STUDENT GUIDE
AND GRADUATION RULES
FOR THE CEMS MASTER’S IN
INTERNATIONAL MANAGEMENT

2014 // 2015
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Introduction

The following “Guide and Graduation Rules” is the official document of reference for the curriculum rules of the CEMS Master’s in International Management (CEMS MIM) Programme for the academic year 2014-15.

You will find brief descriptions of the different programme elements, and the requirements that need to be met in order to be eligible for graduation.

Further information can be found in the “CEMS Internship Guide 2014-15” http://www.cems.org/mim/curriculum/internship. For information on accredited commercial language tests and courses, please visit http://www.cems.org/mbc.

When in doubt about any specific rule or its application, please contact your home school MIM Programme Manager. Contact details can be found at http://www.cems.org/pm.

<table>
<thead>
<tr>
<th>CEMS MIM YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - Jan  Term 1 - School 1</td>
</tr>
<tr>
<td>3 ECTS</td>
</tr>
<tr>
<td>Block Seminar</td>
</tr>
<tr>
<td>Business Communication Skill Seminars  1 ECTS</td>
</tr>
</tbody>
</table>

ONGOING LANGUAGE TRAINING AND TESTING

DISCLAIMER

Whilst every effort has been made to ensure the accuracy of the information contained in this booklet, CEMS cannot accept responsibility for errors. CEMS reserves the right to make changes to the information given and/or the content and availability of educational courses offered, without notice. Under no circumstances will CEMS be liable for damages arising out of or related to the information contained within these pages or pages of other CEMS websites or brochures.
The CEMS Master’s in International Management Guide
The CEMS MIM Programme

The CEMS MIM’s specific, competitive positioning is driven by its curriculum and programme goals. The MIM degree promotes internationalism; developing experienced management professionals who are able to make confident, effective decisions in diverse contexts and in an ethical manner.

The programme’s business-embedded structure prepares students to apply advanced management and leadership competencies through systematic experience of and engagement with the corporate world. During their studies students have the opportunity to work with Corporate and Social Partners, through exclusive seminars, business projects, networking events, and an internship term.

The MIM programme is a passport to responsible citizenship. From the moment a student becomes a “CEMS student” they are held to the highest standards of ethical and social responsibility and professional integrity. Informed by ethical reasoning, integrity and respect for social diversity and sustainable business practices, CEMS MIM students learn to apply a holistic vision to responsible business decision-making.

The CEMS MIM programme fosters reflective critical thinking; students become critical, creative, and influential thinkers with confident and reflective problem-solving skills. Furthermore, they are trained to assume the personal responsibility of comprehensive leadership.

 Fully aware of their personal responsibility and accountability and of the ethical and cultural framework in which leadership is exerted, CEMS MIM graduates can apply their multilingual, multicultural skills in the ever-changing, dynamic international business world.
Cost Considerations

When applying to CEMS, please refer to the relevant university fact sheet to review the school’s M.Sc. tuition costs http://www.cems.org/academic-members/our-members/ and notes regarding additional CEMS fees. Before applying to CEMS please consider the following cost considerations for the programme.

// Student Registration and Handling Fee: CEMS charges students with a fee of 100 euros. The fee is used to fund central services provided by the CEMS Association and to free resources to allow CEMS to reach its strategic objectives. Please contact your home school Programme Manager for local details and the modality of payment, due in January 2015.

// Visas: students may have to pay for a visa and all administrative and travel aspects of their education.

// Cost of living: students are responsible for the cost of living (food, accommodation, study materials) during their three terms, taking into consideration the terms abroad and varying differences in costs from country to country. For information indicated by the CEMS schools, please see the individual Fact Sheets at http://www.cems.org/academic-members/our-members/.

// Courses: because of the considerable organisational and financial burden of a Block Seminar, most universities will request a financial contribution (between 100 and 250 euros) from students. Please contact the CEMS MIM Programme Manager in charge of registration for details on possible financial contribution to Skills Seminars and the Responsible Global Leadership Seminar.

// Languages: some institutions request a financial contribution for language teaching and testing.

// Career Forum and Regional Student Events: students can benefit from travelling to many student events within the CEMS network, which involve travel costs and possible participation fees.

// Graduation: students choosing to participate in the CEMS MIM graduation will be responsible for certain costs (travel, participation fee, dinner, invitation of guests).
REQUIREMENTS FOR ALL MIM CANDIDATES

Students applying to the CEMS MIM have to:

// Be enrolled in a selected member school’s Master of Science programme prior to starting their MIM studies.

// Provide proof of academic preparation: have either received a Bachelor’s in Management or Economics or a related field or successfully passed the equivalent of one year of full-time education at Master’s level in any of these areas (eventually to be presented at the programme start).

// Provide proof of proficiency in English (if not mother tongue) through any of the following (minimum level): TOEFL iBT100; IELTS 7.0; CPE C; CAE B; BEC Higher B; have passed one of the CEMS-accredited local English exams; have a Bachelor’s diploma entirely taught in English from an English-speaking country or in a CEMS or EQUIS/AACSB-accredited institution; A-level GCSE issued in Singapore.

University and company representatives select students locally for the CEMS MIM. In order to apply, students must follow the local application and selection procedure. Please consult http://www.cems.org/apply for application periods, deadlines and details for requested information.

SELECTION INTERVIEWS

Based on the documents provided by the applicant, (s)he may be invited to a selection interview or an assessment centre. Applicants will be assessed based on the following CEMS-wide selection criteria:

1) INTELLECTUAL POTENTIAL & KNOWLEDGE

// Intellectual Potential
// Academic Excellence
// Prior Knowledge in the Business Field

2) ATTITUDE & SOFT SKILLS

// Desire to Achieve
// Interpersonal Competences
// Integrity
// Critical Thinking
// Motivation for the MIM Programme

3) INTERNATIONAL ORIENTATION

// Language Skills
// International Openness and Cross-Cultural Aptitudes

On the application form, students have to indicate preferred destinations for their academic term(s) abroad. The destination is announced following the selection process. Students may also indicate during which term they wish to study abroad.

The final decision on admission to the CEMS MIM Programme is taken by the CEMS member schools based on the application material and the outcome of the interview/assessment centre.

Please note: students are first selected for entry to the CEMS MIM programme, and then offered destinations for their term(s) abroad. Preferences for the location and the sequence are taken into consideration.

Once students are selected, they will be registered in the www.cems.org database.
The MIM Programme consists of three terms: two academic terms (Term 1 & Term 2) and the internship term (Term 3). The two academic terms must be consecutive (August–July), while the internship (Term 3) can take place at any time during the graduate period of studies, but not overlapping with Term 1 and Term 2. Students must spend at least two out of the three terms abroad.

Certain schools’ term dates conflict in the January/February period. The schools do their best to avoid overlapping of terms, but students should contact their home school Programme Manager if in doubt. For exact term dates, please go to the “Programme Offer” section at http://www.cems.org/academicmembers/our-members/.

To complete an academic CEMS term, students must successfully pass a total minimum of 24 ECTS credits during the term. Students are responsible for taking a sufficient number of credits in each term. Failing to fulfil the minimum credit requirement will result in failing the MIM Programme.

Please note: based on the structure of the specific local M.Sc. & MIM combination at the home schools, students spend one or two academic terms abroad.

LOCAL SPECIFICITIES

In certain cases students may need a visa to be allowed to study in the country of the host institution. Schools provide all necessary information and guidance in the process. However, students are responsible for obtaining the visa themselves. Please consult the “About MIM at this School” section at http://www.cems.org/academicmembers/our-members/.

Students doing a term abroad at The University of Sydney Business School may have to present a valid IELTS, CAE or TOEFL exam when applying for a visa. Please consult the MIM fact sheet of the school at http://www.cems.org/usyd.

“STUDENTS MUST SPEND AT LEAST TWO OUT OF THE THREE TERMS ABROAD.”
The **Block Seminar** is a one-week course which takes place at the beginning of Term 1. Block Seminars bring together professors and students from various CEMS institutions.

Subjects derive from different cultural and academic perspectives; many topics are not a part of the universities' standard curricula.

Depending on when Term 1 begins at different CEMS institutions, Block Seminars can take place between August and early October. As the Block Seminar is a mandatory element of the programme that can under no circumstances be postponed, it is the student's responsibility to make sure that they will be able to attend a Block Seminar at the beginning of the programme. The Block Seminar accounts for 3 ECTS credits.

As a starting point, students are automatically assigned to the Block Seminar of their Term 1 school. However, as long as places are available and with the permission of the school hosting the student during Term 1, students may apply for a Block Seminar different from the one held at their "Term 1 school." Students interested in the transfer must consult with their Term 1 school to avoid potential overlaps with mandatory classes.

Block Seminars are held in English. Topics, dates and exact locations are announced in the "Programme Offer" section on http://www.cems.org/academic-members/our-members/ during Term 2 of the preceding academic year. Application for transfer to a different location will be open in May and will be coordinated centrally through the database.

The **Responsible Global Leadership Seminar (RGL)** is a two-day course, which takes place at the beginning of Term 2. The RGL Seminar brings together representatives from Corporate and/or Social Partners, professors and students, for an experiential learning experience.

Depending on when Term 2 begins at different CEMS institutions, RGL Seminars can take place between January and early April. As the RGL Seminar is a mandatory element of the programme that can under no circumstances be postponed, it is the student’s responsibility to make sure that they will be able to attend a RGL Seminar at the beginning of Term 2. The RGL Seminar accounts for 1 ECTS credit.

Contrary to the Block Seminar, no specific re-allocation of places is foreseen for the RGL seminars. Schools may include a social event in connection to the RGL seminar, in which participation can be declared mandatory. Social events may be organised in cooperation with local Student Clubs.

Please note: both seminars may include a fee. Please see “Cost Considerations” above.
CEMS Courses

Students must pass CEMS Courses accounting for 45 ECTS credits in the MIM Programme.

During Term 1, students have to successfully complete a CEMS Course in the field of Global Strategy. During Term 2, similarly, students have to successfully complete a CEMS Course in the field of Global Management Practice. These specified courses are offered exclusively to CEMS students.

The remaining Elective and Exclusive (elective offered only to CEMS students) CEMS Courses are a selection of the best courses with an International Management profile chosen from the portfolio of the member institutions.

Subject to the local programme portfolio, schools may also offer Open Elective Courses outside the Management/Business field in History/Philosophy/Political Science/Languages etc. to develop a more holistic view. By choosing these courses, students are enabled to pursue home Master specialisation(s).

A list of courses at all institutions can be found at http://www.cems.org/academic-members/our-members/list.

Please note: the student's home school has the right to determine if a language course taken as an Open Elective should be credited and counted towards their home degree.

FLEXIBILITY RULES APPLYING TO MANDATORY GLOBAL STRATEGY & GLOBAL MANAGEMENT PRACTICE

Some member schools also offer the Global Management Practice (GMP) course during Term 1. If another CEMS Exclusive Course is taken during Term 2, and with the permission of the home school, a student can take both mandatory courses during Term 1.

Likewise, students may take both the Global Strategy and GMP Course in Term 2 if a CEMS exclusive course is taken in Term 1.

A student may take only the GMP Course during Term 1 if the Strategy Course is offered during Term 2.
FLEXIBILITY RULES APPLYING TO ALL OTHER CEMS COURSES

During the MIM year only:
- CEMS Electives accounting for a maximum of 7.5 ECTS can be substituted by a Research Project (see below).
- Coursework can include Open Electives worth up to 7.5 ECTS.

One year before or after the MIM year:
- CEMS Courses and Skills Seminars, accounting for a maximum of 15 ECTS credits, may be taken outside the MIM year. This flexibility rule is subject to local regulation and may not be offered at all institutions. Credits taken before the start of the MIM Programme will not have any influence on the selection process, may not have been accredited for a Bachelor’s degree and cannot be substituted by a Research Project as above.

After application of all flexibility rules, a student must still successfully pass a minimum of 24 ECTS per term, and will be able to credit a maximum 37.5 ECTS per term. This includes courses, the Block Seminar, Global Responsible Leadership Seminar, Skill Seminars and the Business Project. Credits taken prior to or after the MIM year do not affect this requirement.

The following are subject to local decision:
- Allowance of one re-sit per course
- Minimum class attendance during the term

For further information please contact the CEMS MIM Programme Managers.

“AFTER APPLICATION OF ALL FLEXIBILITY RULES, A STUDENT MUST STILL SUCCESSFULLY PASS A MINIMUM OF 24 ECTS PER TERM, AND WILL BE ABLE TO CREDIT A MAXIMUM 37.5 ECTS PER TERM.”
Students must carry out a Business Project during Term 2. It accounts for 15 ECTS credits.

Business projects reinforce the partnership between universities and companies in jointly shaping students' learning process in international management.

They are designed as a real-life learning experience for students and they are a consultancy-like project: international student teams solve a real business problem as a one-term, part-time activity. The amount of time spent on the project within the company may vary depending on its requirements. However, a Business Project will amount to about half of Term 2's workload. Student teams work independently and are co-tutored by academic and corporate representatives.

RULES, ROLES AND RELATIONS CONCERNING BUSINESS PROJECTS

Student teams consist of 2-5 students. Ideally, one student will come from a foreign partner institution and at least one will be a local student. The school assigns students to individual projects, based on company preferences and didactical considerations.

Project results are evaluated by the academic and corporate advisors. Students write a report and give a presentation, both as a group. The academic advisors may in addition require an individual process evaluation in order to gain a deeper understanding of the team-building process. Both the company and academic advisor evaluate the team work.

Students gain insight into business life; training their analytical and problem-solving skills, applying research methods, transferring theoretical knowledge into practice, learning process management and acquiring social skills. They can get to know potential employers and re-define their professional goals.

Students take responsibility for the project; sharing the workload within a team and communicating well with their tutors, they strive for the best results. Each member of the team is expected to complete the Business Project.
Skill Seminars

Students have to attend four Skill Seminar days in total (1 day = 8 hours = 0.5 ECTS), of which two come from the mandatory "Business Communication Skill Seminar" in Term 1 (see below).

Skill Seminars are training seminars in practical skills. They are essential to kick-starting an effective professional career and fundamental to adjusting easily to an international management environment. Topics may include:

- Personal development
- Project management
- Intercultural skills
- Group work abilities
- International negotiation techniques
- Presentation skills
- CV building and job application preparation
- Business communication (participation mandatory, details see below)

Small groups ensure an interactive dimension. Skill Seminars are offered by the CEMS member schools, very often in close cooperation with companies.

Company training sessions or other practical external seminars can substitute CEMS Skill Seminars when validated by the home Academic Director.

Skill Seminar offers can be consulted at the programme offer of each school http://www.cems.org/academic-members/our-members.

Please contact the CEMS MIM Programme Manager in charge for registration and possible financial contributions to Skill Seminars.

SKILL SEMINAR ATTENDANCE AND SANCTIONS

Due to Corporate and Social Partner involvement and the degree of planning required to organise Skill Seminars, CEMS takes Skill Seminar attendance very seriously. All CEMS students are required to adhere to the following policy:

- Students have 5 working days of advance notice to de-register from a Skill Seminar without explanation.
- Closer to the start date a student will have to provide a medical certificate or present a serious personal reason.

If none of the above applies and a student does NOT appear, the following sanctions apply:

1st & 2nd seminar missed - student is NOT allowed to register for Skill Seminars for the current and following term. In addition, s/he is put on the last place list of preference for Skill Seminars, Business Projects, and Block Seminars.

3rd seminar missed - the student is removed from the MIM programme.

BUSINESS COMMUNICATION SKILL SEMINAR

Students have to attend a two-day Business Communication Skill Seminar (BCSS) in Term 1.

During this two-day seminar, students learn how to use a variety of techniques to effectively communicate in a business environment. The Business Communication Seminars are offered in English in each school, with the aim that the students could transfer the acquired skills to other languages.
During the interactive sessions, every one of the maximum 20 participants will have the chance to express him/herself both orally and in writing, and receive feedback from the seminar leader not only during, but also after the conclusion of the seminar.

Students are asked to prepare for the seminar by checking out pre-reading material available on cems.org covering “technical” guidelines for preparing presentation slides, rules of conduct in meetings, general tips for writing memos and emails etc.

In addition, students are provided with a list of “self-learning objectives” (see below) that will enable them to check themselves right from the start of their MIM experience.

The BCSS counts for 1 ECTS (2 days) of the overall CEMS MIM requirement of 2 ECTS / 4 days of Skills Seminars.

Unlike the other CEMS Skills Seminars, the BC Skill Seminar can be failed if the learning objectives are not met.

The Business Communication Skill Seminar is a mandatory element of the programme that under no circumstances can be replaced or postponed.

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**CATALOGUE OF SELF-LEARNING OBJECTIVES**

Students should refer to the list periodically during their MIM Programme to monitor their progress in acquiring the skills listed below.

**Below is a “can do” list of the Management & Business Communication skills** that the MIM graduate should possess in the English language.

All of the skills on the list are addressed in the BC Skills Seminar. They are encouraged to seek these skills in other contexts as well – outside the classroom – and to use them and keep them sharp. By the time they complete their studies they should have acquired all of them, and as a MIM graduate they should be able to tell a prospective employer that:

- **I can write business letters**, and I am familiar with the most common layouts/formats.
- I know the difference between contemporary formal language and informal language and I can apply these different styles appropriately.
- I understand the meaning of many phrases that were common in “earlier” business correspondence.
- I know a variety of salutations and closings and when to employ them.
- I understand the abbreviation codes that are placed at the bottom of business correspondence.
- I can write emails, and I am comfortable using an appropriate range of formality/informality.

- I can write a business report, and I know all of the elements that should be present in such a document, and how to structure those elements.

- I can write a summary, and I know all of the elements that should be present in such a document, and how to structure those elements.

- I can write an internal office memo, and I understand the purpose of such a document and how it should be structured.

- I know how to design and create good PowerPoint slides. My slides reflect proper attention to the following features:
  // quantity and form of content
  // presentation of content
  // use of colour and animation
  // aids to the audience

- I can give clear, well-structured oral presentations of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons, and relevant examples. I can handle questions well, responding spontaneously and almost effortlessly. In addition, my presentations reflect proper attention to the following features:
  // structure/order of the content
  // visual aids
  // engaging the audience
  // advantageous body language
  // appropriate style
  // appropriate formality/informality
  // appropriate content regarding the purpose and/or audience addressed

- I can participate effectively in a business meeting, getting involved in discussions, accurately identifying arguments of supporting and opposing points of view. I can express my ideas and opinions with precision, presenting and responding to complex lines of argument convincingly, and with full capability to do the following things:
  // politely interrupt others
  // take my turn speaking
  // allow others to speak/pass the floor
  // yield to the opinions of others
  // make my point persuasively by reiterating and/or insisting
  // chair/conduct a meeting – and I am familiar with the tasks that typically fall to the chairperson

- In all of these oral communication situations, I also demonstrate:

  // **Spoken Fluency**, by communicating spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.

  // **Coherence and Cohesion**, by producing clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors, and cohesive devices.

  // **A Vocabulary Range** that includes a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, and little obvious searching for expressions or avoidance strategies, as well as a good command of idiomatic expressions and collocations.

  // **Grammatical Accuracy**, with only occasional "slips", which may include non-systematic errors or minor flaws in sentence structure (these are rare and can often be corrected in retrospect).

  // **Phonological Control**, in which my pronunciation is clearly intelligible, even if a foreign accent is sometimes evident and occasional mispronunciations occur.
The Research Project is an optional programme element which can replace CEMS Elective credits up to a maximum of 7.5 ECTS. It can lead to the thesis for the home studies, but a Master’s thesis cannot be validated for a Research Project. The student is responsible for finding the professor and the topic and for having the project approved by the Academic Director of the home institution. The report is graded by the tutoring professor at either the home or host institution. The Research Project can only be done during the CEMS MIM year.

Criteria for the CEMS Research Project:

// “Issue-focused”: dealing with a concrete problem, be it a corporate, economic or theoretical problem

// “Internationality”: dealing with a question that applies to more than one country
International Internship

Internships provide students with the real-life professional learning experience of integrating an organisation’s culture and processes. The main objective is to turn academic experience and theoretical knowledge into a professional, multicultural experience. They must therefore be at the level of a graduate recruit in order to provide valuable business experience. Internships can take place at a CEMS Corporate Partner, although not on a compulsory basis. They can also take place at a non-profit organisation such as in a humanitarian mission, provided responsibility levels correspond.

Students are responsible for finding their own internship. If students wish to receive internship offers by e-mail, they can use the JobMarket service at http://www.cems.org/jobmarket.

Students are responsible for all official documents required for the employment. The "CEMS Internship Guide" gives help and information on internship possibilities, visa and other regulations in each CEMS country. The document is available at http://www.cems.org/mim/curriculum/internship.

Requirements

// Students either spend the internship abroad, or, when spending both academic terms abroad, they may pursue the internship at home, but within a company operating in an international environment.

// For the purposes of the CEMS MIM Graduation requirements, "abroad" is defined as outside the country of the home school. Students may apply to their Academic Director to be allowed to do their internship in the home school country when their personal background justifies this interpretation, e.g. when originating from another country or having acquired secondary education or a Bachelor's degree in different countries.

// Internships must cover a period of at least 10 consecutive weeks full-time in the same company (the first 10 weeks of a full-time employment position are also accepted).

// Internships can take place at any time (also prior to CEMS selection), except parallel to the two academic MIM terms.

// Internships must be during the graduate level of studies, starting with the date when the student fulfilled all official Bachelor’s degree study requirements.

// The internship can overlap with the Block Seminar only when a contractually agreed vacation is declared. The student is responsible for providing official documentation to the home Programme Manager.

// Internships must be a full-time activity at professional level (first job level, although salaries may not be commensurate) where the student is given one or more challenging projects with a certain degree of autonomy.

// The student's work must be supervised by a tutor within the company.

// Students may work in different departments, but must work on a given project.

// The company tutor has to complete an evaluation form at the end of the internship.

// Internships must be approved by the home institution before the start (see below).

// Students planning to graduate in 2015 must start the internship on 1st September, 2015 at the latest.
Validation

Students must provide the Corporate Relations or MIM Programme Manager with a copy of their internship offer/description, which must include the following information:
- Company identification
- Duration of the internship
- Definition of the project/tasks
- Location
- Name and title of the supervisor

Students will give the company a standard CEMS evaluation form to be completed and returned to the home university at the end of the internship. This form can be downloaded at http://www.cems.org/mim/curriculum/internship. The student must provide the original signed and stamped hard copy evaluation form to the home school.

Please note that many countries can only offer internships to students still holding a student status at a university. CEMS as an organisation cannot legally offer student status.
Language Requirements

All MIM graduates must have language competence in three languages, one of which is English and another must be one of the CEMS languages.

For the third language requirement a CEMS student is encouraged to step out of their comfort zone. For instance, if a student speaks English and French, the student may then use the third language requirement as an opportunity to try another language outside of the Indo-European language family group, i.e. Chinese or Arabic.

Minimum language requirements:

<table>
<thead>
<tr>
<th>Language 1</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mother tongue or non-native</td>
<td></td>
</tr>
<tr>
<td>- Fulfilled through entry requirement and BCSS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language 2</th>
<th>a CEMS language</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mother tongue or</td>
<td></td>
</tr>
<tr>
<td>- On B2 oral / B1 written level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language 3</th>
<th>any language</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mother tongue or</td>
<td></td>
</tr>
<tr>
<td>- 5-6 ECTS introductory language course at elementary level</td>
<td></td>
</tr>
</tbody>
</table>

CEMS uses the Common European Framework of References (CEFR) for comparing language proficiency in languages. Information on the CEFR levels can be found at http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

There are six levels on the CEFR scale where C2, C1 level describes a proficient user; B2, B1 level is an independent user; and A2, A1 level classifies a basic user of a language.

Please note: while these are the minimum requirements needed to pass the CEMS MIM, students are highly encouraged to take language or business communication courses and/or tests at the highest level in as many languages as they master. The CEMS MIM Certificate shows the levels passed.

Language Combinations

// Students may declare more than one mother tongue. However, the languages must meet the requirements of the three languages (see above). Mother tongues are not tested but an honour statement confirming the student’s ability to speak and write the language adequately for professional purposes may be requested.

// The CEMS languages are: Arabic, Bengali, Cantonese, Czech, Danish, Dutch / Afrikaans, Farsi / Tajik, Finnish, French, German, Greek, Hebrew, Hindi / Urdu, Hungarian, Indonesian / Malay, Irish, Italian, Japanese, Korean, Mandarin, Norwegian, Polish, Portuguese, Romanian, Russian, Serbo-Croat (Bosnian, Croatian, Serbian, and Montenegrin), Spanish, Swedish, Tagalog, Tamil, Thai, Turkish, and Vietnamese.

// The third language can be a CEMS language or any other language.

// Certain combinations of similar languages will not be allowed to fulfil the requirements (e.g. Danish / Swedish / Norwegian, Czech / Slovak, Catalan / Spanish, Afrikaans / Dutch, Ukrainian / Belarusian / Russian, Bosnian / Croatian / Serbian / Montenegrin).
LANGUAGE ASSESSMENT

Students have several options to prove their language and communication proficiency in foreign languages:

// CEMS-accredited language courses (available for different languages at schools on B2 or C1 level).
// Proof of secondary education/university degree in a foreign language.
// “External” language tests accredited by CEMS on B2 level (such as “Prüfung Wirtschaftsdeutsch” by the “Goethe Institut”, or “Diplôme approfondi de langue française” by the Ministère de l’Education Nationale). Please visit http://www.cems.org/mim/curriculum/management-business-communication/commercial-language-tests for the full list of commercial tests.
// Accredited in-house language exams at CEMS universities on B2 level.
// Accredited elementary level courses at CEMS universities or at EQUIS/AACSB accredited institutions (3rd language only, taken during or maximum two years before the MIM year).
// Commercial language courses at accredited cultural institutes on elementary level (3rd language only, taken during or maximum two years before the MIM year).

Please note:
.some schools request a financial contribution for language teaching and testing.
Please visit www.cems.org/mbc for the list of accredited commercial and in-house tests and for university and commercial languages courses.
The MBC tests have been specifically developed for CEMS purposes. The tests are designed to assess students’ ability to manipulate the target language in a managerial context.

The minimum requirement for an MBC test is B2 oral and B1 written result; a separate MBC certificate will be issued upon graduation to demonstrate results beyond the CEMS certificate.

MBC tests are offered at two periods per academic year – in September and in April/May.

The CEMS languages in which students can take MBC tests are: Arabic, Czech, Danish, Dutch, Finnish, French, German, Hindi, Hungarian, Italian, Irish, Japanese, Mandarin, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish, and Turkish.

Testing in the CEMS languages are arranged upon request at a student’s home school and, subject to local availability, also at the school(s) where s/he will spend the term(s) abroad.

Please note that for some less requested languages, there are only one or two accredited test location(s) for the oral part of the exam.

Swapping languages (i.e. changing language declaration during the MIM year) is possible, but doing so implies forfeiting the test exam results already taken.

Students have a maximum of 3 attempts (graded or ungraded) to successfully pass the MBC test in each language.

Students must contact their home school MIM Programme Manager before the start of the MIM year to plan their examination opportunities.

There are two major parts to the MBC test - written communication (with two sections) and oral communication (with one section).

**WRITTEN TEST**

**Written A: listening comprehension**
Students listen to a recording from which they extract information to use appropriately in a specified writing task. They will hear the recording twice and are free to take notes as they wish.

**Written B: reading comprehension**
Students will read a text from which they will extract information to use appropriately in another specified writing task.

After listening to the audio recording students will have three hours to complete both writing tasks.

The tasks for Written A and B typically include:
- Writing a detailed report or proposal
- Writing a detailed company profile
- Writing a detailed analysis or problem-solving exercise

The length of the written response will depend on the specific task being addressed. Students must write in pen/ink; pencil is not accepted. They may use a monolingual dictionary at any time during the test (no bilingual dictionaries are allowed). They may also bring their own dictionary if they wish (it must be free of any notes, etc.) or use the dictionary that is provided in the test centre. Access to online dictionaries is not allowed for either the written or oral parts of the test.

The written papers are sent to the school responsible for authoring the test, and graded there by specially-trained test evaluators. The evaluation criteria for Written A and Written B are identical.
The criteria that will guide the test readers during test evaluation are the following:
// Task achieved, yes/no
// Business reports and memos
// Coherence and cohesion
// Range of vocabulary
// Accuracy of language
// Generating original work (as opposed to repetition of the input materials)

**ORAL TEST**

**Presentation and Interaction**

Students will give a **6-8 minute business presentation**, based upon preparation materials provided in advance. They are encouraged to make and use visual aids if they find it appropriate to do so. At most schools this will usually be transparencies on an overhead projector. Some testing centres have facilities to make PowerPoint slides. If students are at one of these schools they will be furnished with a computer that has no Internet connection and no language tools (i.e. spell-check) and will be supplied with a blank memory stick. Students may not use their own laptop computer.

The **oral exam is video-recorded** in order to provide quality assurance and serves as evidence if the performance is claimed to be graded unfairly. With the consent of the candidate the video recording may also be used for educational purposes during language courses as well as during training of new examiners.

Students will be given a role and may be asked to:
// Present a “problem” and offer possible solutions
// Present a specific case or project with a suggested plan of action
// Explain the workings or structures of their company to investors, new employees, or the press, etc.

Immediately after the presentation students will take part in an interaction with one of the examiners that will last a maximum of 6-8 minutes.

They will continue their role during the Interaction and may be asked to:
// Defend their proposed solution presented in their presentation
// Debate with the examiner, whose role is to challenge the student’s ideas

Students will have **120 minutes** to prepare their presentation and may use a monolingual dictionary.

The criteria that will guide the examiners for the oral test

The evaluation criteria for the Presentation and the Interaction are identical except that the Presentation includes “content management” (see below) and the Interaction includes “discussions and meetings” (see below).

// Task achieved = yes/no
// Business-like presentation = yes/no

The student presentation must meet the criteria of a business-like presentation in terms of audience focus, presence, persuasiveness, eye contact, body language, use of notes, and enthusiasm.

// Spoken fluency
// Coherence and cohesion
// Content management (presentation)
// Range of vocabulary
// Accuracy of grammar
// Phonological control
// Discussions and meetings (the way the student handles the situation i.e. interaction)
EVALUATION OF THE TESTS AND OBTAINING THE GRADES

Students will receive one overall result on the written part, and one overall result on the oral part. The examiners assess the student's performance by evaluating a number of individual criteria (see above), and then "averaging" those several criteria evaluations into a single "average grade" for each part. The lower of these "averaged" grades determines the final, overall oral/written result.

The written papers are read and graded by readers at the school authoring the test, and if a large number of candidates took that test during that particular test period, the evaluation may take some time. The oral performance is assessed by specially-trained examiners who witness the performance first-hand.

Students will find their test grades in their private zone at www.cems.org. The oral test grade will appear first, as the oral test examiners deliver them very soon after the test.

If a student fails one part of the MBC test and passes the other, it is not necessary to repeat both parts.

PRACTICE TESTS

Downloadable practice tests are available for a number of languages at http://www.cems.org/mbc/preparation, and the members of the Languages for Business Communication Group (LBCG) may be able to provide additional practice materials.

If students are unable to obtain practice tests in certain languages, they are encouraged to review the other language exams in order to get a feel for the content and structure of the exams in general.
REASONS FOR NOT ACHIEVING THE REQUIRED LEVEL & APPEALS

Serious and frequent grammar errors
Lack of general vocabulary – and especially management and business vocabulary – preventing the candidate from fully expressing what (s)he wants to say, or causing misuse of key words
Serious pronunciation issues that interfere with intelligibility
Marked interference and “carry-over” from the features of the mother tongue
Argumentation that is unclear, vague, ineffective, or inefficient
Frequent hesitations, obvious searching for words, inadequate mastery of the language that causes misunderstanding, confusion, loss of meaning, irritation, or fails to hold the interest of the listener(s)

The test may be graded as “not rateable” when the communication effect was so poor that the act failed:

Misunderstanding of the key information in the input (preparation) materials
Saying or writing things that are irrelevant
Parroting back the input materials
Reading aloud straight from one’s notes or from the visual material
Not understanding what is expected regarding the task
The “business report” was not a business report but an essay, a letter, a casual note, a summary
Illegible handwriting

CEMS wishes that a failed test becomes a learning opportunity, and reasons for failure are clearly recorded by examiners and readers. Therefore, students failing either or both parts of an MBC test and wanting to know exactly why in order to improve upon their weaknesses and do better on the next test should ask the LBCG member (either at their home school or in the exam centre where they took the test) to show them the comments of the examiners or readers. She or he will obtain the comments and discuss them with the students. If, after seeing the test, students are still dissatisfied with the result, they must contact their local LBCG member and Programme Manager. They may appeal the decision to the Chair of the LBCG. The appeal must be handed in no more than 3 weeks after receiving the result, and they may expect a revision and reply in another 3 weeks.

HOW TO REGISTER AND ASK FOR ADVICE

Students register for the MBC test(s) online in their private zone of the CEMS website. For questions relating to the CEMS MBC test and languages in general, they should contact the LBCG member. For help with registration for MBC tests or for administrative issues, they should contact the CEMS MIM Programme Manager.

Students with special needs should notify the exam centre in advance.

Generally the registration period lasts 3–4 weeks and schools close the system 3 weeks before the testing period starts. After registering to take an MBC test, a student can withdraw from taking the test up to 2 weeks before the test. After that an official (medical) certificate will have to be presented so as not to lose a trial. If for any reason a student does not appear for an MBC test that they have registered for, they are marked as a “no-show”. This counts as an attempt, and it is recorded in the CEMS database as an ungraded attempt.
The CEMS MIM certificate will show grades using the ECTS grading scale. Based along the ECTS framework, a grading scale has been developed to facilitate the understanding and comparison of grades given according to different national systems. It has no national reference point and is intended to provide an objective evaluation of student abilities relative to those of other students within the same system. The ECTS grading scale is based on the rank of a student in a given assessment, i.e. how he/she performed relative to other students.

The ECTS system classifies students into broad groups and thus makes interpretation of ranking simpler. It is this grouping that lies at the heart of the ECTS grading system.

The ECTS system initially divides students between pass and fail groups, and then assesses the performance of these two groups separately.

Those obtaining passing grades are divided into five subgroups:

- The best 10% are awarded an A grade
- The next 25% a B grade
- The following 30% a C grade
- The following 25% a D grade
- The final 10% an E grade

Those who have not achieved a sufficiently high level to be awarded a pass grade are divided into two subgroups:

- FX (Fail – some more work required before credit can be awarded)
- F (Fail – considerable further work is required)

This distinction allows for differentiation between those students who have been assessed as almost passing and those who have clearly lacked the required knowledge and skills.

For Block Seminars, CEMS Courses and Business Projects, the ECTS “A to FX” grading scale is used.

Translation of local grades to this scale is up to the grading institution.

For the Language tests, the language levels of the Common European Framework of Reference for Languages are used.
Adherence to Ethical Guidelines

CEMS requires that its students familiarise themselves with the codes of ethical behaviour outlined by member universities prior to the start of the MIM programme.

Students must not only familiarise themselves with their own university’s definition of fraud and disciplinary procedures for infraction, but they must also be familiar with the ethical guidelines and procedures outlined by their host university.

Students who are uncertain where to find this information for either school should refer to their Programme Manager (s) for guidance.

Students must read and follow the ethical guidelines outlined by member institutions and all infractions concerning the Master’s programme of member schools are handled solely by the member universities. However, if a CEMS student commits an act of student fraud for any MIM programme element the CEMS Graduation Committee (see below) has the right to inquire further into the case and deem whether the student should be allowed to graduate from the MIM programme.

All students may follow the process of appeals designated by CEMS. For further information regarding CEMS handling of student fraud, please see the guidelines.
Rules

To graduate from the CEMS MIM Programme a CEMS student must successfully fulfil the following:

// Have spent at least two of the three MIM terms abroad

// Have successfully graduated from a local M.Sc. programme officially connected to the MIM

// Have successfully completed the following 66 ECTS of course type elements
  - Block Seminar at the beginning of MIM Term 1: 3 ECTS
  - Responsible Global Leadership Seminar at the beginning of MIM Term 2: 1 ECTS
  - Courses of which minimum one course is in Global Strategy and one course in Global Management Practice during the MIM year: min. 45 ECTS
  - Business Project in MIM year Term 2: 15 ECTS
  - Skill Seminars including a Business Communication Skill Seminar in Term 1: min. 2 ECTS

// Per Term, minimum 24 and maximum 37.5 ECTS may be credited towards the MIM

// No more than 15 ECTS in Elective and Skill Seminar credits may be taken outside the MIM year

// A consecutive 10-week international Internship on first-job level

// Minimum language requirements
  - Have successfully passed the CEMS Business Communication Skill Seminar
  - Have passed a CEMS language with a minimum level of B2 oral and B1 written
  - Have successfully completed an introductory study of a third language on an elementary level
Graduation

The Graduation Ceremony takes place each year during the CEMS Annual Events, which are hosted by one of the CEMS member schools.

To graduate, the CEMS student must have successfully completed all obligatory components for the CEMS MIM including her/his home degree by 15th October at the latest.

Exempted from this deadline are: an internship started no later than in the first week of September, the local degree to be passed by 15th November at the latest (both with written confirmation by 15th October), and a pending language exam result from an exam taken in September.

However, there is a strict deadline that students will have to meet to be allowed to graduate:

1) Maximum 1.5 years passed between graduation from the home degree and fulfilment of all other CEMS MIM requirements

Failure to meet this deadline will result in loss of entitlement to graduate from the MIM programme. In case of serious reasons a student may request a postponement to be assessed case-by-case by the CEMS Graduation Committee (see below).
The CEMS Alliance
CEMS is governed by a Strategic Board and an Executive Board, comprising representatives from CEMS member schools, corporate partners, social partners, the Alumni Association and the Student Board.

Under the leadership of the Chairman, both Boards meet once a year each to set the strategic and operational framework of the organisation. The Chairman is supported in his responsibilities by the Executive Director and the team at the Head Office.

The CEMS Head Office is the permanent organisational body of CEMS, comprising members of staff who are responsible for senior management of the network, corporate relations and services, contact to social partners, academic/quality management and coordination, events and communications, alumni services and working with the elected student representatives on the Student Board. The team liaises closely with the Chairman and the Committee Chairs while supporting the implementation process of decisions taken by the Boards.

The CEMS Academic Committee, formed by the 29 local Academic Directors and President of the Student Board and chaired by a Board member, takes decisions on MIM curriculum-related questions with the aid of the Programme Sub-committee, which also acts as Graduation Committee, taking decisions on borderline cases.

Academic Directors and local MIM Programme and Corporate Relations Managers play an extremely important role. They are the driving force of CEMS in their local institutions. The MIM Programme and Corporate Relations Managers deal with students and companies on a day-to-day basis while the Academic Directors are the main people responsible for the implementation of the curriculum at the member schools. Most schools additionally appoint a member to the Languages for Business Communication Group who are available to answer questions related to examinations and requirements, and eventually support personal development.
In order to maintain a high standard of teaching, CEMS constantly develops its curriculum. The programme offer (including social and networking events) is subject to accreditation by the CEMS Academic Committee, which checks that the following learning outcomes can be met:

- Internationalism
- Business-embeddedness
- Responsible citizenship
- Reflective critical thinking
- Comprehensive leadership

In addition, all individual programme elements as well as the support services provided by the academic members are subject to a constant quality evaluation.

Online evaluations are sent to the students for every major programme element and at the end of each term through the CEMS Head Office.

Students are strongly recommended to complete these surveys, the results of which are a major resource for the work of the CEMS Academic Committee and for local Academic Directors.

Based on the student evaluations, each year CEMS awards the best courses, seminars, and the school of the year at the graduation ceremony.
The Student Board is the voice of students within the CEMS global alliance. The Student Board consists of one elected representative from each of the member schools, and it manages its projects according to the following mission statement:

The Student Board has been created to enhance the CEMS experience for the students by:

1. Gathering students’ opinions about CEMS and the CEMS MIM and bringing recommendations to improve the CEMS MIM and CEMS community life locally and globally.
2. Implementing and managing global projects which have a positive impact on all CEMS students, including projects aimed at fostering and developing social awareness and ethical conscience.
3. Providing support and a platform for communication to the local CEMS Clubs to help them achieve their goals and build a closer network.

In carrying out the above, in an ethical and socially responsible way, the Student Board acts as the official voice of CEMS students, representing their interests before the Academic, Corporate and Administrative stakeholders of the CEMS alliance.

The Student Board is organised around five key areas. The projects they are currently engaged in or will conduct in 2014-15 are the following:

1. **MIM Affairs**, which seeks to improve the CEMS MIM programme quality and learning experience by providing a link between students and other stakeholders. Projects: Corporate Partners Recruiting Benchmark, CEMS FT ranking analysis.

2. **Marketing & Communication**, which has the goal to implement and supervise projects which have an impact across the CEMS alliance in relation to awareness and information sharing. Projects: Student Board Newsletter, Social Media Support for the new Online Store, Social Media Photo Competitions, CEMS Magazine, CEMS Club Video Contest.

3. **CEMS Club Support**, which seeks to provide support and guidance to CEMS Clubs in order to enhance the CEMS experience for students. Projects: CCS Toolkit - Corporate Partner guidelines for CCs - CC Award and Best practices - CEMS Club Homepages - Podio - Preparation of 2nd CC Conference - Global Ambassador Programme.
4. **Global Sustainability**, which brings students closer to society by creating a sense of responsibility about the world's environmental, cultural, economic and social challenges that they will face as future global business leaders. It fosters the development of sustainable solutions and responsible actions, supporting ideas and organisations that are creating a positive social impact in the community.

Projects: Sustainability Booklet, Global Value Statement, New Generation Consulting (NGC), 2041, Global Sustainability Day.

5. **Alumni Relations**, which works in close collaboration with the CEMS Alumni Association to ensure a stronger network of and assistance in projects related to all CEMS stakeholders and alumni.

Projects: Idealumni survey, CEMS Alumni of the Quarter and Year, SAMP (Student Alumni Mentorship Programme), GAMP (Graduate Alumni Mentorship Programme), Joint Student and Alumni conference.

The Student Board can be contacted at studentboard@cemsmail.org.

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**CEMS Clubs**

CEMS students are involved in a very active student life at each school, organised by the CEMS Clubs on each campus. They make sure that the programme is also a human and cultural learning experience for the students.

CEMS Clubs have been set up at most institutions to:

- Drive the international student community
- Enhance CEMS’ reputation
- Strengthen the international network between students
- Foster strong links with alumni
- Foster strong links with corporate partners
- Foster innovative and progressive ideas to help CEMS grow
- Create exciting opportunities for all parties concerned

The CEMS Clubs organise regional events yearly. More information can be found at http://www.cems.org/events-services/student-alumni. Visit http://www.cems.org/about/contacts/cems-club for the list of CEMS Clubs currently in operation.
Founded over 20 years ago, in 1993, the CEMS Alumni Association (or “CAA”) is a strong social network and valuable professional platform. It enables CEMS alumni to continue to enjoy the international and multicultural experience that they will have experienced as CEMS students.

Since its creation the CAA has pursued three main goals:

// Creating and maintaining friendly lasting contacts among CEMS alumni
// Providing a professional network and opportunities for its members
// Supporting and promoting the CEMS MIM and CEMS experience generally

Organised on a multi-country basis, the CAA is led by a CEMS Alumni Board of 11 members, which is jointly elected every three years. The Alumni Board is present in each country through Local Committees (LCs), driven by active CEMS Alumni.

Local Committees all over the world are responsible for keeping in contact with CEMS alumni and organising professional and social activities. They meet on a regular basis to discuss the activities and development of the CAA. In addition, an increasing number of Shared Interest Groups are active, currently including CEMS Entrepreneurs, CEMS Runners and CEMS M&A.

The CAA, LCs and IGs organise various social and professional events in the form of skiing and sailing trips, drinks and dinners, and panel discussions, workshops, conferences and seminars in which to share ideas and knowledge. Membership of the CAA and attendance of alumni-run events enable CEMS alumni to broaden their professional knowledge and their social and professional network.

Students also have the opportunity to benefit from the knowledge and experience of CEMS alumni via the Student-Alumni Mentorship Programme (“SAMP”), a vital initiative that enables alumni to provide guidance to future graduates on their career planning. Students should address the relevant alumni Local Committee or Programme Manager to find out more. The complete contact list can be found at www.cems.org/about/contacts/local-committee.

In 2014 an increasing number of services will become available to students and alumni. More information can be found at www.cems.org/alumni. Students interested in contributing to the CAA should contact board@cemsalumni.org or their Local Committee.
The CEMS Career Forum, an exclusive CEMS recruitment and professional networking event, is a highlight event of the year and is held in mid-November. Students can participate in the Career Forum and in the interviews several times during their CEMS studies. Students are pre-selected for interviews with Corporate Partners prior to the event and upon submission of a formal application. Students who are accepted for at least one pre-scheduled interview are eligible for subsidised travel to the event. This is applicable for only one edition of the Career Forum.

Students are invited to participate in Career Guidance workshops and CEMS-accredited Skill Seminars during the Career Forum.

Every year at the beginning of December the CEMS Annual Events take place. Several events are organised over a four-day period: different stakeholder meetings, the annual General Assembly and the CEMS MIM Graduation Ceremony. These events bring together around 2,000 people, those who work with CEMS in different positions, alumni, students and their families.
Once students have entered the MIM programme, they are registered in the database of www.cems.org by their home school Programme Manager and automatically receive a login and password. Most information is available in the public site but for more advanced operations located in the Student Private Zone, students have to log in. The student private zone on the intranet offers the students the possibility to:

- Follow their curriculum/grades registered in the system
- Register for Block Seminars, Management and Business Communication Tests, Career Forum interviews and Skill Seminars, the programmes of the Annual Events
- Upload their photos and CVs, which can be searched by Corporate Partners
- Search and keep contact with their fellow CEMS students and members of the Alumni
- Receive news from the CEMS Community as well as internship and job offers from Corporate Partners through the JobMarket
- Take advantage of the housing search opportunity in the CEMS cities
- Get information and register for community and regional events organised by the Student Clubs
- Consult Career Development platforms - Going Global and Wetfeet - free of charge
MEMBER SCHOOLS – as of January 2014

Australia   University of Sydney Business School
Austria   WU, Vienna University of Economics and Business
Belgium   Louvain School of Management
Brazil   Escola de Administração de Empresas de São Paulo-FGV
Canada   Ivey Business School at Western University
Chile   Universidad Adolfo Ibáñez
China (Beijing)   Tsinghua University School of Economics and Management
China (Hong Kong)   HKUST Business School
Czech Republic   University of Economics, Prague
Denmark   Copenhagen Business School
Finland   Aalto University School of Business
France   HEC Paris
Germany   University of Cologne
Hungary   Corvinus University of Budapest
India   Indian Institute of Management Calcutta
Ireland   UCD Michael Smurfit Graduate Business School
Italy   Università Commerciale Luigi Bocconi
Japan   Keio University
Norway   Norwegian School of Economics
Poland   Warsaw School of Economics
Portugal   Nova School of Business and Economics
Russia   Graduate School of Management, St. Petersburg University
Singapore   National University of Singapore Business School
Spain   ESADE Business School
Sweden   Stockholm School of Economics
Switzerland   University of St. Gallen
The Netherlands   Rotterdam School of Management, Erasmus University
Turkey   Koç University Graduate School of Business
United Kingdom   LSE, The London School of Economics and Political Science

SOCIAL PARTNERS – as of January 2014

CARE International
Fairtrade Labelling Organizations International
Transparency International
United Nations Alliance of Civilizations
CORPORATE PARTNERS – as of January 2014

A.P. Moller - Maersk
A.T. Kearney
ABB
Arçelik
Arla Foods
AstraZeneca PLC
Barilla
Beiersdorf AG
BNP Paribas
Crédit Agricole S.A.
Daymon Worldwide
Deloitte Touche Tohmatsu
Deutsche Bank
EADS
EDP - Energias de Portugal, S.A.
EF Education First
Fung (1937) Management Ltd.
GDF SUEZ
Google
Henkel AG & Co. KGaA
HSBC
Indesit Company s.p.a.
ING Group
Integration Management Consulting
Kerry Group plc
Kikkoman Corporation
KONE
Kowa Company, Ltd
L’Oréal
Lawson, Inc
LVMH
MasterCard
McKinsey & Company
Millennium bcp - Banco Comercial Português
MOL Group
Mondi Europe & International
Nokia Corporation
Nomura Securities Co, Ltd.
Novo Nordisk
Oesterreichische NationalBank
OMV Aktiengesellschaft
P&G
PricewaterhouseCoopers
QBE Insurance Group Limited
Reckitt Benckiser
SABMiller plc
Salesforce.com
Sberbank
Schneider Electric
Shell
Siemens Management Consulting
Sistema
ŠKODA AUTO a.s.
Société Générale
Statkraft AS
Statoil
Swiss RE
UBS
Unibail-Rodamco
UniCredit
Vodafone
Whirlpool
Wolseley Group
Zurich Financial Services