

The Australian Consortium for 'In-Country' Indonesian Studies

Business Professional Practicum 2023

Course Outline



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Contents

Program Details

ACICIS Business Professional Practicum
2 January - 10 February, 2023
Jakarta, Indonesia

Credit Points: Recommended equivalency 50% of a full semester load (0.25 EFSTL). Actual subject weighting and academic credit awarded to be determined by a student's home university.

Mode: Off-Campus

Contact hours: Total program time commitment: Approximately 300 hours

Comprised of approximately:

40 hours of Indonesian language classes

30 hours of seminars and fieldtrips

70 hours of independent study and structured assignments

160 hours of practicum placement

 <https://www.acicis.edu.au/2023-business-professional-practicum-bpp/>

Contact Details

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Description

The ACICIS Business Professional Practicum (BPP) is suitable for senior undergraduate students, postgraduate coursework students, and early career professionals.

Host Organisations for the practicum are drawn from a wide range of Jakarta's business and industry sectors, including: banking and finance, infrastructure and mining, small and medium enterprises (SMEs), creative industries, the Indonesian Stock Exchange, Indonesian Ministries of Finance and Trade, as well as chambers of commerce. Previous Host Organisations for the program have included: Ernst & Young, Indonesia Investment Coordinating Board (BKPM), Kiroyan Partners, Hill & Associates, Bank Syariah Mandiri, Bank Danamon, Bank Commonwealth, Trade and Investment Queensland (TIQ), Government of Western Australia (GoWA), Pacific Place, Jack's Labs, Selaras Daya Utama, Australian Mining Chamber, Merck, Auditsi Perdana, Corpus Prima Mandiri, Okusi Associates, Linfox Logistics, Economic Research Institute for ASEAN and East Asia (ERIA), Institute for Economic and Social Research (LPEM), Holcim, Jababeka and VPC Asia Pacific.

Placements provide students with the chance to engage within the Indonesian business community and to apply business theory and academic learning in professional practice. All industry placements provide an English-language working environment.

Aims

The aims of the BPP are to:

1. Provide students with a practical learning experience with a Host Organisation in an Indonesian business workplace environment; and
2. To enhance bilateral understanding through the creation of new partnerships between Australian and Indonesian counterparts, and to serve as a medium for the exchange of ideas in the field of business and commerce.

Supervision

ACICIS' programs in Indonesia operate under the direction of the ACICIS Resident Director, Dr Adrian Budiman.

In addition, an Academic Program Officer (PO) is assigned for the duration of the BPP to oversee all aspects of the program, including the supervision of its academic content. Participating students are also allocated a workplace mentor at their practicum host organisation who will supervise a student's work within the organisation for the duration of the student's practicum placement.

Structure and Schedule of Learning Activities

The BPP will run from 2 January - 10 February 2023. The structure of the six-week BPP program is as follows:

- ◆ Two weeks of intensive Indonesian language classes at Atma Jaya Catholic University, designed to give participants basic Indonesian language capacity.

And

- ◆ A series of seminars and fieldtrips led by experts and practitioners from Indonesian and international businesses and commercial organisations operating within Indonesia;

Followed by

- ◆ A four-week supervised practicum placement designed to give participants an English-speaking professional experience within an Indonesian or international firm operating within Indonesia.

Practicum Placement Options and Selection

In their initial program application, students are asked to nominate sectoral interests and preferred professional industry placements. A student's preferences will be considered alongside their academic record, demonstrated skill-sets, relevant work experience, future career goal's, and Host Organisation requirements in order to assign the student a placement that is appropriate to both student and Host Organisation.

The BPP Program Officer and ACICIS Resident Director manage selection and practicum placement allocation. Host Organisations are encouraged to provide details in advance of preferred or required candidate skill-sets for their workplaces.

ACICIS will confer with Host Organisations prior to confirming students' placements. Host Organisations may nominate to review a participant's qualifications or to arrange an interview via Skype (or similar) or phone prior to accepting a practicum candidate.

Educational Principles and Graduate Attributes

Through the BPP, students are encouraged and assisted to:

- ◆ Develop and apply their academic skills and knowledge in a real-life workplace;
- ◆ Make a valued contribution to the Host Organisation;
- ◆ Enhance employability by increasing awareness of employers' expectations of performance and conduct;
- ◆ Enhance their understanding of Indonesian organisational culture;
- ◆ Gain first-hand experience of the challenges of intercultural management and communication; and
- ◆ Establish networks and contacts with professionals working within Indonesia's business community.

Learning Outcomes

Students who complete the BPP successfully should be able to:

- ◆ Apply discipline-specific knowledge and academic skills to a workplace environment;
- ◆ Identify and analyse real-life business situations and problems;
- ◆ Perform tasks set by an employer to a satisfactory standard;
- ◆ Critically reflect and report on the experience in the workplace;
- ◆ Demonstrate sound cross-cultural communication skills and the ability to work effectively within a cross-cultural team; and
- ◆ Respect diversity in a range of academic and professional environments.

Teaching and Learning Strategies

Students undertake an unpaid practicum placement (160 hours) in a work environment in Indonesia under the professional supervision of a Host Organisation mentor as well as the academic supervision of the ACICIS BPP Academic Program Officer. This experience is augmented by a two-week classroom-based course of study conducted at Atma Jaya University—prior to students' practicum placements. This course of study consists of compulsory Indonesian language classes as well a series of industry seminars and fieldtrips designed to equip students with an understanding of Indonesia's business culture and environment.

Evaluation

Throughout the program, the BPP Academic Program Officer will conduct monitoring visits to each student's workplace to garner feedback from both student and Host Organisation mentor. Upon completion of the program, students are invited to provide specific feedback to the Academic Program Officer at a final debriefing session with fellow students. Students are also asked to complete an online anonymous student feedback survey which assists ACICIS in improving the quality of subsequent iterations of the program.

Attendance

Students must attend **a minimum of 80%** of all language classes, seminars and fieldtrips, as well as the practicum placement to satisfactorily complete the program.

Assessment

Upon completion of the program, the BPP Academic Program Officer provides a student's home university with a two-page 'Student Outcome Evaluation' report detailing a student's academic performance on the program. Student performance will be assessed only as 'Satisfactory' or 'Unsatisfactory' (equivalent to an 'ungraded pass/fail').

The student's Host Organisation workplace mentor is also required to provide a brief report on the student's activities and performance while undertaking their placement.. This includes evaluation of a student's professional demeanour and conduct, their ability to reflect critically and adapt to issues encountered in the workplace, their approach to work, and their demonstrated cross-cultural communication skills (both oral and written). Assessment of the academic classwork component of the program will be carried out by academic staff at Atma Jaya University and the ACICIS BPP Academic Program Officer.

To complete this program satisfactorily, students must demonstrate the ability to perform tasks in a workplace, at a satisfactory standard, as well as to reflect on the experience and relate it back to their academic studies. Students must attend a minimum of 80% of scheduled language classes, industry seminars and fieldtrips, as well as achieve a mark of at least 60% in the Indonesian language component of the program.

A student's home university retains the right to set and grade other assessment tasks related to the program. While ACICIS makes a recommendation about how much academic credit a student should be awarded for their participation in the program, it is up to individual home universities to determine their own protocols and rules for awarding academic credit to students who undertake and successfully complete the program.

Assessment Mechanisms

The following components are used to inform the ACICIS BPP Academic Program Officer's 'Student Outcome Evaluation' report. **Students are required to satisfactorily complete all components in order to achieve an overall grade of 'Satisfactory' for the program:**

#	Component	Dates	Weighting	Notes
1	Indonesian Language Classes	4-14 January	10%	Undertaken at Atma Jaya University - assessments administered by Atma Jaya Language Centre (PPB) through weekly assignments and written tests.
2	Seminar Series and Fieldtrips	4-14 January	10%	Attendance at, and participation in, <u>all</u> seminars and fieldtrips organised by ACICIS is required. Evidence of familiarity with set readings will be assessed through seminar participation.
3	Practicum Placement	16 January – 10 February	50%	Practicum Host Organisation mentor to submit an evaluation to the BPP Academic Program Officer (APO); APO to gauge performance based on monitoring visits and discussions with Host Organisation mentor and student.
4	Reflective Journal	16 January – 10 February	10%	Weekly submissions to be submitted electronically by midnight each Friday throughout the practicum program. Evidence of familiarity with set readings will be assessed through student's reflective journal submissions.
5	Business Report	10 February	20%	Student to submit a 2,000-word report on a contemporary business issue in Indonesia to be assessed by BPP Academic Program Officer.

Assessment Component Details

The BPP is designed to meet the Australian university equivalency requirements of half of a full-time semester load (0.25 EFTSL) at ACICIS member universities, and includes the following assessable components:

1. Indonesian Language Classes (40 hours)

Students are required to attend two weeks of intensive classes in language and culture at Atma Jaya University in order to develop language skills that will help them operate more effectively in their practicum placements and in the wider Indonesian community. Students will sit a placement test during orientation and be placed in Beginner, Intermediate or Advanced Indonesian language classes at Atma Jaya's Language Teaching Centre based on their placement test results. Language classes are four hours in duration each day from Monday to Friday for the first two weeks of the program. Students will be assessed on four macro skills areas: Listening, Speaking, Reading and Writing. Students will sit a final language exam and be given a numerical mark and grade for this assessment component. **To be awarded an overall 'Satisfactory' grade for the BPP, participants must achieve a mark of at least 60% for this component of the program.**

2. Seminar Series and Fieldtrips (30 hours)

The Seminar Series and Fieldtrip component of the BPP consists of seven seminars and two fieldtrips. Students must attend and participate actively **in a minimum of 80%** all scheduled seminars and fieldtrips. Prior to each seminar or fieldtrip, students are required to complete a number of set readings. Students must demonstrate adequate preparation through informed contributions to discussions and activities in order to pass this component. Lively discussion groups and Q&A sessions will be a key aspect of these sessions. Please see Appendix I for more detail about this component of the program. A marking rubric for this component is provided in Appendix IV.

3. Practicum Placement (160 hours)

Students undertake a supervised practicum placement at a participating Host Organisation. Required tasks will vary depending on the Host Organisation. Without good reason and the permission of their Host Organisation mentor, students must attend their placement during all contracted working hours. Furthermore, students must satisfy both their Host Organisation and the BPP Academic Program Officer that they have performed all assigned tasks to a satisfactory standard. On completion of the practicum, the Host Organisation mentor will be asked to evaluate the student's performance. The mentor will be asked to comment on criteria related to both generic skills (e.g. interpersonal, communication, professionalism, initiative) and discipline-specific knowledge. A marking rubric for this component is provided in Appendix IV.

4. Reflective Journal

The purpose of the Reflective Journal is to encourage critical thinking and reflection from students on their theoretical and vocational learning process while on the BPP. It should serve as a space in which students are able to reflect on the challenges and rewards of working in a cross-cultural professional environment, and guide students' workplace tasks week-to-week based on input from their BPP Academic Program Officer and workplace mentor. The reflective journal should also demonstrate evidence of a student's understanding of set course readings and ability to relate these readings to their practicum experience.

To complete the Reflective Journal, students are required to:

- ◆ Complete a set of required readings on cross-cultural learning and self-reflective learning. The list of readings is provided in Appendix II.
- ◆ Keep a **weekly log** of activities and duties performed in the workplace during their practicum placement to be submitted electronically at the end of each week. Students should provide a brief account (no more than 1-2 paragraphs each day) of observations, challenges, learning experiences, or unexpected outcomes. Students should note down any important meetings they attended or interesting stakeholders with whom they met.
- ◆ Some questions students may like to reflect on at the end of each week might include, but are not limited to:
 - ◇ How did your daily tasks contribute to your project's end goals?
 - ◇ Did you come up against any hurdles this week (and if yes, how did you overcome them?)
 - ◇ How do you find working in a cross-cultural environment?
 - ◇ Do you notice different styles of management or teamwork in your Indonesian workplace compared with your home country?
 - ◇ How does this compare with workplaces in which you have worked previously and what differences are evident?

- ◇ How does your experience in the workplace compare with your university studies in this field previously?
- ◇ Describe your organisation's location in the broader context of the Indonesian business sector.

- ◆ Reference and reflect on the set readings and seminar topics.

Students are encouraged to use the Reflective Journal to record and elaborate on the significant issues encountered during each week of their practicum placement, and to talk these through with their Host Organisation mentor and/or the BPP Academic Program Officer wherever possible.

A useful way to complete the Reflective Journal can be for students to complete this in Microsoft Word or Excel as the last task done each day (for 10 -15 minutes) prior to leaving the office. Students can then – on Fridays – allocate around 20 minutes to jot down their longer weekly reflections.

Weekly logs are to be submitted electronically by **midnight each Friday** during the practicum placement.

A template for the Reflective Journal is provided in Appendix II. A marking rubric for this assessment component of the BPP is provided in Appendix IV.

5. Business Report: 2,000 words (40 hours)

Students are required to complete a 2,000-word report on a contemporary issue within the Indonesian business sector. This report could be in the form of a 'market briefing', a country profile for prospective investors, or a background risk assessment briefing paper. The aim of the report is to encourage students to think critically about contemporary business and market issues in Indonesia. In writing the report, students are expected to draw on a range of secondary sources (academic journal articles, research papers, books and online articles) as well as from their own experience of the Indonesian business sector while on the BPP program. An outline of this business report assignment can be found in Appendix III. A marking rubric for this assessment component of the BPP is provided in Appendix IV.

Award of Grade for the Course

Both the student and the student's home university will receive a copy of the BPP Academic Program Officer's student outcome evaluation report as well as an official academic transcript from Atma Jaya University. These assessment documents will be sent electronically from the ACICIS Secretariat in Perth **within six weeks** of a student's completion of the program. The home university may choose to award a numerical grade or an ungraded pass/fail on the basis of these documents and any additional home university assessment requirements for the program.

Detailed marking rubrics for assessment items 3, 4 and 5 (practicum placement, reflective journal, and practicum report) are provided in Appendix IV. These rubrics are provided as background information to students and home university course coordinators regarding how the ACICIS BPP Academic Program Officer assesses these particular assessment items and their contribution to a student's overall grade of 'Satisfactory' or 'Unsatisfactory' for the program.

Reading List

Cross-cultural learning and development

- Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104(3): 783-790.
- Cohen, Adam B. 2009. "Many Forms of Culture." *American Psychologist* 64(3): 194-204.
- Gordon, Robert. 2010. *Going Abroad: Traveling like an Anthropologist*. Boulder, CO: Paradigm Publishers.
- Green, Madeleine. 2012. "Global citizenship – what are we talking about and why does it matter?" *Trends and Insights for International Education Leaders* <http://www.nafsa.org/about/default.aspx?id=30005>
- Jones, Peter, Debra Miles and Narayan Gopalkrishnan. 2018. Intercultural Learning: Critical preparation for international student travel. UTS ePRESS <http://epress.lib.uts.edu.au/books/intercultural-learning>
- Yershova, Yelena, Joan DeJeagbere, and Josef Mestenhauser. 2000. "Thinking not as usual: Adding the intercultural perspective." *Journal of Studies in International Education* 4 (1): 59-78.

Self-reflexive learning

- Bell, Martha. 1993. "What Constitutes Experience? Rethinking Theoretical Assumptions." *Journal of Experiential Education* 16(1): 19-23.
- Boud, D. and Middleton, H. 2003. "Learning from others at work: communities of practice and informal learning." *Journal of Workplace Learning* 15(5): 194-202.
- Fanthome, C. 2004. *Work Placements: a Survival Guide for Students*. Basingstoke: Palgrave Macmillan.
- Gardner, Phil, Linda Gross, and Inge Steglitz 2008. "Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies." *Collegiate Employment Research Institute (CERI) Research Brief* 1(1). East Lansing, MI: Michigan State University
- McCormick, D.W. 1993. "Critical thinking, experiential learning, and internships." *Journal of Management Education* 17(2): 260-262.

Seminar readings

- AIPEG (Australia Indonesia Partnership for Economic Governance). 2017. The Digital Economy in Indonesia. Report prepared for Indonesia Commission for the Supervision of Competition (KPPU) http://eng.kppu.go.id/.../REPORT_Digital_Economy_27-December-2017-FINAL.docx.pdf
- Aliyu, Sirajo, M. Kabir Hassan, Rosylin Mohd Yusof and Nasri Naiimi. 2017. "Islamic Banking Sustainability: A Review of Literature and Directions for Future Research." *Emerging Markets Finance and Trade* 53:2, 440-70
- Bang, Vasant V., Sharad Joshi and Monica C. Singh. 2016. "Marketing Strategy in Emerging Markets: A Conceptual Framework." *Journal of Strategic Marketing* 24(2):104-17
- Carney, Richard and Natasha Hamilton-Hart. 2015. "What do changes in corporate ownership in Indonesia tell us?" *Bulletin of Indonesian Economic Studies* 51(1): 123-145
- DFAT (Department of Foreign Affairs and Trade Australia). 2018. *Indonesia Australia CEPA Key Outcomes for Australia*. <https://dfat.gov.au/trade/agreements/not-yet-in-force/iacepa/Pages/ia-cepa-key-outcomes-for-australia.aspx>
- EIU (Economist Intelligence Unit) 2018. *Indonesia Country Report*. London: The Economist Intelligence Unit Limited

Google and AT Kearney. 2017. *Indonesia Venture Capital Outlook 2017*. https://www.thinkwithgoogle.com/_qs/documents/4881/TWG-APAC-Indonesia-VC-Outlook-2017-Report.pdf

- IFC (International Finance Corporation). 2014. *The Indonesia Corporate Governance Manual*. Jakarta: International Finance Corporation. <https://openknowledge.worldbank.org/handle/10986/26115>
- Jurriëns, Edwin and Ross Tapsell. 2017. "Challenges and Opportunities of the Digital 'Revolution' in Indonesia" in Jurriëns and Tapsell (ed) *Digital Indonesia: Connectivity and Divergence*. Singapore: ISEAS-Yusof Ishak Institute
- Kimura, Fukunari and Lurong Chen. 2018. "Value Chain Connectivity in Indonesia: The Evolution of Unbundlings." *Bulletin of Indonesian Economic Studies* 54(2): 165-92
- Lindblad, J. Thomas. 2015. Foreign Direct Investment in Indonesia: Fifty Years of Discourse. *Bulletin of Indonesian Economic Studies* 51(2): 217-37
- Masih, Mansur. 2017. "Islamic Finance and Banking" *Emerging Markets Finance and Trade* 53(7):1455-1457
- Moore, Bede. 2017. "Indonesia makes an aggressive leap into the world of e-commerce". Financial Times <https://amp.afr.com/news/world/asia/indonesia-makes-an-aggressive-leap-into-the-world-of-ecommerce-20171120-gzowmd>
- Pangestu, Mari. 2012. "Globalisation and its discontents: An Indonesian perspective." *Asian-Pacific Economic Literature* 26(1): 1-17
- PwC (PricewaterhouseCoopers). 2012. *Doing business in Indonesia* <http://www.pwc.de/de/internationale-maerkte/assets/doing-business-in-indonesia.pdf>
- Ray, David and Lili Yan Ing. 2016. "Addressing Indonesia's Infrastructure Deficit." *Bulletin of Indonesian Economic Studies*, 54(1), 1-25
- Resosudarmo, Rudy P. and Abdurrohman. 2018. "Is Being Stuck with a Five Percent Growth a New Normal for Indonesia?" *Bulletin of Indonesian Economic Studies*, 54(2), 141-164
- Schultz, Don E. and Edward C. Malthouse. 2017. "Interactivity, Marketing Communication and Emerging Markets: A Way Forward." *Journal of Current Issues & Research in Advertising*. 38(1):17-30
- Sutiyono, Wahyu. 2007. "Human Resource Management in State-Owned and Private Enterprises in Indonesia." *Bulletin of Indonesian Economic Studies*, 43(3), 377-394
- The World Bank. 2018. "Training for Reform - Indonesia." *Doing Business 2019*. Washington, D.C. : World Bank Group. <http://www.doingbusiness.org/content/dam/doingBusiness/country/i/indonesia/IDN.pdf>
- The World Bank. 2011. *Indonesia : Accounting and Auditing*. Washington, DC. <https://openknowledge.worldbank.org/handle/10986/12845>
- Warburton, Eve. 2017. "Jokowi and the New Developmentalism." *Bulletin of Indonesian Economic Studies*, 52(3), 297-320
- Wataru, Suzuki. 2017. "Indonesia lives dangerously with \$355bn infrastructure drive." *Asian Review*, November 21. <https://asia.nikkei.com/Features/Asia-Insight/Indonesia-lives-dangerously-with-355bn-infrastructure-drive>
- Yusuf, Arief Anshory and And Sumner. 2015. "Growth, Poverty and Inequality under Jokowi." *Bulletin of Indonesian Economic Studies*, 51(3), 323-48.

Appendices

Appendix I: Industry Seminar Series and Fieldtrips

#	Date	Title	Speaker/s	Readings
Orientation Week				
1	Monday tbc	Introduction to Indonesia An overview of Indonesian History, Society and Culture.	Speaker(s) TBC	
Week One				
2	Monday 2 January	BPP Seminar 1: The Economy in the Digital Era	Speaker(s) TBC	<p>Required</p> <p>EIU (Economist Intelligence Unit) 2018. <i>Indonesia Country Report</i>. London: The Economist Intelligence Unit Limited</p> <p>Google and AT Kearney. 2017. <i>Indonesia Venture Capital Outlook 2017</i>. https://www.thinkwithgoogle.com/_qs/documents/4881/TWG-APAC-Indonesia-VC-Outlook-2017-Report.pdf</p> <p>Jurriëns, Edwin and Ross Tapsell. 2017. "Challenges and Opportunities of the Digital 'Revolution' in Indonesia" in Jurriëns and Tapsell (ed) <i>Digital Indonesia: Connectivity and Divergence</i>. Singapore: ISEAS-Yusof Ishak Institute</p> <p>Resosudarmo, Budy P. and Abdurrohman. 2018. "Is Being Stuck with a Five Percent Growth a New Normal for Indonesia?" <i>Bulletin of Indonesian Economic Studies</i>, 54(2), 141-164</p> <p>Optional</p> <p>AIPEG (Australia Indonesia Partnership for Economic Governance). 2017. <i>The Digital Economy in Indonesia</i>. Report prepared for Indonesia Commission for the Supervision of Competition (KPPU) http://eng.kppu.go.id/.../REPORT_Digital_Economy_27-December-2017-FINAL.docx.pdf</p> <p>Moore, Bede. 2017. "Indonesia makes and aggressive leap into the world of e-commerce". Financial Times https://amp.afr.com/news/world/asia/indonesia-makes-an-aggressive-leap-into-the-world-of-ecommerce-20171120-gzowmd</p> <p>Warburton, Eve. 2017. "Jokowi and the New Developmentalism." <i>Bulletin of Indonesian Economic Studies</i>, 52(3), 297-320</p> <p>Yusuf, Arief Anshory and And Sumner. 2015. "Growth, Poverty and Inequality under Jokowi." <i>Bulletin of Indonesian Economic Studies</i>, 51(3), 323-48.</p>

#	Date	Title	Speaker/s	Readings
	Tuesday 3 January	BPP Seminar 2: Islamic Banking and Infrastructure Finance	<i>Speaker(s) TBC</i>	<p>Required</p> <p>Aliyu, Sirajo, M. Kabir Hassan, Rosylin Mohd Yusof and Nasri Naiimi. 2017. "Islamic Banking Sustainability: A Review of Literature and Directions for Future Research." <i>Emerging Markets Finance and Trade</i> 53(2), 440-70</p> <p>Masih, Mansur. 2017. "Islamic Finance and Banking" <i>Emerging Markets Finance and Trade</i> 53(7):1455-1457</p> <p>Wataru, Suzuki. 2017. "Indonesia lives dangerously with \$355bn infrastructure drive." <i>Asian Review</i>, November 21. https://asia.nikkei.com/Features/Asia-Insight/Indonesia-lives-dangerously-with-355bn-infrastructure-drive</p> <p>Optional</p> <p>Ray, David and Lili Yan Ing. 2016. "Addressing Indonesia's Infrastructure Deficit." <i>Bulletin of Indonesian Economic Studies</i>, 54(1), 1-25</p>
3	Wednesday 4 January	Movie Screening 1	<i>Movie Title TBC</i>	<i>No readings required</i>
4	Thursday 5 January	BPP Fieldtrip 1: TBC	<i>TBC</i>	<i>No readings required</i>
5	Friday 6 January	BPP Seminar 3: Trade and Investment	<i>Speaker(s) TBC</i>	<p>Required</p> <p>DFAT (Department of Foreign Affairs and Trade Australia). 2018. <i>Indonesia Australia CEPA Key Outcomes for Australia</i>. https://dfat.gov.au/trade/agreements/not-yet-in-force/iacepa/Pages/ia_outcomes-for-australia.aspx</p> <p>The World Bank. 2018. "Training for Reform - Indonesia." <i>Doing Business 2019</i>. Washington, D.C. : World Bank Group. http://www.doingbusiness.org/content/dam/doingBusiness/country/i/indonesia/IDN.pdf</p> <p>Lindblad, J. Thomas. 2015. Foreign Direct Investment in Indonesia: Fifty Years of Discourse. <i>Bulletin of Indonesian Economic Studies</i> 51(2): 217-37</p> <p>Optional</p> <p>Kimura, Fukunari and Lurong Chen. 2018. "Value Chain Connectivity in Indonesia: The Evolution of Unbundlings." <i>Bulletin of Indonesian Economic Studies</i> 54(2): 165-92</p> <p>Pangestu, Mari. 2012. "Globalisation and its discontents: An Indonesian perspective." <i>Asian-Pacific Economic Literature</i> 26(1): 1-17</p>

#	Date	Title	Speaker/s	Readings
Week Two				
6	Monday 9 January	BPP Seminar 4: Corporate Strategy	<i>Speaker(s) TBC</i>	<p>Required</p> <p>Sutiyono, Wahyu. 2007. "Human Resource Management in State-Owned and Private Enterprises in Indonesia." <i>Bulletin of Indonesian Economic Studies</i>, 43(3), 377-394</p> <p>Schultz, Don E. and Edward C. Malthouse. 2017. "Interactivity, Marketing Communication and Emerging Markets: A Way Forward." <i>Journal of Current Issues & Research in Advertising</i>. 38(1)17-30</p> <p>Optional</p> <p>Bang, Vasant V., Sharad Joshi and Monica C. Singh. 2016. "Marketing Strategy in Emerging Markets: A Conceptual Framework." <i>Journal of Strategic Marketing</i> 24(2)104-17</p> <p>Carney, Richard and Natasha Hamilton-Hart. 2015. "What do changes in corporate ownership in Indonesia tell us?" <i>Bulletin of Indonesian Economic Studies</i> 51(1): 123-145</p> <p>IFC (International Finance Corporation). 2014. <i>The Indonesia Corporate Governance Manual</i>. Jakarta: International Finance Corporation. https://openknowledge.worldbank.org/handle/10986/26115</p> <p>PwC (PricewaterhouseCoopers). 2012. <i>Doing business in Indonesia</i> http://www.pwc.de/de/internationale-maerkte/assets/doing-business-in-indonesia.pdf</p> <p>The World Bank. 2018. "Training for Reform - Indonesia." <i>Doing Business 2019</i>. Washington, D.C. : World Bank Group. http://www.doingbusiness.org/content/dam/doingBusiness/country/i/indonesia/IDN.pdf</p>
7	Tuesday 10 January	BPP Seminar 5: Effective Communication	<i>Speaker(s) TBC</i>	<p>Discussion of required cross-cultural learning and development readings.</p> <p>Required and optional: Cross-cultural learning and development readings (see list below)</p>
8	Wednesday 11 January	Movie Screening 2	<i>Movie Title TBC</i>	No readings required.
9	Thursday 12 January	BPP Fieldtrip 2: TBC	<i>TBC</i>	No readings required.
10	Friday 13 January	BPP Seminar 6: Doing Business in Indonesia	<i>Speaker(s) TBC</i>	<p>Discussion of required self-reflexive learning reading.</p> <p>Scenario-setting of the BPP Practicum experience.</p> <p>Required and optional:</p> <p>Bell, Martha. 1993. "What Constitutes Experience? Rethinking Theoretical Assumptions." <i>Journal of Experiential Education</i> 16(1): 19-23.</p> <p>Boud, D. and Middleton, H. 2003. "Learning from others at work: communities of practice and informal learning." <i>Journal of Workplace Learning</i> 15(5): 194-202.</p> <p>Fanthome, C. 2004. <i>Work Placements: a Survival Guide for Students</i>. Basingstoke: Palgrave Macmillan.</p> <p>Gardner, Phil, Linda Gross, and Inge Steglitz 2008. "Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies." <i>Collegiate Employment Research Institute (CERI) Research Brief</i> 1(1). East Lansing, MI: Michigan State University</p> <p>McCormick, D.W. 1993. "Critical thinking, experiential learning, and internships." <i>Journal of Management Education</i> 17(2): 260-262.</p>

Appendix II: Reflective Journal Reading List & Journal Template

Reflective Journal Reading List

Prior to commencing the BPP program, all students are required to read the following readings on the two main thematic areas: cross cultural learning and development, and self-reflexive learning. These readings will help students understand the purpose of reflective journal writing and the challenges in cross-cultural vocational learning.

1. Cross-cultural learning and development readings

Required

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104(3): 783-790.

Cohen, Adam B. 2009. "Many Forms of Culture." *American Psychologist* 64(3): 194-204.

Gordon, Robert. 2010. *Going Abroad: Traveling like an Anthropologist*. Boulder, CO: Paradigm Publishers.

Green, Madeleine. 2012. "Global citizenship – what are we talking about and why does it matter?" *Trends and Insights for International Education Leaders* <http://www.nafsa.org/about/default.aspx?id=30005>

Optional

Yershova, Yelena, Joan DeJeagbere, and Josef Mestenhauser. 2000. "Thinking not as usual: Adding the intercultural perspective." *Journal of Studies in International Education* 4 (1): 59-78.

2. Self-reflexive learning

Required

Bell, Martha. 1993. "What Constitutes Experience? Rethinking Theoretical Assumptions." *Journal of Experiential Education* 16(1): 19-23.

Boud, D. and Middleton, H. 2003. "Learning from others at work: communities of practice and informal learning." *Journal of Workplace Learning* 15(5): 194-202.

Fanthome, C. 2004. *Work Placements: a Survival Guide for Students*. Basingstoke: Palgrave Macmillan.

Optional

Gardner, Phil, Linda Gross, and Inge Steglitz 2008. "Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies." *Collegiate Employment Research Institute (CERI) Research Brief* 1(1). East Lansing, MI: Michigan State University

McCormick, D.W. 1993. "Critical thinking, experiential learning, and internships." *Journal of Management Education* 17(2): 260-262.

Reflective Journal Template

Work Placement: Week One

Day	Activities	Personal Rewards	Challenges/obstacles	How can I overcome these?
Mon 16 Jan	◆ E.g. Met team, had induction, read through trading reports	◆ Found the office, understood my first team meeting on social media in Gen Y banking approaches	◆ E.g. New to the team, feeling shy ◆ Don't know much about the business	◆ Ask questions, be friendly ◆ Sit with different people, ask questions, read as much as possible
Tues 17 Jan	◆ Project-related team meeting	◆ Incorporated meeting notes in my tasks	◆ 'Jam karet' poses an issue for me	◆ Trying to adapt to my co-workers work patterns and habits
Wed 18 Jan	◆ Sent a project to supervisor for feedback	◆ Supervisor was happy with project status ◆ Feeling more comfortable in my new environment	◆ Communicating in Indonesian	◆ Practice
Thurs 19 Jan	◆ Project-related team meeting	◆ My project was accepted	◆ Traffic made it hard to get to work	◆ Ask colleagues/students for other/better options
Fri 20 Jan	Weekly summary Two long paragraphs to half a page reflecting on your week: ◆ In my first week with ORGANISATION NAME, I spent most of my time adjusting to.. ◆ It's been really different working here compared to when I worked with ORGANISATION NAME in Australia. This is a very different environment and I'm looking forward to seeing how an Indonesian organisation operates compared to its Australian counterpart. ◆ AUTHOR NAME (Year) argues that it's Indonesia's rising middle class which is driving the rise in..... I got a sense of that this week when.. Goals for next week: ◆ Next week I hope to look up more readings/ meet with my supervisor and ask her more about disparity between the growing middle class and the number of informal sector workers I see on my way to work..			

Sent to BPP Academic Program Officer (APO)

Yes: Friday 20 Jan

Students will be assessed on their:

- ◆ Ability to accept feedback;
- ◆ Level of initiative and awareness and acceptance of personal limitations;
- ◆ Demonstrated willingness to reassess their own work practice in light of feedback; and
- ◆ Reflection on overall work experience and their expectations.

Overall students should reflect on:

- ◆ The degree to which you were able to draw on your existing skills and experience? What knowledge did you gain during the placement?
- ◆ How students feel they related to staff at their host organisation, and the organisation's other stakeholders. What techniques or strategies did you find useful in building rapport with others?
- ◆ How students feel about any differences in culture or communication. How successful do you feel you were at "fitting in?" How did the way you presented yourself affect the way that others related to you?
- ◆ How did you develop your professional skills? How successful were you at working autonomously, or within a team? How did you exercise initiative in your position? In what way were you required to be flexible in your role? What might you do differently to be more effective if you had the opportunity again? What advice might you give another student about undertaking the BPP?
- ◆ Most enjoyable elements of the experience? Least enjoyable elements of the experience?

Appendix III: Business Report Outline

Assessment

As part of the overall assessment from the BPP program, students are required to complete a 2,000-word report on a contemporary theme in Indonesian business. This report can take the form of a 'market briefing', a country profile for prospective investors, or a background risk assessment briefing. The aim of the report is to encourage students to think critically about contemporary business and market issues in Indonesia by drawing on a range of secondary sources (academic journal articles, research papers, books and online articles) as well as the experience of observing and participating in the Indonesian business sector first-hand through the BPP program.

Students are to choose **one** of the following topics to serve as the basis for their Business Report:

1. Infrastructure and Mining in Indonesia
2. Governance and Corruption in the business sector
3. The Digital Economy and New Media in Indonesia
4. Entrepreneurship and new 'Start-Ups' in Indonesia
5. Poverty and inequality in Indonesia: the role of the private sector
6. The rise of the Indonesian middle class
7. Women in Indonesian business

Alternatively, students may suggest their own topic, in consultation with, and the approval of, the BPP Academic Program Officer.

In this report, a student will select their main topic, design a research question, and then critically examine their chosen topic by drawing on both contemporary business theory and the students' experiences on the BPP. An example of the structure of the report will be provided.

Learning Outcomes

Following the completion of the thematic business report, students should be able to:

- ◆ Identify a contemporary issue or field of commercial activity within the Indonesian business sector and/or wider economy, and its related sub-issues;
- ◆ Analyse the history and background context of this issue or field of commercial activity in Indonesia;
- ◆ Situate the issue or the field of commercial activity in the contemporary Indonesian context, and identify the key stakeholders involved;
- ◆ Critically reflect on the relationship between theory and practice;
- ◆ Identify and analyse how the activities of their practicum Host Organisation relate to this issue or field of commercial activity; and
- ◆ Offer recommendations or suggestions as to how this issue or field of commercial activity might be addressed or developed in Indonesia in the future, based on the academic literature and a student's own observations while on the BPP.

Weighting & Grading

The thematic business report is worth 20% of a student's overall participation mark on the BPP program, along with the Atma Jaya language classes (10%), seminar and fieldtrip attendance (10%), Reflective Journal (10%) and practicum placement (50%). In accordance with ACICIS' final grading of 'Satisfactory' or 'Unsatisfactory', the business report will be graded on 'pass'/'fail' basis with extensive feedback provided by the BPP Academic Program Officer on topic selection, analysis, quality and breadth of case studies and references used, and insightfulness of observations drawn from a student's own experience on the BPP.

Students are advised to consult with the BPP Academic Program Officer by the end of the two-week academic program (language classes and seminar series) regarding topic selection and suitability to individual BPP placements. Please do this by: **Friday, 13 January, 2023.**

Formatting and Referencing

Students should format their report in Calibri or Times New Roman font, 11 or 12 point; double-spaced and justified. The essay must be completed to an academic standard. Students should include a bibliography with standard Harvard referencing (including page numbers). Footnotes can be included if they are relevant to, and support, the argument. Students are advised to consult their home university learning resource pages for more information on academic referencing.

Deadlines

- ◆ Consult with BPP APO on topic selection and suitability no later than: **Friday, 13 January, 2023.**
- ◆ The practicum business report is due: **midnight at 12, Sunday, 10 February, 2023;** by email to the BPP APO.

Appendix IV: Marking Rubrics

BPP Seminar Series & Fieldtrips

Student Name			
Date			
Host Organisation			
Academic Program Officer			
Final Mark for component	/50	(represents 10% of total program assessment)	

1. **Attendance:** Student consistently attended seminars and fieldtrips

012345678910

NonePoorWeakPassAverageAbove averageExcellent
2. **Contribution of Ideas:** Student demonstrates understanding of relevant topics by contributing to discussions with ideas

012345678910

NonePoorWeakPassAverageAbove averageExcellent
3. **Evidence of Preparation and Critical Thinking:** Student demonstrates familiarity with set seminar readings and evidence of critical engagement with texts.

012345678910

NonePoorWeakPassAverageAbove averageExcellent
4. **Level of Communication:** Student can describe clearly the key elements of the issues being discussed and can communicate these clearly to others within a seminar context.

012345678910

NonePoorWeakPassAverageAbove averageExcellent
5. **Integration of Experiences and Learning:** Student demonstrates an ability to apply seminar readings to experiences and observations drawn from the program as a whole.

012345678910

NonePoorWeakPassAverageAbove averageExcellent

BPP Practicum Placement

Student Name			
Date			
Host Organisation			
Academic Program Officer			
Final Mark for component	/50	(represents 50% of total program assessment)	

1. **Host Organisation's Expectations met:** Overall satisfaction with student's performance.

012345678910

NonePoorWeakPassAverageAbove averageExcellent
2. **Work initiative:** Student worked proactively, independently and demonstrated a flexible approach to tasks assigned by Host Organisation.

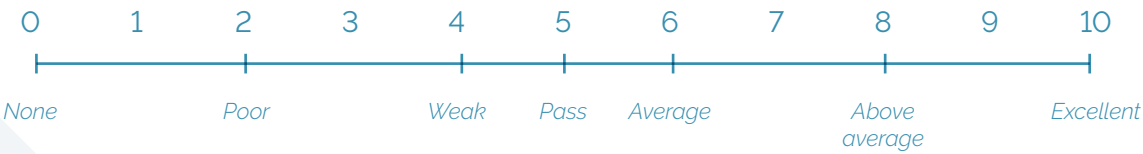
012345678910

NonePoorWeakPassAverageAbove averageExcellent
3. **Social and intercultural skills:** Student demonstrated sound cross-cultural communication skills and the ability to work effectively within a cross-cultural team in the workplace.

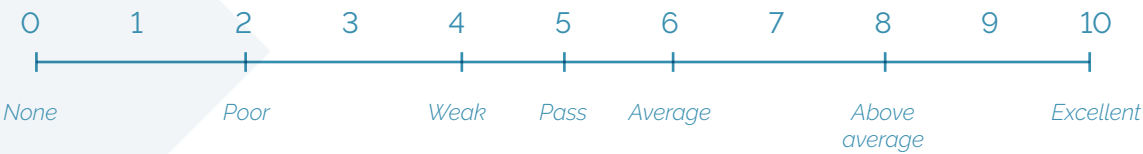
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NonePoorWeakPassAverageAbove averageExcellent

4. **Application of discipline-specific knowledge:** Student showed ability to draw on previous experiences, skills and academic studies and apply these to their Host Organisation's workplace setting.



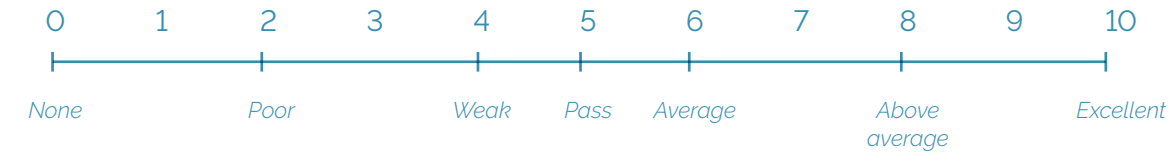
5. **Critical reflection on workplace performance and practice:** Student demonstrated ability to identify and evaluate business opportunities and problems encountered within their practicum Host Organisation; and to reflect, report on, and analyse their own experience in the workplace.



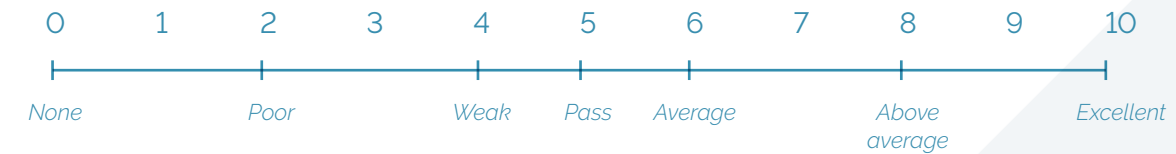
BPP Reflective Journal

Student Name		
Date		
Host Organisation		
Academic Program Officer		
Final Mark for component	/40	(represents 10% of total program assessment)

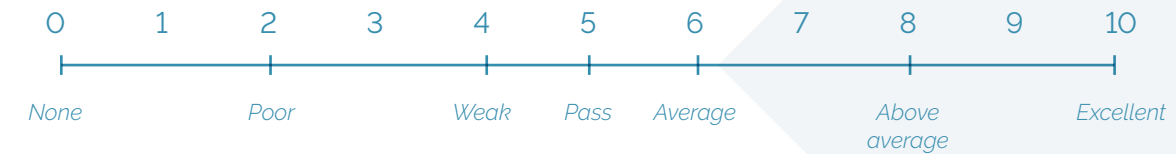
1. **Reflexive practice:** Student demonstrates ability to identify problems encountered in the workplace, to reflect on behaviour and expectations – both their own and that of others – in relation to identified problems in the workplace, and a willingness to modify their own work practice. Student also shows an awareness and acceptance of personal limitations.



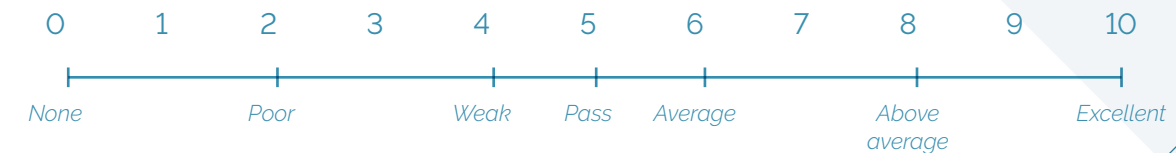
2. **Intercultural understanding:** Evidence of development of adequate techniques and strategies to overcome cultural barriers encountered in the Host Organisation workplace during course of practicum.



3. **Critical engagement with, and application of, readings to practicum placement:** Student demonstrates familiarity with set course readings, evidence of critical engagement with texts and an ability to apply these readings to their experience on practicum placement.



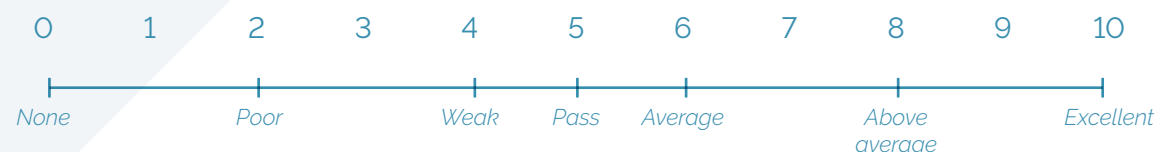
4. **Existing skills:** Student shows ability to draw on pre-existing skills, experience and academic studies in reflecting on experience within Host Organisation workplace during the course of their practicum placement.



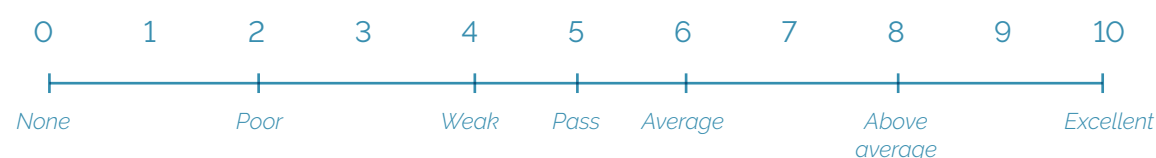
BPP Business Report

Student Name			
Date			
Host Organisation			
Academic Program Officer			
Final Mark for component	/40	(represents 20% of total program assessment)	

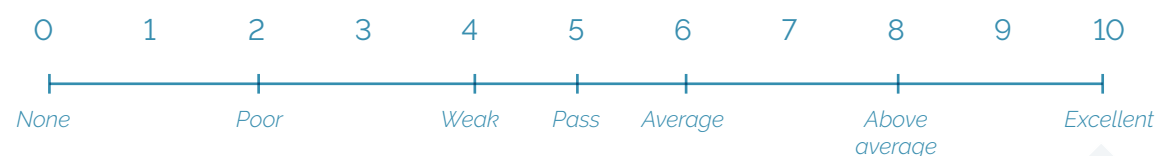
1. **Depth and breadth of knowledge demonstrated:** Student shows a deep understanding of the issue or field of activity being examined, and can situate it within the contemporary Indonesian business context.



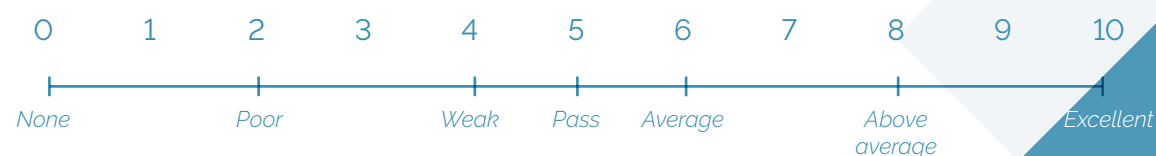
2. **Research:** Quality academic sources used, supporting evidence to back up claims provided, and correct and consistent referencing of all source materials.



3. **Writing:** Well written, clear, concise, with spelling and grammar checked, usage of appropriate headings and structure, and adherence to correct word limit.



4. **Presentation of research:** Depth and quality of exploration of business theory and practice. Overall engaging, appropriate, and relevant to the topic chosen.



ACICIS Business Professional Practicum

Professional Placement Host Organisations



ACICIS Business Professional Practicum

Indonesian Partner University



Universitas Atma Jaya (UAJ)

Universitas Atma Jaya (UAJ) is one of Indonesia's premier private universities. Founded in 1960, this dynamic institution has two campuses located in the heart of the bustling capital, Jakarta. Atma Jaya has consistently been ranked in Indonesia's Top 5 private universities by Globe Asia and Tempo magazines, and has been ACICIS' Professional Practicum partner in Jakarta since 2007. Its Faculty of Business Administration and Communication Sciences, which facilitates all ACICIS Professional Practica, is staffed by industry professionals which both Jakarta-based and international teaching and research experience.

ACICIS Professional Practica academic module takes place at the Semanggi campus, located in the centre of Jakarta's business and commerce district on Jl. Jenderal Sudirman.

Acknowledgements

ACICIS is gratefully hosted by The University of Western Australia (UWA), one of Australia's leading teaching, learning and research universities. From its heritage riverside campus in Perth, UWA is consistently ranked in the top 100 universities in the world and is a national leader in student demand, graduate starting salaries, research grants and more.

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University



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