are due in early December, 2017. No late applications accepted. Please see <http://sprott.carleton.ca/students/undergraduate/bcom/study-abroad/>
 - **Letter of Permission (LOP):** Participate in an approved *Summer program abroad*, earning minimally 0.5-credit towards your BCom degree. An approved, successfully-completed 0.5-credit earned while on LOP can be used to satisfy BUSI 4719. Tuition fees are paid to the host organization. Application dates vary. LOP instructions can be found at: <http://carleton.ca/registrar/exchanges/letter-of-permission/>
- B. **International business-related work and/or study experience abroad** (students are expected to complete a minimum of 80 hours of direct project-related work. In exceptional cases, upon approval by the instructor, shorter experiences may be considered when augmented by additional research work). *This option requires pre-approval of the instructor.*
- C. **International business or cross-cultural experience in Canada – or in country of origin** (students are expected to complete a minimum of 100 hours of direct project-related work. In exceptional cases, upon approval by the instructor, shorter experiences may be considered when augmented by additional research work). *This option requires pre-approval of the instructor.*

Important Provisos and Conditions

1. Types of activities and approval. For Option A, the course must be selected in consultation with the Sprott Exchange Coordinator so as to fulfill the program requirement denoted by BUSI 4719. Any placement or activity for Options B and C must be approved before the student begins the activity. Under no circumstances will an activity or placement for options B and C be approved retroactively.

2. Compliance with rules and requirements. The identification of an activity for this course, and all arrangements and costs associated with it, are the responsibility of the student. In addition to securing financing, if needed, for any costs associated with the proposed activity, this specifically and expressly includes compliance with any rules and requirements of Carleton University and/or of the organizations and countries for and in which a student works – such as completion and submission of the appropriate waiver-of-risk or informed consent forms required by the University; signing-up on the Carleton Travel Registry if travelling abroad; obtaining, and carrying proof of, appropriate health and/or liability insurance coverage, a valid visa and passport, and other documentation required depending on the student's project; attending pre-departure sessions organized by the International Student Services Office (ISSO); and generally consulting with the Sprott Exchange Coordinator, the course instructor, the ISSO, and any other relevant person or office at Carleton about any specific questions regarding the student's project.

3. Confirmation of activity performed. Evidence of having carried out the approved activity must be supplied once it is completed. This will take the form of (a) a transcript or certificate by the host institution for courses taken abroad under Option A, and (b) for Options B and C, written confirmation and evaluation of the activity (duration, nature, performance assessment, and other details as appropriate) by the person or organization that supervised the student's activity.

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 in options B and C: 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).

1. For Option A, when there is a transfer of coursework credit approved by the University, no additional assignments are required. At the end of the Exchange, the

student needs to request that 0.5 credits taken abroad be used to fulfil the requirements of BUSI 4719.

Note: For study abroad options that do not fit the standards of a traditional Exchange (e.g. coursework not for academic credit) use option B.

2. For Options B and C, i.e. for internships, volunteer work, research, not-for credit coursework, or more generally for any project other than a standard study-abroad Exchange:

a. Proposal for the intended activity. This must be submitted by the student and accepted by the instructor *before the student can register in the course*, and therefore *before* he/she begins his/her international experience activity. The proposal must include:

- a *detailed* description of the suggested project, including motivation for selecting it, learning objectives, work plan, and timeline;
- an outline of the company or other organization, an indication of their agreement to participate, and a description of the position, duties, and responsibilities involved; and
- any other relevant information that will enable an efficient and comprehensive assessment of the proposed project.

b. Interim report. This should normally be filed approximately mid-way during the student's activity or the term of registration in BUSI 4719, the date to be determined by the instructor and student in advance, at the proposal stage, depending on the nature of the project. The interim report will document the activities undertaken, the cultural and other environmental circumstances under which they have occurred, the contributions to the student's international experience, and any difficulties or problems encountered, to that point.

c. Final report. By prior arrangement with the instructor, to be specified in the approved proposal, this will be due two weeks after the completion of the placement or activity, or, latest, by the last day of classes in the term of registration for BUSI 4719. The report should:

- amplify and add to the earlier observations from the interim report, with special emphasis on the effects of culture at both the interpersonal and organizational level and on the insights gained through the experience;
- compare the overall experience with the expectations stated in the initial proposal;
- relate the experience to other courses taken thus far as part of the BCom program, with special emphasis on the content of international business courses; and
- be accompanied by a brief letter of evaluation from the manager or supervisor of the student's work, as appropriate.

Evaluation

<u>Options B and C:</u>	<u>Minimum length</u>	<u>Percent of grade</u>
Proposal	5 pages	20%
Interim report	5 pages	20%
Final report	20 pages	60%

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.
- 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
- 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 criteria for satisfactory in-term performance are for Options B and C (other international experiences abroad or in Canada): Submission of the proposal and interim report
- 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 general information directly from the Sprott School of Business and/or Carleton University

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

PASSING THIS COURSE

This intention of this course is to initiate you to the roles and responsibilities in a learner-centered environment.

Frequently, students expect that a University classroom will be much like a high school classroom, albeit harder¹. In high school, students frequently learn that listening to a

¹ Doyle, T. (2008). Helping Students Learn in a Learner-Centered Environment. Stylus Publishing, Sterling Virginia.

teacher (who does most of the talking), note taking, memorizing and the capacity to recall what the teacher wants to hear are essential for getting a good grade.

Figure 1 Major traditional roles and responsibilities

Traditional Student Roles	Traditional Student Responsibilities
Take lecture notes	Work mostly alone
Listen in class	Seek out the teacher if you have questions
Read the textbook	Read independently
Read other assigned reading	Develop study habits
Do homework	Develop your own time-management program
Take tests and quizzes	Organize the information
	Write papers on assigned topics
	Memorize

However, Herbert Simon (1996), a Nobel Laureate argues that “The meaning of knowing has shifted from being able to remember and repeat information to being able to find and use it. The goal of education is better conceived as helping students develop the intellectual tools and learning strategies needed to acquire the knowledge necessary to think productively.”²

In other words, “the illiterate of the 21st century will not be those who cannot read or write, but those who cannot learn, unlearn and relearn”

– Alvin Toffler (1970)

Thus, students in BUSI 1800 will begin to implement new roles and responsibilities that focus more on learning than on teaching. Put differently, my job is more about helping you learn how to learn than it is to teach you material that may very well be outdated by the time you graduate. Figure 2 highlights the learner centered roles and responsibilities.

Figure 2 Roles and responsibilities for students in a learner-centered environment

Learner-centered Students Roles	Learner-Centered Student Responsibilities
Self-Teach	Make choices about one’s own learning
Collaborate with others	Take more control of one’s own learning
Work in team/groups	Give input to the evaluation/assessment methods of the course
Take part in discovery learning	Give input to the course rules and
Teach others	

² Simon, H.A. (1996). Observations on the science of science learning. Oral presentation at meeting of the Committee on Developments in the Science of Learning for the Science of Science Learning: an interdisciplinary Discussion, Department of Psychology, Carnegie Mellon University, Washington, DC.

Evaluate others' learning	
Perform/present learning publicly	
Learn new how-to-learn skills and strategies	
Solve authentic problems	
Engage in reflection	
Demonstrate use of teacher feedback to improve performance	
Take learning risks	
Practice more	
Take class notes (or sketches)	
Read the textbook	
Write papers	
Take tests and quizzes	
Take part in class	
Do homework.	

Academic Regulations, Accommodations, Etc.

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

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

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 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

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. Penalties may include; a grade of Failure in 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're 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/>

Be in the know with what's happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

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 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, it would be easier to respond to your inquiries if you would send all email from your Carleton 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/>

SPECIAL NOTE:

- **Your instructor will not reply** to emails which ask for information that was either supplied verbally in class, is in class notes, was provided in tutorials/labs, emailed or was posted on cuLearn. *The course Q&A is the best place to ask questions and find answers.* Only personal questions or concerns may be asked directly to your Professor.
 - **Do not expect** an email reply if you do not use the proper email procedure – we only respond to Carleton email addresses. A minimum of business etiquette is expected when corresponding with your professor. We do not respond to other emails like gmail, hotmail, rogers etc.
 - **Do not expect** a reply in the evening or over the weekend.
 - Only pdf and word documents will be accepted.
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