

MGT 4803: International Business Practicum

Georgia Institute of Technology · Scheller College of Business Georgia Tech-Europe, Metz
· Spring 2027

Instructor	Robbie Moon
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Office	TBD
Office hours	TBD, and by appointment
Class meeting time	Tuesday and Thursday, 11:00–12:15
Partner institution	IAE Metz School of Management, Université de Lorraine

We will use the scheduled slot on a selected subset of class days, concentrated at the beginning of the semester, with a smaller number mid-semester and at the end. Most of the work in this course happens outside the classroom, in your team and with your client. A course calendar listing the meeting dates and all deliverable due dates is posted separately on Canvas and will be updated as the semester proceeds. You are responsible for knowing which days we meet.

Course description

The International Business Practicum is structured around a consulting project in which students work on a strategic issue in collaboration with a company and its employees. The projects involve live issues currently facing companies, not historical case studies or hypothetical examples.

Students work in teams of approximately five as management consultants for their clients. Teams are formed jointly with students from IAE Metz. The work involves framing the issue, evaluating options, gathering and analyzing data (including secondary data and primary data gathered through interviews and surveys), developing implementation-focused recommendations, and presenting those recommendations to the client.

The practicum is an **action-learning course** where **you will face challenges** and **learn to work in a cross-cultural setting**. It provides a context in which you apply what you have learned in the classroom to a specific business issue, which means the course will feel less structured than most. **Client projects are ambiguous, the scope shifts, and a good part of what you are learning is how to manage resulting challenges.**

Learning outcomes

By the end of this course, you should be able to:

1. Analyze and interpret an international business issue by conducting market, cultural, and competitive assessments for a partner organization.
2. Develop and deliver practical solutions through clear, well-structured written reports and persuasive oral presentations.

3. Demonstrate cross-cultural awareness by adapting communication and collaboration strategies to diverse professional and cultural contexts.
4. Work effectively in teams by managing tasks, resolving conflict, and contributing to collaborative project outcomes.
5. Apply core consulting practices — scoping a problem, contracting with a client, planning a project, and managing a client relationship — to a live engagement.

Required materials

There is no required textbook, and no materials for you to purchase. Your client will provide information and, if necessary, data specific to your project. Some projects will require you to source additional data on your own through the Georgia Tech library, public sources, interviews, or surveys. Consulting tools, templates, and instructional tools will be posted on Canvas.

A set of **assigned self-studies** — short, self-paced modules, videos, and readings — will be posted on Canvas over the course of the semester. All are free to you. A few are hosted on outside platforms that require a no-cost account; instructions and any class codes will be posted with the assignment.

Grading

Your course grade is the sum of your team's performance on the graded items below plus your individual completion of the assigned self-studies. Your individual grade may then be adjusted up or down based on your contribution factor as assessed by your teammates in the peer evaluation and by your own self-assessment.

Item	Weight
Project charter	10%
Project plan and team member responsibilities	10%
Mid-project presentation	10%
Final presentation	25%
Final written report	25%
Self-assessment	5%
Peer evaluations	5%
Assigned self-studies	10%
Total	100%

Letter grades follow the standard Institute scale: A (90–100), B (80–89), C (70–79), D (60–69), F (below 60).

Deliverables

Project charter. You will share this with your client. It documents the project overview; the project approach, including phases, deliverables, major tasks, and target dates; the communication plan; and client responsibilities and assumptions. The charter is an agreement

between your team and your client, and your client must approve it before substantive work begins. Graded on coverage of the necessary elements, evidence of tailoring to both your client's needs and your team's capabilities, avoidance of extraneous sections, and clarity of writing.

Project plan and team member responsibilities. A list of work steps for the project, including who is responsible for each step and any deliverables associated with it, plus a brief statement of how each team member will contribute. Graded on coverage, correspondence to the tasks and milestones in the charter, and the effort evident in assigning work sensibly.

Mid-project presentation. An update to the instructors, and to your client where they are able to attend, on progress to date. Graded on coverage and demonstrated progress.

Final presentation. Your findings and recommendations, presented to your client. Graded on clarity and logical flow, formatting and freedom from writing errors, ability to engage the audience, and effective use of the available time and materials.

Final written report. The permanent record of your project. It should contain an executive summary, project background, a summary of the work steps performed, findings and recommendations, and a conclusion with a call to action. Graded on coverage, quality of the evidence supporting your findings, quality of the rationale for your recommendations and next steps, and overall clarity of writing.

Self-assessment and peer evaluations. Forms will be provided. These are graded on completion, but they also determine the contribution factor applied to your individual grade.

Assigned self-studies. Short, self-paced modules, videos, and readings covering consulting practice, professional and cross-cultural communication, and the use of AI in professional work. Each is assigned with a due date on Canvas. Graded on completion.

Final assessment policy

There is no final examination in this course. The final assessment is the final presentation, at the end of the semester, together with the final written report. We will have at least one debrief session following your presentation. No assessment will be administered during the final examination period.

Assignments due during the final instructional days

In accordance with Georgia Tech Rule XXII, the following are due during the final instructional days of the term: the **self-assessment** and the **peer evaluations**. No other assignment in this course falls in that window.

Attendance

Because we meet on only a selected subset of class days, each meeting carries more weight than it would in a conventional course. **Attendance is expected at every scheduled class meeting**, and is required at the joint sessions with IAE Metz, the mid-project presentation, and the final presentations. Note that some class meetings will occur at IAE Metz and some at GTE.

If you must miss a class, notify me in advance. Georgia Tech-Europe also asks that you email student-support@georgiatech-metz.fr if you will be absent. Institute-approved absences —

including religious observance, documented illness, and Institute-sponsored travel — will be accommodated; please give me as much notice as you can.

Missing a client meeting without notice is a different matter. Your client has committed real time to this project, and a team that does not show up damages a relationship the Institute has to maintain after you graduate. Repeated failure to meet client commitments will be reflected in your grade.

Use of generative AI

You may use generative AI tools in this course for research, brainstorming, drafting, data analysis, and editing. Several of the assigned self-studies address these tools directly. **Using them well is part of professional practice.**

Three conditions apply.

1. **You are responsible for everything you submit.** AI tools produce confident errors. If a fabricated statistic, a misattributed source, or an unsupported claim reaches your client, that is your error, not the tool's.
2. **Never enter client-confidential information into a public AI tool.** Anything your client has shared with you, such as data, documents, internal details, and anything else covered by a nondisclosure agreement, must stay out of any system that is not approved by the client. This is the single rule in this course with consequences beyond your grade, and violating it may constitute a breach of the agreement between the Institute and your client.
3. **Disclose substantive use.** In your final report, include a brief note describing how your team used AI tools on the project. This is standard professional practice and is not penalized.

Presenting AI-generated work as your own original analysis, without the disclosure above, is a violation of the Georgia Tech Honor Code. Also, be mindful that **clients expect you to provide value beyond what AI suggests**. They are perfectly capable of asking GenAI to help with the same task you will work on.

Academic integrity

Students are expected to act according to the highest ethical standards. All students are bound by the **Georgia Tech Academic Honor Code**, the full text of which is available at <https://policylibrary.gatech.edu/student-affairs/academic-honor-code>. Any suspected violation will be referred to the Office of Student Integrity.

Collaboration within your project team is not only permitted but required. Collaboration across teams on graded deliverables is not permitted without my prior approval. When you rely on an outside source — a published report, an interview, a dataset, a library resource — cite it.

Student conduct and the Student-Faculty Expectations Agreement

Georgia Tech's **Student-Faculty Expectations Agreement** sets out the mutual responsibilities of students and instructors, and is available at <https://catalog.gatech.edu/rules/21/>. In this course

those expectations extend to a third party: you are representing Georgia Tech and IAE Metz to an outside organization. You are expected to respond to client communication promptly, arrive prepared and on time, dress to your client's standard, treat client information as confidential, and conduct yourself professionally with everyone you encounter in the client's organization.

Disability services

Georgia Tech complies with the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you need a classroom accommodation, please make an appointment with the **Office of Disability Services** (<https://disabilityservices.gatech.edu/>) to discuss the appropriate procedures, and keep me informed. Accommodations are not applied retroactively, so please initiate this process as early in the semester as you can.

Student support

If you are struggling — academically, personally, or otherwise — please tell me or contact Georgia Tech-Europe student support at **student-support@georgiatech-metz.fr**. Counseling and health resources are available to students at the Metz campus; student support can direct you to them. Reaching out early is always easier than reaching out late.

Communication and course changes

Course announcements will be posted on Canvas, and it is your responsibility to read them. The material in this syllabus is subject to minor change as circumstances require; any change will be announced on Canvas in a timely fashion.

Communication support

The Georgia Tech Communication Center (<https://communicationcenter.gatech.edu>) offers free appointments for help with written, oral, and visual communication, along with rehearsal rooms you can reserve for presentation practice. Teams have found this useful before final presentations.