

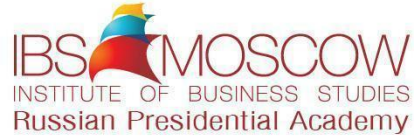


## Student Handbook 2017–2018



# HSB

Hochschule Bremen  
City University of Applied Sciences



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## **Welcome from the IBSA Course Management Team**

Welcome to the International Business School Alliance (IBSA) programme—one of the most dynamic and innovative developments in graduate education.

Established in June 2003, IBSA enables students to study at two institutions in two different countries, receiving master's degrees from each of these institutions. Started by universities involved in the Bologna Declaration, the alliance now includes a broader range of partners: Hochschule Bremen International Graduate Center in Germany; Universitat de València in Spain; the Russian Presidential Academy in Russia; the University of North Carolina Wilmington in the United States; the University of Hertfordshire in the United Kingdom.

For the next year you will be a part of this dynamic international program as a student. This is a unique program that will move very quickly. You may find it challenging, exciting, and at times stressful. You may already have left your home country, perhaps for the first time in your life. You have one new country to get used to and, in a few months' time, you will have to get to know a second. You will study with students from all over the world and will learn to recognize that they may have expectations and ways of doing things in their cultures that differ from yours.

At the end of the year we expect that you will have grown as a person—you will be better able to cope with stress and change, be more sensitive toward cultural differences, and more capable of operating in a fast-moving, multinational environment. You will have a unique combination of skills that employers value. The program provides the opportunity to develop a network of contacts across the world—some may become your close friends and some may even be your future business partners.

As with any master's degree, you will have to spend considerable time studying. However, we hope you will also take time to get to know the cities and countries in which you are studying and the people who will share this journey with you.

Very best wishes,

**The IBSA Management Committee**



# IBSA Programme

## 1. INTRODUCTION

The International Business School Alliance (IBSA) attracts students from all over the world to work, learn and live together, and this enriches the experience of all students, faculty and staff. The alliance partners believe that an understanding of different cultures, beliefs and approaches to analyzing and addressing issues is crucial.

Whilst you undoubtedly will benefit from the experiences you have, you should also be aware of your responsibilities to others. We want everyone within the university communities to feel welcome and benefit fully from their time in the program.

The IBSA alliance members are very proud of the diverse mix of students, faculty and staff at the partner institutions. Understanding and respecting the views of others is one of IBSA's core values. We hope that you will contribute actively to your university communities during your time of studies.

You will encounter beliefs and concerns which are very different from your own. Please be assured that we are committed to fostering a diverse and inclusive environment for teaching and research. You should always feel that you will be respected. However, please always remember that as a member of the university you belong to a community and you should take care to treat all other students, faculty and staff, visitors, and the physical environment within the community with the care and respect you would expect to receive yourself.

## 2. COURSE OUTLINE

Courses are offered under the auspices of IBSA, which offers a dual master's degree award that involves two of the partner universities:

- Hochschule Bremen (HSB): MBA
- Universitat de València Estudi General (UV): Master in International Business
- Russian Presidential Academy (RANEPA), IBS: MSc in International Management
- University of North Carolina Wilmington (UNCW): MBA
- University of Hertfordshire (UH): MSc in Global Business

## 3. COURSE AIMS

The International Business School Alliance (IBSA) programme aims to equip graduates for leadership in businesses where global issues have significant implications for the decision-making process. Graduates will be equipped for positions in which awareness of economic and cultural diversity is seen as important professional, managerial and entrepreneurial skills.

IBSA graduates will fit into positions where quickly adapting to new environments are essential, thus meeting the needs of the businesses that are developing globally and which operate within a diverse range of social, cultural, economic and political circumstances.

IBSA graduates will also be able to recognize how domestic businesses are affected by global trends and events.

The learning experience that the IBSA programme aims to meet the needs of the global business environment. Specifically, to fill positions at managerial level with people professionally prepared to face and develop the global business challenges. The IBSA programme offers a cross-cultural learning experience that will benefit from the philosophy of integrated diversity, as it incorporates the diverse academic, cultural and professional traditions of each partner university within a common programme of structured activities.

#### **4. OBJECTIVES**

The objectives of the IBSA programme are:

- enable graduates to use specific international skills, appropriate for them to compete for managerial positions in businesses where an awareness of the global environment is required. To achieve this end the IBSA programme makes use of the close links that the partner institutions have forged with the international business community.
- develop graduates who have the cultural sensitivities required to operate as managers in a global context.
- enable graduates to explore a range of cross-cultural management issues from the perspective of a variety of ethical perspectives.
- enable graduates to identify, evaluate and exploit the opportunities that the global environment offers to businesses that trade in an international or a domestic market.

The IBSA programme offers a unique learning experience, based on student needs and graduate opportunities. This is accomplished with advanced core learning in semester 1, specialized learning in semester 2, and a major research project, along with an international experience through the blend of cultures and nationalities encountered during peer interaction and student-teacher collaboration in different countries. In particular, the major research project enhances and develops the candidate's ability to take responsibility for an entire project, starting from inception, addressing global issues, relating sources from different countries and achieving professionally relevant outcomes. The program is taught and assessed in English at all the partner institutions and all course materials are provided in English.

The IBSA programme goes beyond the international perspective, seeking explanation and critical analysis of those issues that make a business belong to the global competitive arena rather than just trade with entities from other countries.

#### **5. RATIONALE FOR THE COURSE**

The course aims to develop graduates who have the distinctive competences required to operate as managers in a global context. These competences include a sound knowledge of finance, marketing, human resource management, strategy, and international law as they apply to global business, a range of communication, IT and problem-solving skills, plus expertise in an appropriate specialist area. It is equally important, however, that our graduates should have the cultural sensitivities that will enable them to operate in different countries and in multicultural and multinational environments. It is intrinsic to the philosophy of the course that such sensitivities can be fully acquired and developed only by living and working in cultural settings other than the student's country of origin.



The core idea behind the IBSA programme is to provide a learning experience that matches business specialization with a global perspective and cultural awareness and sensitivity. The idea builds on the student's needs and the diverse partner universities' resources and experience.

## 6. ACCREDITATION

Each IBSA partner university maintains its own accreditation according to the standards of each country. Following are the specific accreditations:

The International MBA of Hochschule Bremen is approved by the Bremen State Government and accredited by **ZEvA, Zentrale Evaluations—und Akkreditierungsagentur Hannover** and re-accredited by the AQAS, Agency for Quality Assurance, Cologne.

The Master in International Business Administration of the University of Valencia (UV) has been reaccredited according to the Spanish regulations for the **Ley de Universidades—Universities Law**. It is accredited by the **National Agency for Quality and Accreditation (ANECA)** or the corresponding **Valencian Quality and Accreditation Agency**.

The MSc in International Management of IBS-Moscow of the Russian Presidential Academy is accredited by the **Academy of National Economy under the Government of Russian Federation, the Federal Agency of Education of the Russian federation (Rosobrnadzor)**.

The MBA of UNCW is accredited by the Association to Advance Collegiate Schools of Business (**AACSB**) and by the Southern Association of Colleges and Schools (**SACS**).

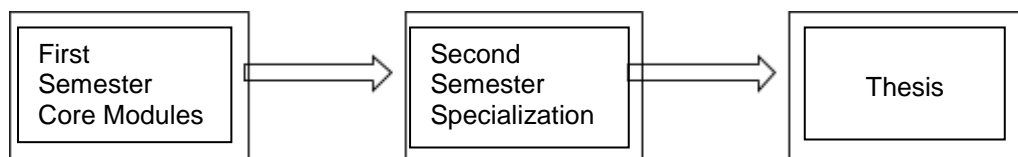
The University of Hertfordshire has full degree awarding powers under the Further and Higher Education Act (1992) and is subject to scrutiny of the **Quality Assurance Agency for Higher Education (QAA)**. The university operates in accordance with the terms of its Instrument and Articles of Government, as approved by the Privy Council.

## 7. THE INTERNATIONAL BUSINESS SCHOOL ALLIANCE (IBSA) PROGRAMME

The IBSA programme offers a set of core modules in semester 1, followed by a semester 2 specialization consisting of 3-6 modules, and a final research project. Semester 1 provides students with core modules worth 30 European Credit Transfer and Accumulation System (ECTS) credits, 12 semester hour (SH) credits or 60 UK credits, setting the context of the broader field of global business and management. Semester 2 provides the specialization modules, also worth 30 ECTS, 12 SH or 60 UK credits, plus the final research project worth a further 30 ECTS, 12 SH or 60 UK credits. The final project is related to the chosen specialist business function.

Students may be admitted to the IBSA programme with a previous degree relevant or cognate to business management (e.g., a bachelor's degree in business, economics, accounting, finance, marketing or management).

Students begin the first semester at any of the partner universities and are required to attend the second semester and complete the final research project at any other partner university.



## 8. COURSE TIMING

The course duration is approximately 13-15 months. The timetable of the IBSA programme is summarized in the following table.

### Academic Calendar of the IBSA Programme- Core Modules (Semester 1)

Timetable of Programme	HSB	UV	IBS RANPEA	UNCW	UH
Closing date for applications	May 31 ( exceptional extension till June 30)	2 calls from March to September	July 1st for visa; mid-August for those who do not need a visa	June 1 (May 1 preferred for international applicants)	Non-UK residents August 16; UK residents August 30
Orientation/ Induction	Enrolment first week of October	September 28 and September 29	Second week of September	September 7-8	September 22
Deadline for Choice of Specialization*	October 15	October 2	October 15	October 1	October 13
<b>First semester Start</b>	October 5	September 30	September 15	September 11	September 25
<b>First semester end</b>	January 23	December 21	December 23	December 14	January 12
Second Semester Orientation Week	First week of February	February	First week of February	February 1-2	January 12
<b>Second** semester start</b>	February 5	February 4	February 1	February 5	January 15
<b>Second Semester End</b>	Mid-June	June 13	Mid-June	May 31	May 18

\* Late choices are possible only if there are still vacancies. \*\*As the calendar is not yet closed dates related to second semester 2017/2018 are approximate.

Grading or marking system*	HSB	UV	IBS RANEPa	UNCW	UH
Deadlines for sending marks to partner institutions summer semester:	end of July	end of July	end of July	end of each semester	End of October
Winter semester:	end of February	end of February	end of February	early January	End of January
Master's Thesis:	1st option: end of August 2nd option: upto February 28 of following year	1st option: middle of October; 2nd option: end of November	End of October	required by November 1	End of October
Transcripts (scanned or attached sample)	E-mailed and/or regular mail	E-mailed and/or regular mail	E-mailed and/or regular mail	E-mail or regular mail	E-mail or regular mail

Examination dates and re-sits	HSB	UV	IBS RANEPa	UNCW	UH
Retakes	Only for complete modules if failed	January and June - July	June or September	No retakes without re-enrolling in course	20 June - 1 July
Nos. of retakes	1 (2 <sup>nd</sup> repetition in exceptional cases)	2	2	None	1*
Dates of examination boards	individual	individual	N/A	N/A	Earliest November 14

UH students who achieve an overall score of less than 20% in any given module will not be eligible for a referral, and will need to repeat the module in full.

Master Thesis	HSB	UV	IBS RANEPa	UNCW	UH
Signing up for master's topic	1st option: May 1; 2nd option: latest October 1	Third week of March	May 1	May 1	April 19
Submission of master's thesis	1st option: end of August; 2nd option: February 28 of following year	1st option: 30 September; 2nd option: 17 of October	1st of October	November 1	Third week of September
Timeframe for master's thesis	15 weeks	16 weeks	16 weeks	15 weeks	17 weeks
Oral defense	1st option: end of September 2nd option: early March of following year	1st option third week of October; 2nd option last week of November	End of October	End of October	To be decided by supervisor
Master's degree	Master of Business Administration	Master in International Business	MS in International Management	Master of Business Administration	MSc in Global Business
Extension master's	According to	Students not	According to	Students not	Individual negotiation

thesis	individual consulting in written form	completing by last week September can extend until third week October at no charge; after that students will incur fees to retake module	individual consulting	completing by November 1 will incur additional fees to re-take module the following semester	
Size of dissertation	Approx. 50 pages	Approx. 20,000 words	Approx. 60 pages	Depends on topic	Approx. 15,000 words
Copies of master thesis	3 bound copies and 2 CDs	3 bound copies and a CD/DVD	2 bound copies and a CD/DVD	Electronic only	Electronic and 2 paper copies
Plagiarism finder	Turn-it-in-report–whole report must be saved on 2 CDs with master thesis	Turn-it-in-report – whole report must be saved on CD with master thesis	The electronic copy is run through plagiarism finder software by IBS staff	Yes, plagiarism check performed	Yes, plagiarism check performed
Supervision	Supervisors allocated by topic area–the first supervisor must have a Ph.D. degree	All supervisors have a Ph.D. degree - supervisors allocated by topic area	All supervisors have a Ph.D. degree	Supervisors have a Ph.D. degree and are assigned by topic area during second semester	Supervisor allocated by topic area
Number of supervisors required	Two, a first and a second supervisor - both grade the thesis	One	One per student	Chair and two readers	One, plus one second marker
Dissertation guidelines	Rules for citation by faculty of economics (SIB) recommended	guidelines are given at the beginning of the second semester	Thesis guide	Directions provided by faculty and online thesis module	Yes, made available to student
Preparatory courses	Learning aid and methods for master's thesis	learning aid and methods for master's thesis	Methodology of research	Online Thesis preparation module	Postgraduate Research Methodology module
Costs of issuing certificates	None for one original only	none	None	None for original; \$50 for duplicate	None
Date of availability of certificates	Approx. 4 weeks after oral defence	Approx. 4 weeks after oral defence	Approx. 6 weeks after oral defence	60 days after end of semester	At March graduation ceremony
Form sheets from	- Application for	Application	Sign-up sheet	Submission required	Not required; automatic

students	admission to master thesis - Extension of master thesis (in exceptional cases)	for admission to master thesis	for master thesis	via Blackboard course – forms located on site	enrolment
Form sheets from supervisors	One report from each supervisor for the master thesis and one mutual report of the oral defense	-One report from the supervisor of the master thesis -One report of the oral defense	One report from the supervisor, reports from members of oral defense board	Cameron School of Business and UNCW Graduate School forms require committee members signature	Standard thesis assessment form used, plus second-marker form
Special requirements regarding outgoing students at partner universities	None	None	None	Follow same thesis rules as specialization students in order to receive UNCW degree	None
Are students obliged to stay in country when writing on their thesis?	No, but highly recommended	It is highly recommended they stay over until July	No	No, but highly recommended	Subject to supervisor's approval
Can the oral defense be done by Skype?	Yes, in exceptional cases	Yes, in exceptional cases	Yes	Yes	Yes
Can students write their thesis with companies?	Yes, but the topic has to be approved by supervisor	Yes, but the topic has to be approved by supervisor	Yes	Research-based only	Not <u>with</u> , but can write it <u>on</u> a company.
Other requirements	None	None	None	Formatted to UNCW Graduate School requirements	None

<b>Graduation Ceremony</b>	<b>HSB</b>	<b>UV</b>	<b>IBS</b>	<b>UNCW</b>	<b>UH</b>
Dates	End of September	July	July 11 of next year*	December**	March

\* Diploma is awarded upon completion of studies; however, the official graduation ceremony is held in July of the following year along with students in other Russian master's programmes, which usually involve 2 years of study.

\*\*Traditional graduation ceremony for the university is held in December. Diplomas are mailed in February following graduation.

## 9. COURSE DIAGRAM

### Term 1 Core Modules (60 UK/30 ECTS\*/12SH)

#### CORE MODULES at every IBSA-partner:

- Global Marketing Strategies
- Global Strategic Analysis
- Human Resource Management in the Global Environment
- Multinational Financial Management
- Data Analytics

Universitat de València (UV), Facultat d'Economia, Valencia	Hochschule Bremen University of Applied Sciences (HSB), International Graduate Center, Bremen	Russian Presidential Academy of National Economy and Public Administration (RANEPA), Institute of Business Studies, Moscow (IBS)	University of North Carolina Wilmington (UNCW), Cameron School of Business, Wilmington	University of Hertfordshire Business School (UH), Hatfield
<ul style="list-style-type: none"> <li>● Global Business Planning</li> </ul>	<ul style="list-style-type: none"> <li>● International Leadership (optional)</li> </ul>	<ul style="list-style-type: none"> <li>● Global Business Planning</li> </ul>	<ul style="list-style-type: none"> <li>● Global Operations Management</li> </ul>	<ul style="list-style-type: none"> <li>● International Business Strategy</li> <li>● Marketing Across Cultures</li> </ul>

### Term 2 Specialization Modules (60 UK/30 ECTS\*/12SH)

International Marketing (UV)	International Logistics and Supply Chain Management (HSB)	Management in Emerging Economies (IBS RANEPA)	International Finance and Investments (UNCW)	International Human Resource Management (UH)
<ul style="list-style-type: none"> <li>● Integrated marketing communications</li> <li>● International marketing research</li> <li>● Service marketing and management</li> <li>● International distributions and logistics</li> </ul>	<ul style="list-style-type: none"> <li>● Logistics Networks</li> <li>● International Transport</li> <li>● International Sourcing &amp; Procurement Logistics</li> <li>● International Maritime Transport</li> <li>● Project Management</li> <li>● International Leadership (optional)</li> </ul>	<p>Macroeconomic Policy for Emerging Markets</p> <ul style="list-style-type: none"> <li>● Investing and project financing in Emerging Markets</li> <li>● Strategic Marketing in Emerging Markets</li> <li>● Management Models in Emerging Markets</li> <li>● Innovations management</li> <li>● Social and Industrial Peculiarities of Doing Business in Emerging Markets (made up of three elective courses)</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio Management I: Equity</li> <li>● Statistics and Econometrics</li> <li>● Financial Management</li> <li>● Portfolio Management II: Fixed Income</li> <li>● Portfolio Management III: Derivatives and Financial Risks Management</li> <li>● International Real Estate Investment</li> <li>● Financial Statement Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Strategic Human Resource Management</li> <li>● Managing Across Cultures</li> <li>● Organisational Behaviour</li> <li>● Plus an Optional module</li> <li>● Postgraduate Research Methodology</li> </ul>



**Term 3 Thesis Modules (60 UK/30 ECTS\*/12SH)**

<b>International Marketing (UV)</b>	<b>International Logistics and Supply Chain Management (HSB)</b>	<b>Management in Emerging Economies (IBS RANEPa)</b>	<b>International Finance and Investments (UNCW)</b>	<b>International Human Resource Management (UH)</b>
International Marketing (UV) project	International Logistics & Supply Chain Management (HSB) project	Management in Emerging Economies (IBS) thesis	International Finance and Investments (UNCW) thesis	Human Resource Management (UH) project

\*ECTS European Credit Transfer System;

*Note:* Students are required to attend semesters one and two in two different IBSA partner universities.



## 10. THESIS REQUIREMENTS

Thesis Requirements vary by specialization. Please check with your Specialization Director/Mentor for specifics. Also, refer to the dates and deadlines in the requirements chart that begins on page 7.

## 11. STUDENT LEARNING OUTCOMES

Programme Goals are:

1. To enable graduates to develop skills appropriate for them to compete for managerial positions in businesses where an awareness of the global environment is required
2. To develop graduates who have the cultural sensitivities required to operate as managers in a global context
3. To enable graduates to explore a range of cross cultural management issues from a variety of ethical perspectives
4. To enable graduates to identify, evaluate and exploit the opportunities that the global environment offers to businesses that operate in an international or a domestic market
5. To provide a theoretical grounding in approaches to research and a practical understanding of how established research methods can be applied to develop and interpret knowledge of direct relevance to the challenges faced by international managers.

## 12. ADMISSIONS

Applicants to the IBSA program should apply to the university in which they wish to take their first semester. In this application students will be requested to indicate their first and second choice for specialization. In some circumstances the second semester university may have additional requirements to ensure student success. You may then apply for changes only in exceptional circumstances and no later than **15 October** by contacting the course leaders of the institutions involved. The decision is at the discretion of the course leaders of the institutions involved. Any non-standard second semester applications will be considered by the course leader of the second semester institution in consultation with its partner counterpart. (Please note in table that follows).

In order to participate actively and effectively in the IBSA programme, students must have a sound basis of knowledge of business and economics at undergraduate (UG) level. They must therefore hold at least a second lower class degree relevant or cognate to business management (e.g. bachelor degrees in business, economics, accounting, finance or management). If they have another BA degree, it is necessary to give proof of a participation in at least several business classes and/or provide proof of additional relevant skills or professional experience. The first semester institution (core modules) will determine if these courses are sufficient for admission. All students also need to be able to speak and write fluently in English. Applicants whose native language is not English must achieve an acceptable level IELTS, TOEFL, or equivalent from a recognized institution. Exemptions may be made if an applicant undertook a substantial part of his / her studies in English.

## IBSA Admission Requirements – First Semester (core modules)

The minimum standard admission requirements apply in all partner universities:

1. UG level degree relevant or cognate to business or economics.
2. If non-business cognate degree is considered, then additional relevant skills, complementary courses or professional experience related to business required.
3. Proof of English language proficiency via recognized IELTS, TOEFL, or PTE Academic testing. Exemptions given to applicants who undertook a substantial part of their studies in English.

### **Additional requirements are made of students applying to the University of Hertfordshire for any part of their studies:**

All students must meet both the University of Hertfordshire's English language requirement and the UK Border Agency's English language requirements. For acceptance into the IBSA programme, students must score at least 6.5 on the IELTS test, or 36 = B1 on the PTE Academic, or an equivalent score on a recognized English language test. A list of recognized tests is provided at the following website:

<https://www.gov.uk/government/publications/guidance-on-applying-for-uk-visa-approved-english-language-tests> Students must achieve the following minimum scores on each element:

	IELTS
Reading	5.5
Listening	5.5
Speaking	5.5
Writing	5.5

If the student does not require a visa, this requirement will be waived if the student has successfully completed an undergraduate degree at a university in the United Kingdom, or another country acceptable to the University of Hertfordshire, where study was in English and the student was based in that university's home country during study.

4. For entering the program with the core modules in Bremen, applicants need to show proof of having at least one year of professional experience.

Additional admission requirements by partner for Semester One (core module) admission are summarized in the following table:

Admission requirements	HSB	UV	IBS	UNCW	UH
IELTS	6,5	6,5	6,5	6,5	6,5*
TOEFL (computer)	217	217	213	217	Not accepted
TOEFL (internet)	80	80	80	80	79 - 20 for speaking
Is English proficiency test necessary if student took undergraduate studies in English?	No	No	No	No	Determined on a case-by-case basis
GMAT/GRE	No	No	No	No	No
One year professional experience	Yes	Preferred	No	Preferred	No
Others	Additional relevant skills, complementary courses or professional experience if non-business cognate degree	Additional relevant skills, complementary courses or professional experience if non-business cognate degree	Additional relevant skills, complementary courses or professional experience if non-business cognate degree	\$75 USD app fee; International students must complete international documents and send proof of financial support	N/A
Online applications possible?	Downloadable application form at the IGC-website: <a href="https://www.graduatecenter.org/en/admission.html">https://www.graduatecenter.org/en/admission.html</a>	Online form only at the UV official master's website: <a href="http://www.uv.es/postgrado">www.uv.es/postgrado</a>	Downloadable application form	Yes	Downloadable application form: <a href="http://www.herts.ac.uk/apply">http://www.herts.ac.uk/apply</a>
Maximum amount of students	25	20	30	30	30

\* Students applying to UH must achieve the minimum scores outlined on page 15

Documents required for application	HSB	UV	IBS	UNCW	UH
Passport photograph	Yes	Yes	Yes	No	No
Copies of either birth certificate or passport*	Yes	Yes	Yes	No	Yes
Curriculum vitae/resume	Yes	Yes	Yes	Yes	No
Proof of knowledge of English language* (see above table)	Yes	Yes	Yes	Yes	Yes
Proof of previous university degree(s)* + grade report/transcript	Yes	Yes**	Yes***	Yes	Yes
Proof of practical knowledge of work experience	Yes	Yes, preferred	No	Preferred	No
An essay outlining student's interest in the programme	Yes	No	No	No	Part of application form
A letter of recommendation by an employer / university teacher	Yes	No	No	Yes	Yes
Original APS-"certificate" for Chinese applicants only	Yes	N/A	N/A	N/A	No
Other		No			

\* Certified copies of original documents. If regular copies are submitted, original documents should be presented on enrollment. Original documents other than in English or in the language of the respective university, at which the student will study, have to be translated for the application by a recognised translator.

\*\* Transcripts of academic record needed (courses and marks received) and Certificate/Diploma validated by the corresponding authority. See instructions at <http://www.uv.es/postgraduate>.

\*\*\* Transcripts of academic record needed (courses and marks received).

Admission requirements by partner for Semester Two (specialization modules) admission are summarized in the following table:

Admission requirements 2nd term – specialization 3rd term – final project, master's thesis	HSB International Logistics and Supply Chain Management	UV International Marketing	IBS RANEP International Management in Emerging Markets	UNCW International Finance and Investments	UH Human Resource Management
Degree relevant or cognate to the Business Management	Confirmation of the entrance university is required	Confirmation of the entrance university is required	Confirmation of the entrance university is required	Confirmation of the entrance university is required	Confirmation of the entrance university is required
Others:	One year of work experience prior studies in core modules required	Experience in marketing; skills in marketing research software			
Further requirements if student nos. Raise beyond 25	Committee review of application packet	None	Personal interviews and review of grades previously received	Committee review of application packet	

Documents required for 2 <sup>nd</sup> term	HSB	UV	IBS RANEPА	UNCW	UH
International student forms / student information request form	Yes	Yes	No	Yes	Yes
Online-application	No	Yes	Downloadable application form	Yes	No
Passport photograph	Yes	Yes	Yes	No	No
Copies of either birth certificate or passport*	Yes	Yes	Copy of passport	No	Copy of passport
Curriculum vitae/Resume	Yes	Yes	Yes	Yes	No
Student visa	Yes, for non-EU students	Yes	Yes	Yes	Depends on duration of study and nationality
Proof of financial support	No	No	No	Yes	Yes
GMAT (score)	No	No other documents required due to approval by partner university in 1st term	No	No	No
Proof of previous university degree(s) + grade report	Yes, undergraduate transcripts			Yes, undergraduate transcripts	Yes, undergraduate transcripts
IELTS/TOEFL or English proficiency test if undergraduate studies have been studied in English?	Confirmation of the entrance university is required		Confirmation of the entrance university is required	Confirmation of the entrance university is required	Yes. See IBSA Admission Requirements (p. 12)
Proof of practical knowledge of work experience	Yes		No	Preferred	No
An essay outlining student's interest in the specialization	No		No	No	No
A letter of recommendation by an employer / university teacher	No		No	No	No
Others	No		None		

Information on tuition costs across IBSA alliance for the academic year 2017-18 is summarized in the following table. These estimates do not cover the total costs for studying abroad, which certainly exceed the tuition and fees in this table.

<b>Fees</b>	<b>HSB</b>	<b>UV</b>	<b>IBS</b>	<b>UNCW</b>	<b>UH</b>
<b>First semester tuition</b>	€ 7,200*	5,240.83 €**	€ 5 850	\$8,482.50 USD	£5,705
<b>Second semester &amp; project tuition</b>	€ 8,800	6,728.53 €	€ 7 150	\$10,367.50 USD	£6,965
Down payment (not refundable) on application	€ 1,000 (only refundable if no visa – proof from embassy)	None	None	\$250 USD for 1 <sup>st</sup> semester only	£5,000 (required 22 August)
Remaining payment of tuition fees on enrollment (either of 45% - first term; Or of 55% - second term)	Yes	Every semester must be paid in the university where the student is enrolled	Yes	Yes	Yes
Administrative fees for additional semester (without course fee)	€ 500 plus semester fees	None	€ 500	None	None
Course fee for repeated module	€ 500 (full retake)	10% increase in the 2nd enrolment; 50% increase in the 3rd and further enrolments	€ 500	Based on number of credit hours taken	£1145 per module
Repeat of Master Thesis	€ 500 (full retake)	10% increase in the 2nd enrolment; 50% increase in the 3rd and further enrolments	€ 500	Approximately \$500	Referral— no fee

With the exception of the tuition fee, the above mentioned estimate does not cover the costs for studying abroad, which certainly exceed the costs stated in this list.

### **13. TEACHING AND LEARNING STRATEGY**

The course is taught and assessed in English at all the partner institutions and all course materials are provided in English.

The teaching and learning strategy for the course is aligned to the teaching and learning policies of the partner institutions and students are provided with relevant information with regard to teaching, learning and assessment methods during the orientation for each semester in each of the partner institutions.

It is important to understand that as an international programme of study different learning and teaching expectations and approaches are used in each area or country. As an example, frequently European

universities believe that the responsibility for learning is on the student and therefore it is the student's responsibility to find and read module related materials. In the U.S. the expectation is that the primary responsibility for learning is on the faculty member through a shared relationship with the student. Specifically, this may equate to a classroom practice that requires the purchase of textbooks from which most module material is derived or on a student focused learning model in which students will be expected to read from multiple sources without required purchase or reliance on a textbook but rather an individual student search for relevant readings in the area under discussion. Assessment is another example where this philosophical difference is manifested. In most of Europe the module grade will be determined almost exclusively on a single and final examination whereas a U.S. model will have multiple examination assessments during a term as well as projects and homework that may contribute to the final grade. This different philosophy in learning approaches is a reflection of the cultural differences you are experiencing while studying abroad. These differences to your education are as important as the classroom knowledge you are obtaining.

The course is delivered in all the partner institutions through:

### ***In class***

- Lectures, where theory, models and techniques are presented and explained
- Discussion seminars, where students discuss theories, models and techniques
- Case seminars, where students apply models and techniques to solve case studies
- Executive or experts as guest lecturers

This mix of methods is designed to provide opportunities for students to enrich and deepen their learning experience. The use of seminars provides opportunities for students to actively engage with the topics presented in lectures, to discuss and apply the knowledge and ideas.

### ***Self-directed, autonomous learning***

- Individual and collective analysis of materials
- Group discussion of case studies
- Individual research
- Reflective statements

These methods are used in all the partner institutions in order to develop the student's ability to manage their own learning both individually and in small groups. In addition, individual and group tutorials are used in some universities to offer guidance on coursework and research directions while peer presentations are used to build confidence and to develop communication skills.

Each partner institution has a programme of extracurricular activities, to which students are invited to participate, according to their current and prospective learning needs.

## **14. ASSESSMENT/GRADING STRATEGY**

The purpose of the assessment strategy is to provide both formative and summative assessment at a master's degree level. The assessment methods used include group and individual coursework, essays, class tests and exams. This provides a mix of assessment methods across the course.

Assessment is against the module learning outcomes, and the assessment for each module is cross-referenced to the learning outcomes of the particular module. The learning outcomes of each module are related to the overall learning outcomes of the course.

## 15. STUDENT SUPPORT

Support to students is provided by the course leaders or coordinators, who will deal with any concern students might have about their learning experience in terms of programme planning, career guidance and administrative support. Students will also be directed to others for specific administrative and pastoral needs.

Students will also rely on the following: Induction programme, student handbook and module handbooks, personal tutor system, library and learning resources, course committees with student representation, university services for students (covering advice on accommodation, financial and legal matters, personal counselling, health and disability and international issues; careers guidance and chaplaincy), and campus office support. Check the institution's orientation guidance to find out details about particular services offered.

### 15.1. Induction/orientation programme

Personal development originates at each university through the induction programme referred to as orientation. All universities provide an orientation program that seeks to accomplish the following:

- To introduce students to the philosophy, aims and requirements of the course including the approach to teaching, learning and assessment.
- To provide students with a timetable for modules delivery and formative and summative assessments.
- To familiarize students with the facilities, resources and support available to them.
- To introduce the theory of effective team-working and to provide students with the opportunity to begin working in multicultural teams in a relaxed environment.
- To discuss with students basic skills and approaches that they will need to help them in their course.

A typical induction programme might look like this

<p><b>Day One</b>  Welcome and introduction to course team  Ice-breaking exercise  Introduction to course  MBTI  Tour of campus  Library tour  Working in multicultural teams  Team-building exercise</p>	<p><b>Day Two</b>  Team-building exercise  Talk from International Student Office  Introduction to academic practice  Introduction to Blackboard Virtual Learning Environment  Introduction to Personal Development Planning – Personal Audit  Personal expectations of the course  Time-management</p>
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### 15.2. Research Skills

As a part of your personal development and in early preparation for your major project (thesis) each University offers a form of project/dissertation preparation. Although this is generally conducted in the



second semester in more detail, frequently initial education is provided in the first semester either during the orientation or sometimes imbedded within a first semester module. These foundation research skills prepare for the Project/Dissertation in semester 2 and underpin the coursework in semester 1. Students are encouraged to develop their research skills through continuous independent learning and application.

### 15.3. Career Placement and Internships

An advantage of participating in the IBSA network is the opportunity to meet and know peers from all over the world. Upon completion of your education it is important to utilize this network to gain a strategic advantage in work placement. Students in the IBSA alliance can use LinkedIn (<http://www.linkedin.com>) for student connections. This is a professional social network designed to link professionals to each other. The website offers tremendous opportunity to connect with current students, alumni, faculty, and business affiliations to develop a long term sustainable network of professional friends. Employers frequently use LinkedIn in their searches and to facilitate communication with other professionals.

Students are also kept informed of special events offered by the careers service. As examples, In Valencia OPAL (Oficina para la Planificación y Asesoramiento Laboral) group at UV support and guide students for their contacts with potential employers. At UNCW, students have access to the Career Service Center. At UH, students have access to Graduate Futures, the university’s graduate recruitment and career development service.

In addition to the network some of the partner universities have staff members available to assist in the development of a CV or resume. Each university indicates this assistance on their individual websites.

After completion of your coursework, students are encouraged to maintain residency in their country of specialization to work on their thesis/dissertation. This is an excellent time to find and conduct an internship that will add an international work experience to your CV or resume. Making use of your international experience outside the classroom is very important.

<b>Career service</b>	
<b>HSB</b>	Assistance with CV and/or resume. Opportunities to meet representatives from German and international companies.
<b>UV</b>	There exists a Labour Advice Office of the University of Valencia. They come to present their services to the iMBA students.
<b>IBS RANEPА</b>	Opportunities to meet representatives from Russian and international companies.
<b>UNCW</b>	Students have access to the Career Service Center.
<b>UH</b>	Access to Careers, Employment & Enterprise service
<b>Alumni</b>	All alumna of the IBSA programme should join the International Business School Alliance (IBSA) on LinkedIn.
<b>HSB</b>	Graduates can join the alumni network of the International Graduate Center.
<b>UV</b>	Graduates can join UV alumni network.
<b>IBS RANEPА</b>	There is an alumni network called Association of Alumni that students can join.

<b>UNCW</b>	Students can join the Cameron School of Business alumni chapter.
<b>UH</b>	Graduates automatically members of UH alumni.

#### 15.4. Academic Support

Students are allocated a personal academic tutor who provides pastoral guidance and support at all universities. The seven universities also provide support to students with special needs with their school disability officer or similar role.

Dissertation tutors support students during the writing of the dissertation, offering formative advice.

#### 15.5. Library and Learning Resources

These resources are available to students at all the universities. Some libraries require a fee. Students are introduced to these services during orientation/induction week.

<b>Library facilities</b>	
<b>HSB</b>	Students have access to all libraries of the Hochschule Bremen and of the University of Bremen.
<b>UV</b>	Students have access to all the libraries of the University of Valencia.
<b>IBS RANPEA</b>	Students have access to the library of Academy of National Economy.
<b>UNCW</b>	Students have access to Randall Library on campus as well as the Edward Jones financial markets lab with Bloomberg terminals
<b>UH</b>	Access to on-campus learning resource centres, on and off-campus. Centre from Academic Skills Enhancement (CASE) offering academic skills and support to all Business students.

#### 15.6. Online Learning

Specialist computer equipment and facilities are available for use on an open access basis throughout the working day during term time at UV, HSB, IBS, UNCW, regulated locally.

<b>Online learning possibilities</b>	
<b>HSB</b>	Students receive a password upon enrolment and have access to the modules, which have been put on the AULIS platform of the Hochschule Bremen.
<b>UV</b>	Students receive a password upon enrolment and have access to the modules, which are available on the Virtual Classroom of the University of Valencia.
<b>IBS RANPEA</b>	Online support for modules.
<b>UNCW</b>	Blackboard Learn (password received at orientation); Edward Jones Financial Lab and Bloomberg terminals.
<b>UH</b>	Online support for modules on StudyNet, the university's managed learning environment.

## **15.7. Postgraduate Administration**

Postgraduate or similar offices at all universities provide guidance and information on general matters at university level concerning the course, examination administration, mitigating circumstances, registration problems, fees, items requiring official stamp, official letters, module registration, and information on results.

### 15.8. Language Training

Although the IBSA programme is all taught in English, students frequently seek to learn the native language. Some universities do provide language training options as stated below:

Classes in native language of country	
HSB	A German language course for an additional fee is possible--30 hours (€ 80) are reimbursed, after having completed the course successfully
UV	There is a possibility for students to learn Spanish language. The UV Language Center is in charge of it. Can be arranged for an additional fee.
IBS RANPEA	a Russian language course if offered at no charge
UNCW	Not applicable.
UH	Not applicable.

### 15.9. Housing

The partner institutions seek to accommodate students within their premises or near the campus, but do not guarantee housing. Hochschule Bremen, and University of Valencia do not offer on-campus housing to IBSA students.

### 15.10. Teaching Faculty

Faculty are listed in appendices and referred to in each of the module syllabi.

Students should initially contact, according to their needs, the module leader for advice concerning a module or the course leader for more general issues, who will report the issue to the IBSA course management team if necessary. The chair of department should be consulted if the problem cannot be solved with the course leader and, under exceptional circumstances the head of school or equivalent should be consulted, if the issue is still unresolved.

### 15.11. Information on Living Expenses, Accommodation, and Visas

Summary of information on living expenses, support with accommodation and visa as applicable to IBSA institutions is given in the following tables.

Living expenses	HSB	UV	IBS RANEPa	UNCW	UH
accommodation and living expenses	€ 780 - 900 per month	€ 600 per month*	€ 600 per month	\$1,400 per month	£740-£1090 per month
Accommodation approx.	€ 380-500 per month**	€ 200-550**	€ 170 (approx. on campus)-- € 800 (approx. off campus) per month**	\$400-\$900 per month**	£460-670 per month £400 deposit
Health insurance	€ 78 per month	Free National Health Service for European citizens; private insurance varies	€ 100 per 6 month (minimal insurance)	Approx. \$550-\$1,100 per term, plus deductibles and copayment expenses	NHS treatment for EU nationals; private insurance varies. <a href="http://www.ukcisa.org.uk/International-Students/Study-work--more/Health-and-healthcare/National-Health-Service-NHS-who-is-entitled/">http://www.ukcisa.org.uk/International-Students/Study-work--more/Health-and-healthcare/National-Health-Service-NHS-who-is-entitled/</a>
Fees	approx. € 141*** per semester (6 months)	None	None	\$95.50 Student Health Center	None
Graduation gown	None	None	None	0	£43
Trips / excursions	€ 200 total	None included	None included	None included	None included
Public transportation	approx. € 183 *** per semester (6 months)	Discounts possible	€ 25 per month	Discount possible	Discounts possible

With the exception of the tuition fee, the above mentioned estimate does not cover the costs for studying abroad, which certainly exceed the costs stated in this list.

\* More information [http://www.uv.es/uvweb/prospective\\_students/en/university-life/accommodation/housing-stock-1285852800739.html](http://www.uv.es/uvweb/prospective_students/en/university-life/accommodation/housing-stock-1285852800739.html)

\*\*The amount can differ depending on the accommodation.

\*\*\*The amount is subject to change every year

Summer school preparatory management courses	HSB	UV	IBS	UNCW	UH
Are these offered?	Yes	Not offered	Only in Russian	Yes – online in Summer	Yes
Offered in English	Yes		No	Yes	Yes
Name of courses	International Summer School: <a href="http://www.ifk-bremen.de/en/program.html">http://www.ifk-bremen.de/en/program.html</a>		Overview of the main fields of management	Business Foundations Certificate	Pre-Masters in Business <a href="https://www.hic.navitas.com/programmes/postgraduate-business">https://www.hic.navitas.com/programmes/postgraduate-business</a>
Credit points	6 ECTS each		None	4 courses, 3 semester hours each	30 ECTS
How many hours do they cover	110 hrs (60 hrs lectures and assessment)		80 hours	12 semester hours total	600 hours (taught and individual study)
Costs of courses	Approx. € 900 per course		€ 700	Varies	£ 6100
Dates of courses	July – August*		June 1- 30	Contact Candace Wilhelm, wilhelmc@uncw.edu	May – September

\*see <http://ifk-bremen.de/en/programme.html>

Visa requirements	HSB	UV	IBS	UNCW	UH
Visa	Yes, student visa for non-EU citizens	Yes, student visa for non-EU citizens	Yes, student visa	Yes, student visa	Yes, student visa for non-EU citizens. Students staying for less than 6 months may enter as a student visitor (no visa required), see <a href="https://www.gov.uk/browse/visas-immigration/study-visas">https://www.gov.uk/browse/visas-immigration/study-visas</a>
Exceptions	American citizens can apply for a visa in Germany.	None	None	None	
Assistance	Assistance is offered by ISA (International Student Association) <a href="mailto:isa@hs-bremen.de">isa@hs-bremen.de</a>	UV provides master acceptance letters for visa purposes. But, student must contact <a href="mailto:postgrado@uv.es">postgrado@uv.es</a> to request this letter. Please send an e-mail to postgrado with a copy to <a href="mailto:imba@uv.es">imba@uv.es</a>	IBS provides visa invitations.	Contact the Office of International Programs for assistance ---- Ms. 910.962. or @uncw.edu.	CAS number provided (for Tier 4 applicants) with offer letter. Guidance provided by International Student Support.
Foreign offices / embassies	Federal Foreign Office in Bonn, Germany <a href="http://www.auswaertiges-amt.de/EN/Startseite_no_de.html">http://www.auswaertiges-amt.de/EN/Startseite_no_de.html</a>	Further information on entrance and visa requirements—see the website of the Spanish Ministry of Foreign Affairs and Cooperation ( <a href="http://www.maec.es">http://www.maec.es</a> )	<a href="http://www.rusembassy.org/">http://www.rusembassy.org/</a>	<a href="http://www.usembassy.gov/">http://www.usembassy.gov/</a>	
Deposit on student's account for students obtaining a visa	Yes, contact federal foreign office for amount	Financial statement required, € 1,000 per month	No	Financial evidence required, see <a href="http://www.uncw.edu/international/iss/imba.html">http://www.uncw.edu/international/iss/imba.html</a>	Financial evidence needed from nationals of most countries, £1015 per month, see <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/328889/T4_Guidance_07-14.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/328889/T4_Guidance_07-14.pdf</a> for details.
Costs	Visa costs depend on the consulate fees in various countries.	Visa costs depend on the consulate fees in various countries.	Visa costs depend on the consulate fees in various countries.	Visa costs depend on the consulate fees in various countries.	In UK by post: £422 In UK in person: £822 Outside UK: £310
Letter of acceptance of partner university	A confirmation of acceptance	From the University of Valencia stating exactly the starting and ending dates of	Not required. Only official invitation from the	Letter of acceptance issued after completed	Confirmation of Acceptance for Studies (CAS) number needed

	will be issued.	the studies in Valencia.	immigration services that is applied for and sent to candidates by IBS.	application--- including proof of financial support- received	
Accommodation registry	Depending on home country.	Yes	No	Not applicable	
Passport photos	3 biometrical photos	3 biometrical photos	Yes	Yes, for U.S. consulate	2, see: <a href="https://www.gov.uk/photos-for-passports">https://www.gov.uk/photos-for-passports</a> for details
Full health insurance	Yes for Germany.	Yes	No	Must meet UNCW health insurance requirements. See <a href="http://www.uncw.edu/international/iss/imba.html#minRequirements">http://www.uncw.edu/international/iss/imba.html#minRequirements</a> . Health Insurance is required by State law for all graduate students.	No
Apostille required	No	Yes	No	No	No
Translation of transcripts to national language of 2nd partner required?	No, English translation sufficient	Yes, with certified Spanish translation	Yes, certified translation into Russian. Can be done by IBS	Yes	Yes, see <a href="https://www.gov.uk/government/publications/application-for-uk-visa-under-tier-4-general-form-vaf9-appendix-8">https://www.gov.uk/government/publications/application-for-uk-visa-under-tier-4-general-form-vaf9-appendix-8</a>
Criminal report	Yes	Yes, of country lived in the past 5 years including an apostille plus a certified Spanish translation of both records & a further apostille of the translation (according to the Haag convention)	No	No	No
Medical certificate	Yes	yes, with certified Spanish translation	No	No	Citizens of some countries may require TB screening, see <a href="https://www.gov.uk/tb-test-visa">https://www.gov.uk/tb-test-visa</a>

\*To save time and costs students should arrange for having the necessary documents ready and translated in their home countries.

<b>Support with accommodations</b>	
<b>HSB</b>	Service offered by the International Student Association (ISA) which helps students with finding an accommodation off-campus, opening a bank account, and getting enrolled, and picks them up from the airport or railway station (service included in the tuition fee).
<b>UV</b>	Information on accommodation is provided at <a href="http://www.uv.es/webuv/en/lc_university_acommodation.htm">http://www.uv.es/webuv/en/lc_university_acommodation.htm</a>



<b>IBS RANEPA</b>	Accommodation on campus available. Pick up from the airport.
<b>UNCW</b>	UNCW Seahawk perch (Dean of Student's Office) assists with off-campus housing searches by providing information on rentals and rental agencies, roommate information, and publishes an Off-campus Housing Guide. Staff in the Cameron School of Business will assist international students with other issues associated with getting established in Wilmington.
<b>UH</b>	On-campus halls of residence, and assistance with off-campus housing.

<b>Scholarships</b>	
<b>HSB</b>	None
<b>UV</b>	Official grants for tuition fees, trip and living expenses are possible (mainly for Spanish nationality or residence); also financial support is available (check at <a href="http://www.uv.es/posgrado">http://www.uv.es/posgrado</a> and <a href="http://www.educacion.es">www.educacion.es</a> ).
<b>IBS RANEPA</b>	None
<b>UNCW</b>	Contact Candace Wilhelm, <a href="mailto:wilhelmc@uncw.edu">wilhelmc@uncw.edu</a> to inquire; paid 10 hour/week assistantships possible.
<b>UH</b>	None.

<b>University canteen/meals</b>	
<b>HSB</b>	There are canteens at the campus Neustadtswall and Werderstrasse (both only a 5 minute walk from the International Graduate Center). There are also many dining options close to campus.
<b>UV</b>	There are canteens at the UV campus. There are many cafés, restaurants and pubs close to the campus.
<b>IBS RANEPA</b>	Several canteens and cafes at the IBS campus.
<b>UNCW</b>	There are many dining options on campus and close to campus.
<b>UH</b>	Halls of residence self-catering; cafeteria facilities on campus.

<b>Social events</b>	
<b>HSB</b>	Various social events and activities are planned by the ISA (International Student Association), including regular trips to special exhibitions and cities (Berlin) as well as a Christmas party.
<b>UV</b>	Many social, cultural and sportive events and activities are planned by UV. Sportive facilities and activities are available in the campus for iMBA students. The iMBA course leaders organize social activities (lunches, dinners, visits) along the first and the second semester free of charge for the iMBA students.
<b>IBS RANEPA</b>	Sports facilities (including a swimming pool) are available on campus. Social events are planned and organized for the new year, IBS anniversaries, etc.
<b>UNCW</b>	There are 2 campus organizations that provide activities for students in the IBSA program. The Graduate Student Association and the Master of Business Administration Association (MBAA). Both groups hold meetings as well as social events and community/charitable activities.
<b>UH</b>	International Student Support, ESN Hertfordshire, UH Student Union.

## 15.12. Other Support Services

Student services for financial and legal matters, housing and counselling are offered at all partner universities. Individual university information is provided during the orientations as well as on the individual university websites

## 16. Marking/Grading

The mark/grade awarded for an individual piece of work will relate both to the following generic criteria and to the specific assessment criteria set out in the module documentation.

### IBSA Marking Scheme

Grades are therefore converted from one partner institution to the others according to the following table:

HSB	UNCW	UV	IBS	UH
1,0 = 96–100% (A+)	A = 93–100%	Matrícula de honor = 96–100%	Excellent = 5 = 85–100%	Distinction = 70% +
1,3 = 91–95% (A)				
1,7 = 85–90% (A-)	A- = 90–92%	Sobresaliente = 91–95%		
2,0 = 80–84% (B+)	B+ = 87–89%	Notable = 90–75%		
2,3 = 75–79% (B)	B = 83–86%		Good = 4 = 70–84%	Commendation = 60–69%
2,7 = 69–74% (B-)	B- = 80–82%	Aprobado = 48–74%		Pass = 50–59%
3,0 = 64–68% (C+)				
3,3 = 59–63% (C)	C+ = 77–79%		Satisfactory = 3 = 55–74%	
3,7 = 53–58% (C-)	C = 70–76%			
4,0 = 48–52% (D) 5,0 = 43–47% (E)	F = 69% and below	Suspensio = < 48%		Failed = 49% or less
			Unsatisfactory = 2 = 0–54%	No referral = 19% or less

### **1.1. Exclusion from a Programme of Study on Academic Grounds**

In certain circumstances, usually where students have failed a significant portion of modules attempted, a student may be excluded from their course. Please refer to the university's academic regulations for further details.

### **1.2. Penalties for Late Submission of Coursework**

Refer to the policies of the university you are attending regarding late submission penalties and exam retakes.

### **1.3. Action in the Case of Failure**

For details on university regulations and procedures in the case of failure in a module or element of a module, please refer to each university's academic regulations for further details.

### **1.4. Cheating and Plagiarism**

If carried out knowingly, cheating and plagiarism have the objectives of deceiving examiners and this threatens the integrity of the assessment procedures and the value of the university's awards.

While you are studying here your academic performance will be assessed on the basis of your own work. Students who cheat are trying to gain an unfair advantage over other students. This is a serious offence within the university, and anyone caught cheating in exams/in-class tests or through coursework assignments will be prosecuted in accordance with the university's academic regulations.

It is your responsibility to ensure that you are not vulnerable to any alleged breaches of the assessment regulations. Serious penalties are imposed on those who cheat. These may include failure in a module or an element of a module, suspension or exclusion from your course and withdrawal of academic credits awarded previously for modules which have been passed, and/or dismissal from the programme and the University.

Typical breaches are described below:

#### **Plagiarism**

Plagiarism is a particular form of cheating. Plagiarism must be avoided at all costs and students who break the rules, however innocently, will be penalised. You must keep a careful record of all the sources you use, including all Internet material. It is your responsibility to ensure that you understand correct referencing practices. Please consult the relevant Module Leader or your Course Leader if you need any further advice. As a university level student, you are expected to use appropriate references and keep carefully detailed notes of all your sources of material, including any material downloaded from the Internet.

Plagiarism is defined as submission for assessment of material (written, visual or oral) originally produced by another person or persons, without acknowledgement, in such a way that the work could be assumed to be the student's own. Plagiarism may involve the unattributed use of another person's work, ideas, opinions, theory, facts, statistics, graphs, models, paintings, performance, computer code, drawings, quotations of another person's actual spoken or written words, or paraphrases of another person's spoken or written words.

If you use text, data, drawings, designs, or artifacts without properly acknowledging who produced the material, then you are likely to be accused of plagiarism. This can be avoided by making clear the sources of information used (e.g., books, articles, interviews, reports, WWW reference, or government publications). All must be properly referenced not only in a bibliography but also by quotation marks in the text, or in a footnote.

Plagiarism covers both direct copying and copying or paraphrasing with only minor adjustments:

- A direct quotation from a text must be indicated by the use of quotation marks and the source of the quote (title, author, page number and date of publication);
- A paraphrased summary must be indicated by attribution of the author, date and source of the material, including page numbers, for the sections which have been summarised.

An essay or report cannot consist merely of summaries of other people's ideas and texts. You must demonstrate your own critical engagement with, and evaluation of, the material you are presenting or discussing.

### **Plagiarism Detection Service**

To help eradicate plagiarism and thereby protect the value of your qualification some modules include the requirement that your coursework must be submitted electronically and checked by the university's plagiarism detection service.

#### **1.5. Working Together**

Discussing ideas is part of academic life at university and you are allowed to exchange sources and references. However, you must recognise the distinction between sharing ideas, and collusion. This means that you must not work with others to the extent of exchanging written materials you have prepared, such as notes or drafts of assignments. If these types of materials are shared this will be regarded as an assessment offence for the person who lends the material as well as for the person who uses it. Your own work must be regarded as your own property and you should protect it. If you are working in a shared space, log off from the PC you are working on whenever you take a break so that others cannot access or copy your work; take care to destroy printed drafts or copies of work, rather than just discarding them; and, don't give your work to others on disk. If you are working on a group assignment make sure you understand the allocation of responsibilities between yourself and the other members of the group.

#### **1.6. Cheating in Exams or In-Class Tests**

You must not communicate with other students during an exam or test. You must not take into the exam or test room any materials, notes or aids other than those officially authorised in the examination paper. If these activities are observed, you will be prosecuted in accordance with university regulations.

## 2. DUAL DEGREE AWARDS

On successful completion of the program, students will be awarded a dual master's degree (or single postgraduate diploma or certificate if dual degrees are not earned) based on where they attended the two semesters.

### **Award Requirements**

In order to qualify for the full award at an IBSA partner institution a student must have passed modules worth at least 180 ECTS, UK/90, 36SH credits from the appropriate module lists in the course diagram.

## 3. COURSE REGULATIONS

All IBSA partners operate in accordance with academic regulations of their university and national legislation.

The following table summarises the location of information on applicable academic regulation of all partner institutions. Students are advised to contact the course leader of each institution for advice.

### **Sources of IBSA partner institutions' academic regulations**

Hochschule Bremen	Master's Assessment Regulations of the Hochschule, Bremen for the course "International Master of Business Administration" are approved by the Vice-Chancellor of the Hochschule Bremen according to Section 110 Paragraph 3 of the Bremen Hochschule Law in the form of the publication of 11 <sup>th</sup> July 2003 (Bremen GBI) recently altered by law of 27 <sup>th</sup> February 2007 (Bremen, GBI.S.157). If not stated otherwise in these regulations, the General Section of the Master's Assessment Regulations (26 January, 2004) of the Hochschule Bremen applies. The course regulations are accredited by AQUAS. Summary given in Appendix B.
Universitat de València	At the Universitat de València the MA degrees are ruled in accordance with the university's Postgraduate Academic Regulations, and the regulations of the University of Valencia, Faculty of Economy and its departments. The full texts of all academic regulations in Universitat de València may be read online at the Academic Registrar's homepage of the University of Valencia at: <a href="http://www.uv.es/uvweb/universitat/en/estudis-postgrau/masters-oficials/novetats-1285846663404.html">http://www.uv.es/uvweb/universitat/en/estudis-postgrau/masters-oficials/novetats-1285846663404.html</a>
IBS-Moscow Russian Presidential Academy	The education system in Russia is regulated by the state. The following state regulations apply: Constitution of the Russian Federation, the Legislation about Education System and Higher Education. Sources: Federal Portal of the Russian Education <a href="http://www.edu.ru">www.edu.ru</a> (in Russian). Course regulations applicable to MS in International Management are given in Appendix C.
University of North Carolina Wilmington	At the University of North Carolina Wilmington the course regulations are in accordance with academic rules and regulations that can be accessed under the Graduate Catalogue link on the Graduate School in <a href="http://catalogue.uncw.edu/index.php">http://catalogue.uncw.edu/index.php</a>
University of Hertfordshire	The programme is compliant with the university's generic assessment regulations (Structure and Assessment Regulations for Academic Programmes, UPR AS14). <a href="http://www.herts.ac.uk/secreg/upr/upr_azlist_student_info.htm">http://www.herts.ac.uk/secreg/upr/upr_azlist_student_info.htm</a>

# First-Semester Modules

## 17. OUTLINES OF COMMON-CORE, FIRST-SEMESTER MODULES

Module Title:	<b>Human Resource Management in the Global Environment</b>		
Short Module Title:	Human Resource Management		
Module Code:	IMB 552 (UNCW) IMBA303 (HSB)	Module Level : 7	
Academic Credit Weighting:	15 UK 5 ECTS 2SH HSB: 6 ECTS	Length:	One Semester
School and Department:	At all IBSA partner institutions		
Status:	Core module for IBSA Programme		
Module Leaders:	Dr Manuel Guillén Parra (Universitat de València Estudi General) Dr José Luis Vallejo Garcia (Hochschule Bremen UAS) Alexey Svishchev (Russian Presidential Academy, IBS Moscow) Dr Tammy Hunt (UNCW) Chris McLachlan		
Module Site:	HSB, UV Valencia, IBS Moscow, UNCW, UH		
Host Course:			
Subject Board:			
Pre-requisite:	None		
Co-requisites:	None		

Assessment: UV, UNCW: 100% coursework  
 UH: 80% coursework, 20% in-class test  
 HSB: 50% written examination, 50% final presentation  
 IBS: 25% coursework, 25% mod project; 50% exam

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### Summary of Module Content

The module will examine ideas of International Human Resource Management (HRM) in the context of the global business environment and the policies of organizations for the management of people. The issues involved in managing international human resources strategically will be explored. In addition, the links between HR practices and organizational performance will be reviewed. Ideas of best practice in managing people internationally will also be analyzed.

### Module Aims

- To critically examine the meanings of the concept of International Human Resource Management (HRM).
- To explore the impact of the global environmental context on human resource management strategies.
- To investigate and compare strategies applied in a range of organizations to the international management of human resources.
- To familiarize students with the issues involved in managing international human resources of organizations in strategic ways.
- To explore Human Resource Management competences and behaviors for global contexts.
- To examine the ideas of best practice, business ethics and good employer in international HRM

### Learning Outcomes

On completion of this module, students should be able to:

Critically evaluate and compare strategic approaches to international people management.

Summarise the aims and roles of the various stakeholders in Human Resource Management in the context of global constraints and the implications of HRM decisions.

Explore and interpret a range of contemporary approaches to managing people in international organisations.

Critically analyse and evaluate models and theories of HRM, and the relationship between HRM practices, organizational behaviours and organisational performance.

Acquire basic International Human Resource Management competences regarding technical methods (selection, reward, development and performance) and behavioural dimensions (leadership, trust, commitment and ethics).

### Indicative Content

Strategies for managing human resources internationally: structural, cultural and personnel management methods and behavioural practices. Practical examples of International HRM will be explored in relation to organisational case studies. For example: culture change and organisational development programmes, recruitment and development policies, cross-cultural policies comparison, commitment diagnosis, development of internal communication and trust development.

**Models of HRM and international human resource management.** The module will review ways of studying HRM, including surveys, interviews, observation and secondary data. We will explore the context

for the evolution of HRM ideas: for example, recessions, excellence and quality movements. Models of HRM will be introduced.

**Models and practice.** Students will be encouraged to critically evaluate HRM models, practices and assumptions and to question, for example, whether practice matches prescriptions or whether assumptions are accurate enough. The interests in HRM of a range of stakeholders will be discussed: investors, managers, employees, including professionals, trade unions and politicians. Good ethical practices in IHRM will be studied.

### **Teaching and Learning Methods**

Lectures on key topics, supported by seminars or workshops, including: student introduced seminars based on pre-reading, individual and group working on questions and case studies and class discussions.

### **Assessment Rationale:**

Achievement of learning outcomes will be assessed through an in class test and an end of module assignment. The in-class test will be a formative test to provide feedback on understanding, enable reflection on learning and the development of enhanced learning strategies. It will focus on learning outcomes 2, 3 and 5. The end of module assignment will assess all learning outcomes, with a particular focus on learning outcomes 1, 2, 3, 4 and 5 above.

Both parts of the assessment will require students to demonstrate theoretical understanding and practical relevance.

### **Assessment Criteria:**

The in-class test will relate to HRM in international business. It will typically involve answering questions or giving a seminar presentation on a case study. The assignment will require students to integrate material from the module.

The end of module assignment will be related to HRM in a global context and may include questions on a seen case study and essay questions; requiring students to reflect and integrate work across the module.



### Assessment Methods and Weightings:

Assessment may include, but is not necessarily limited to the following methods: an in- class test and end of module assignment. Both components of the assessment are individual. The aim of the in class test is for students to gain feedback on their understanding of and approach to the module to date and to offer the opportunity for adjusting learning strategies according to the test outcomes. The aim of the end of module assignment, which would usually include a case study, is to integrate learning from the entire module.

In each year's module handbook the following table, or similar, will be included for each partner institution, where all learning outcomes are mapped against forms of assessment.

Partner	Form. & Summ. Assessment (100%) weighting	Learning Outcomes
HSB	50% final presentation 50% examination	1-5
UV	50% individual and team assignment 50% examination	1-5
IBS	25% coursework, 25% module project 50% examination	1-5
UNCW	100% individual assignment	1-5
UH	80% coursework, 20% in-class test	1-5

The student effort required for the assessed work is equivalent to 10 credits. The two components to the assessment are designed in such a way that; the in class test is formative and feedback on performance on the test is intended to support students in reflecting on their understanding of the module and in preparing for the end of module assignment.

### Sources

#### ***Essential reading***

Edwards, T., and Rees, C. International Human Resource Management, Prentice Hall, 1<sup>st</sup> edition, 2006  
Laroche, L., and Rutherford, D. Recruiting, Retaining and Promoting Culturally Different Employees, Butterworth-Heinemann, 2006  
Hollinshead, G. International and Comparative Human Resource Management, McGraw Hill, 1<sup>st</sup> edition, 2010

#### ***Further reading***

Briscoe, D.R. and Schuler R.S. International Human Resource Management, Routledge, 2<sup>nd</sup> edition, 2004  
Edwards, T. and Rees, C., International Human Resource Management, National Systems & Multinational Companies, Pitman Publishing, 2006  
Harzing, A-W. and Van Ruysseveldt, J. International Human Resource Management, Sage, 2004  
Newell, H. and Scarbrough, H., Human Resource Management in Context: A Case Study Approach, Palgrave Macmillan, 2002  
Noe, Raymond A., Hollenbeck, John R., Gerhart, Barry, Wright, Patrick M. Human Resource Management, McGraw Hill, 4<sup>th</sup> edition, 2002  
Scullion, H. and Linehan, International Human Resource Management, Palgrave Macmillan, 2005  
Simons, G.F. Eurodiversity, Butterworth Heineman, 2002  
Sparrow, P., Brewster, C. and Harris, H. Globalizing Human Resource Management, Routledge, 2004  
Tayeb, M. International Human Resource Management, Oxford University Press, 2005



## Summary of Module Content

The IMBA/IBSA programme addresses global economy issues at an advanced level, therefore the module learning outcomes have a view of Marketing, for international marketing decision making at an advanced level. The learning experience will stimulate critical and intellectual skills, through class learning, group work and independent research.

## Module Aims

- To provide students with a critical awareness of the principal concepts, frameworks and techniques of international marketing.
- To equip students with the ability to work effectively in organisations operating in an increasingly global environment.
- To enable students to use appropriate analytical tools to identify and diagnose international marketing problems.
- To give students experience in analysing and managing complex but incomplete data to provide sound, well considered and original solutions to international marketing problems.
- To give students the tools to conceive, design, implement and evaluate appropriate strategic and operative decisions in an international marketing context.
- To give students the opportunity to reflect on their own learning and to develop their self-awareness in relation to their employability skills and personal development.

## Learning Outcomes Specific to the Module

By the end of the module students should be able to:

- A. identify and explore the external factors which impact upon the marketing performance of companies in the global context and assess differences in country environments;
- B. identify data sources and apply research methods relating to customers, trade and competitors in a global marketing context;
- C. select and apply techniques for international market segmentation;
- D. plan and use techniques and tools to evaluate country markets and country risks and assess the most suitable international market entry strategies;
- E. interpret the implications of different environmental aspects on marketing decisions, especially the cultural impact on the design of marketing plans and the individual marketing mix instruments.
- F. reflect on their learning and identify, assess and articulate their current abilities in relation to transferable skills required by employers and for the development of their studies and other activities.

## Indicative content

- Theoretical background including definitions of global and international marketing, management orientations and internationalisation theories.
- Selected market profiles: European Union, Eastern Europe, Asia, India or China.
- The influence of culture and managing Intercultural Differences.
- The international information base – global information systems and research.
- Target markets: Selection and evaluation of target markets, risk evaluation, target country portfolio, international market segmentation.
- Market entry strategies.
- International marketing mix including branding perspectives.
- International pricing and contracting, international payment procedures and terms of trade.

- International communication strategies – consideration of all aspects of promotional strategies e.g. advertising, PR direct marketing, sales promotion
- Global e- marketing
- International distribution and sales, operative problems in foreign trade.
- Managing the global marketing programme.

### **Teaching and Learning Methods**

The module can be taught in local language or in English language as suitable. The learning experience will consist of a variety of learning environments:

#### *In-class*

- Lectures, where theory, models and techniques are presented and explained
- Discussion seminars, where students discuss theories, models and techniques
- Multimedia teaching methods are included where suitable (e.g. country-related videos)
- Case seminars, where students apply models and techniques to solve case studies

#### *Self-managed learning*

- Provided learning material is studied individually and in groups
- Provided case studies are solved in groups
- Relevant learning material is researched and studied upon

#### *One-to-group tutorials*

- Research directions are provided
- Coursework directions are provided

#### *Peer presentation*

- Case study reports will be used in class

#### *Group Contract*

The coursework is group-based in order to enhance students' interactive and social skills where analytical abilities are required in a business-related perspective. In order to avoid problems within groups, you are encouraged to fully participate to the best of your ability for the good of the group. A group contract is one way of achieving this commitment and sets out some norms for acceptable behaviour and just penalties for breaking them.

In addition, you will be required to keep work logs of the group activities on a weekly basis, which must be submitted with your report.

### **Assessment Rationale**

The assessment is designed to test students understanding of key theories and principles in global marketing and their ability to apply them to a range of situations from a business related perspective. Students will be assessed via a range of techniques aimed at developing their intellectual, analytical and interpersonal abilities via both formative and summative assessment. This may take the form of group and/or individual work and utilise cases, presentations, discussion and peer observations.

The in module assessment will include an individual reflective statement and a group piece of work where students may be asked to make a presentation, produce an essay plan, submit a presentation outline or a report.

The end of module assessment will be a case-based examination designed to develop analytical and evaluative skills allowing students to show their ability to carry out articulated analysis based on in-depth reasoning and their ability to express personal judgment of a given case study. The scenario might be differentiated for students attending different partner universities in the type of question asked. The exam is also an opportunity for the students to improve their achievements, building upon their reflections on the coursework feedback and individually meeting the assessment criteria.

In all of the assessment students will be expected to use supporting theoretical frameworks and concepts to structure their analysis and argument and to be able to justify any proposals made.

**Assessment Criteria**

Students should demonstrate:

1. ability to: critically analyse the position of the company in its competitive environment in a global marketing context; identify and explore the external factors which impact upon the marketing performance of companies in the global context and assess differences in country environments; identify data sources and apply research methods relating to customers, trade and competitors in a global marketing context
2. skills in: selecting and applying techniques for international market segmentation; planning and using techniques and tools to evaluate country markets and country risks and assess the most suitable international market entry strategies
3. ability to: develop techniques for the effective implementing of regional and global marketing strategies; interpret the implications of different environmental aspects on marketing decisions, especially the cultural impact on the design of marketing plans and the individual marketing mix instruments.

**Assessment Method and Weighting**

*Component*

*Weighting*

In-module	Group coursework Individual reflective statement	40% 5%
Mid-term	Individual 1 hour (60 min.) examination	15%
End of module	Individual 3 hour (60 min.) examination	40%

University of Hertfordshire

*Component*

*Weighting*

	Group report	30%
	Individual assignment	70%

## **Sources**

### ***Essential readings***

Keegan, Warren, J., Green, Mark C. (2010): Global Marketing. 6<sup>th</sup> ed., Prentice Hall, London, New York, et al.

### ***Further readings***

Bradley F (2005) International Marketing Strategy 5<sup>th</sup> ed. prentice Hall, London

Hollensen, Svend (2007) Global Marketing. A Decision – oriented approach, 4th ed. Prentice Hall, London, New York

Usunier, J. C., and Lee, J. A. (2009) Marketing Across Cultures, 5th ed., Prentice Hall, London

### ***Periodical References***

European Journal of Marketing

International Journal of Advertising

International Journal of Electronic Commerce

Der Market

Revue Francaise de Marketing

Recherche et Applications en Marketing

Journal of Euromarketing

Journal of Global Marketing

Marketing, Zeitschrift fuer Forschung und Praxis

Marketing Intelligence and Planning

### ***Web References***

[www.europa.eu.int](http://www.europa.eu.int)

[www.marketingresearch.ws](http://www.marketingresearch.ws)

[www.esomar.com](http://www.esomar.com)

[www.ciaeworldfactbook.com](http://www.ciaeworldfactbook.com)

Date of initial Validation: 30 May, 2003

Dates of CASG approved modifications: September 2005

Date of re-validation/review: March 2006

Date of re-validation/review: UV: July 2010

Module Title:	<b>Multinational Financial Management</b>		
Short Module Title:	Finance		
Module Code:	2GLO705/IMB535 IMBA305 (HSB)	Module level:	7
Academic Credit Weighting: 15UK/5ECTS /2SH HSB: 6ECTS		Length:	One Semester
School and Department:	All IBSA partner institutions		
Status:	Core for IBSA Programme		
Module Leaders:	Dr Cetin Ciner (Cameron School of Business, UNCW) Dr Carola Spiecker-Lampe (Hochschule Bremen City Univ. of Applied Sciences) Gustavo Cuello (Universitat de València) Dr Teimuraz Vashakmadze (Russian Presidential Academy, Institute of Business Studies– Moscow) David Fairclough (University of Hertfordshire)		
Module Site:	HSB, UV, IBS, UNCW, UH,		
Host Course:			
Subject Board:			
Pre-requisite:	None		
Co-requisites:	None		
Assessment:	UV, UNCW, HSB: 50% group coursework, 50% individual presentation		

(or examination)  
IBS:60% coursework,  
40% examination  
UH: 50% individual  
report, 50% case study  
analysis

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### **Summary of Module Content**

The module establishes the theoretical and practical foundations for efficient financial decision-making in a global context.

The learning experience will include critical, intellectual and independent research, through in-class learning, group work and independent research.

### **Module Aims**

The aim of the module is to equip students with skills and knowledge related to international finance issues. The module focuses on analysis and decision-making techniques in order to prepare students to act as managers aware of the global issues affecting their business environment, i.e. functioning of foreign exchange markets, currency and interest rate risks and their management, multinational capital budgeting project and firm financial analysis for value creation. This module builds on basic courses areas such as financial management, macroeconomics and accounting obtained in undergraduate programs and constitutes a valuable advanced preparation for a professional career in any business involved in cross country activities.

### **Learning Outcomes**

By the end of the module students should be able to:

1. Understand economic and operational characteristics of exchange rate markets and comment on how they operate
2. examine behaviour of global interest rates and exchange rates based on the foundation of international parity conditions
3. be able to evaluate for investment projects for the global firm and recommend accept/reject decisions in an international context
4. understand and be able to manage working capital
5. analyse and solve finance problems in groups.
6. present in front of a mixed audience—of peers and not peers—in a professional and convincing manner.

### **Indicative content**

Operation of Foreign Exchange Markets

International Parity Conditions

International Equity Investing and Portfolio Diversification

Multinational Foreign Investments and Capital Budgeting Analyses

Working Capital Management



## **Teaching and Learning Methods**

The learning experience will consist of:

### *In-class*

Lectures, where theory, models and techniques are presented and explained  
Discussion seminars, where students discuss theories, models and techniques  
Case seminars, where students apply models and techniques to solve case studies

### Formative assignments

Students will be required to prepare on specific topics and take part to a class discussion, where they have to support their ideas. All students will be required to speak and feedback will be given 'as if' they were assessed

### *Self-managed learning*

Provided learning material is studied individually and in groups  
Provided case studies are solved in groups  
Relevant learning material is researched and studied upon

### *One-to-group tutorials*

Research directions are provided  
Coursework directions are provided

### *Peer presentations*

Case study reports are presented in class

## **Assessment methods and weighting**

Assessment may include, but is not necessarily limited to, the following methods: report and individual presentation.

In each year's module handbook the following table or a similar one will be included, where all the learning outcomes are mapped against the methods of assessment and the methods described.

	<b>Form. &amp; Summ. Assessment (100%) weighting</b>	<b>Learning Outcomes</b>
HSB, UV, UNCW	Group work 50% - team grade* (max 3 students per group) - accounting analysis report, with financial focus, of a multinational business's accounts Individual presentation (or individual project) 50% - random questions on any part of the report in the form of viva - peer assessment is included for one-third of the presentation	1-6  7 and double checks individual achievement of 1 to 6
IBS	Ind. coursework 30% (10% att.,10% subm., 20% ind. ass.) , Examination 50%	1-7
UH	50% individual report, 50% case study analysis	1-7

**Note:** \* Under exceptional circumstances and if the module leader is informed well in advance, a case of different grades, related to different effort and commitment within a group, may arise. Students who feel that one or more group-mates in their group are providing unreasonably less effort or are showing a lack of commitment and think that this might affect the overall performance of the group, must report as soon as possible to the module leader, provide him/her with minutes of all the group meetings and arrange a meeting with him/her.

The group-based component enhances students' interactive and social skills when analytical and negotiation abilities are required, in a business-related perspective. The coursework is also an opportunity for the students to self-evaluate their learning achievements.

The individual presentation consists of a presentation related to a report where presentation and evaluation skills are required. The presentation is also an opportunity for the students to improve their achievements, building upon their reflections on the group exercise and individually meeting the assessment criteria.

Students pass with a weighted average of the two components of at least 50% and by achieving at least 40% in each component as a deterrent for "free-riders."

The effort required to succeed is equivalent to 10 credits. This is obtained as the subject of the individual presentation is the report prepared as group work, the rationale being that the individual presentation tests the students' presentation skills and also discourages the students from playing free-riders during the group part of the assessment. The latter is reinforced by the marking policy as explained in the note above.

#### **Assessment criteria:**

Students should demonstrate:

1. ability to explore the influence of global events and to interpret key economics factors over financial settings of businesses.
2. ability to critically compare international, US and national accounting standards critically evaluating the differences, to evaluate and to justify the need of accounting standard harmonisation and on-going processes.
3. ability to critically analyse and approach cost of capital for round-the-globe equity and debt capital raising; ability to describe and evaluate financial implications of different expansion strategies in various regions of the globe; ability to apply and develop appropriate risk management techniques.
4. ability to recognise and analyse the evolution of corporate governance from international to global issue.

5. ability to analyse and interpret value creation for businesses with global-wide range of opportunities, selecting appropriate performance and risk indicators, and identifying significant value drivers.
6. ability to work effectively and professionally in groups, by exploiting the cultural and background diversity represented in the groups as an advantage
7. ability to present in a professional and convincing manner in front of peers and non-peers.

## Sources

### Essential reading:

Alexander D., A. Britton and A. Jorissen, 2005, *International Financial Reporting and Analysis*, Thomson  
 Brealey, R., Myers, S. and Allen, 2007, *Principles of Corporate Finance*, McGraw –Hill, 9<sup>th</sup> 2007, Chapter 1 to 6 and 29 and 30  
 Eiteman D., Stonehill A. and Muffet M., 2012 *Multinational Business Finance* Addison-Wesley, 13<sup>th</sup> ed. Elliott B. and J. Elliott, 2006, *Financial Accounting, Reporting and Analysis*, Prentice Hall, International Edition. 11<sup>th</sup> ed., Chapters: 3, 6, 7 and 8  
 Krugman, P. and M. Obstfeld, 2006, *International Economics: Theory and Policy*, Addison-Wesley Publishing, 7<sup>th</sup> ed.  
 Stolowy H. and Lebas M., 2006, *Corporate Financial Reporting. A Global Perspective*, Thomson, 2<sup>nd</sup> ed.

### Further reading:

Blustein, P., 2001 *The chastening: inside the crisis that rocked the global financial system and humbled the IMF* Public Affairs  
 Buckley A., 2004 *multinational finance*, Prentice Hall, 5<sup>th</sup> edition  
 Czinkota M.R., Ikka A.R. and Moffett M.H., 2003 *International Business* 1<sup>st</sup> ed. Thomson, 0-324-17660-0  
 Daniels, J. and D. Vanhoose, 2001 *International Monetary and Financial Economics*, South-Western College Publishing  
 Daniels, J. and L. Radebaugh, 2002 *International Business: Environments and Operations*, Prentice Hall College  
 Hawawini G. and C. Viallet, 2002 *Finance for executives – Managing for Value Creation*, Thomson Learning. Chapter 14  
 Hull, J., 2008 *Fundamentals of Futures and Options Markets*, Pearson Education, 6<sup>th</sup> ed.  
 Lumbly S. and Jones C., 2003 *Corporate Finance. Theory and Practice*, Thomson Learning.  
 PricewaterhouseCoopers, 2002 *International Accounting Standards*  
 Scott, B., William L., Lawrence J., 2007, *Corporate Finance*. Thomson Learning, 2<sup>nd</sup>, ed.  
 Shapiro, Alan C., 006 *Multinational Financial Management*, Wiley, 8 ed.

**Periodical references:** Contemporary Accounting Research – e-source

The European Accounting Review or European Accounting Review – e-source

The International Journal of Accounting or International Journal of Accounting – e-source

**Additional references:** A compendium of articles based on multinational corporations from different countries will be distributed at the beginning of the course.

Date of initial validation: 30 May, 2003

Dates of CASG approved modifications: September 2005

Date of re-validation/review: March 2006 / HSB: March 2009 / UV: July 2010

Module Title:	<b>Global Strategic Analysis</b>		
Short Module Title:	Strategic Analysis		
Module Code:	2GLO706 IMBA301(HSB)	Module level:	7
Academic Weighting:	Credit 10UK/5 HSB: 6ECTS	Length:	One Semester
School and Department:	All IBSA Partner institutions		
Status:	Core module for IBSA Programme		
Module Leaders:	Dr Craig Galbraith (Cameron Business School, UNCW) Dr Maria Iborra (Universitat de València) Dr. Petra Milde (Hochschule Bremen City Univ. of Applied Sciences, Bremen) Dr Timur Atnashev (Russian Presidential Academy–Institute of Business Studies–Moscow) Dr Mariana Dodourova, Keith Seed (UH)		
Module Site:	HSB, UV Valencia, IBS, UNCW, UH,		
Host Course:			
Subject Board:			
Pre-requisite:	None		
Co-requisites:	None		
Assessment:	Final case study in advance or open book exam on a pre-seen case study (minimum 30%). Group process or team work (minimum 20%). Others: Individual reports on lectures or cases and in-class question-test exam		

### Summary of Module Content

This module deals with strategy-making and execution. It addresses global business issues and deals with the question of what managers must do to make a company a winner in the global business environment. Using the case method and other approaches, the module discusses the managerial tasks involved in the processes of analysing, crafting, selecting, and executing strategies.

## Module Aims

- To familiarise you with the principal concepts, frameworks and techniques of strategic management in an international context.
- To equip you with the ability to work effectively in organisations operating in an increasingly global environment.
- To enable you to use appropriate analytical tools to identify and diagnose strategic problems.
- To give you experience in analysing and managing complex but incomplete data to provide sound, well thought-through and original solutions to organisational problems.
- To give you the tools to conceive, design, implement and evaluate appropriate strategic decisions in a global business context.

## Learning Outcomes

By the end of this module you will be able to:

1. Evaluate the nature, behaviour and performance of firms in the global business environment
2. Critically appraise the strategic situations of organisations and their competitors
3. Assess the resource capability of organisations
4. Apply techniques and tools to assess the most appropriate strategies for an organisation in a global context
5. Develop knowledge about the effective implementing of strategy and its likely impact on stakeholders
6. Critically evaluate the implications of imposing strategic change on an organisation

## Indicative content

Module overview.

Analysing the organisation's business environment.

The basis of competitive advantage.

Strategy in different contexts.

From strategic analysis to strategic proposals.

Strategic methods.

Strategy implementation.

Strategic change

## Teaching and Learning Methods

The learning experience will consist of:

### *In-class*

Lectures, where theory, models and techniques are presented and explained

Seminars, where you will discuss theories, models and techniques

Analyses of case studies, real-life industries or companies

Typically, each session will comprise a lecture followed by a student-led discussion of a case study or research article – one or two groups or individuals will be expected to give a short (10-15 minute) presentation each week on questions related to that week's case - or a theory topic.

In some cases in the initial weeks you will be expected to form groups of four to six people, in which you will prepare the analyses of cases or research articles for classroom discussion.

Case studies, which describe companies and their contexts in some depth, are a vital element in the teaching of strategic management, to give you a feel for real-life situations. The case studies reflect the complexity of those situations, so they are longer than those you may be used to, and will require a lot of preparation. Please do not avoid doing this; if you do, you will not get the full benefit from the module and you will not be ready for the assessment when it arrives.

*Self-managed learning*

Relevant learning material is studied individually and in groups

Case studies and/or research articles discussed individually and in groups.

One-to-one or group tutorials

To discuss assignment preparation and research

To discuss student-specific questions

*Peer presentations*

Case study analyses and/or critical reviews of research articles are presented in class

## Assessment Rationale and Criteria

Partner	Assessment (100%) weighting	Learning outcomes
UV	In-class test 20% that will examine your knowledge of the strategy concepts and tools that have been covered in class up until the date of the test. End of module exam 40%: open-book exam on a pre-seen case study of an international business. In class progress: 40% level of achievement in the assignments of readings as well as in the individual and team cases worked at class	1-6
HSB	Presentation 50% written or oral examination 50%	1-6
UH	Individual report on group process of critical review of research articles relating strategy concepts and theories to examples of international business practice (50%) End of module in-class test: open-book exam on a pre-seen case study of an international business (50%)	1-6
IBS	Coursework 25% Module project 25% Examination 50%	1-6
UNCW	Exams (Mid-term and Final: 30% each) Case Analyses (20%) Group Class Participation (20%)	1-6

### Sources

The following texts are recommended:

- **Jedrzej George Frynas and Kamel Mellahi.** *Global Strategic Management*. Second edition. Oxford: Oxford University Press, 2011.
- **Christopher A Bartlett and Paul W Beamish.** *Transnational Management: Text, Cases, and readings in Cross-Border Management*. 7th edition. McGraw-Hill/Irwin, 2014.
- **Mike Peng,** *Global Strategic Management*, 3<sup>rd</sup> Edition, South-Western/CENGAGE Learning, 2014.
- **Bob de Wit and Ron Meyer.** *Strategy - Process, Content, Context, An International Perspective*, 4<sup>th</sup> Edition, West Publishing, 2010.
- **Donald C Hambrick and James W Fredrickson.** 'Are You Sure You Have A Strategy?' *Academy of Management Executive*, 19, 4, pp. 51-62, 2005 (reprinted from 2001).
- **Robert M Grant.** *Contemporary Strategy Analysis*, 8th Edition, Blackwell, 2013.
- **Gerry Johnson; Kevan Scholes, Richard Whittington & Duncan Angwin.** *Exploring Strategy*, 10th Edition, Prentice-Hall, 2008.
- **Philippe Lasserre.** *Global Strategic Management*, 3rd Edition, Palgrave Macmillan, 2012.
- **Garth Saloner; Andrea Shepard and Joel Podolny.** *Strategic Management*, Wiley, 2000.
- **Adrian Haberberg & Alison Rieple.** *The Strategic Management of Organisations*, OUP, 2006.
- **Susan Segal-Horn (ed.),** *The Strategy Reader*, Blackwell, 2004.
- **Jay B. Barney.** *Gaining and sustaining competitive advantage*, Pearson, 2007.
- **Colin White.** *Strategic Management* Palgrave MacMillan, 2004.

### Further Reading

#### General

- **Cornelius A de Kluyver,** *Strategic Thinking - A Executive Perspective*, Prentice Hall, 2000;

- **H Mintzberg, J Lampel, JB Quinn and S Ghoshal.** *The Strategy Process, concepts contexts cases.* 2003.
- **Richard Whittington,** *What is Strategy and Does it Matter?*, Routledge, 1993.

#### *Change management and strategy implementation*

- **Joe Tidd and John Bessant,** *Strategic Innovation Management* Wiley, 2014.
- **Alexander Osterwalder and Yves Pigneur.** *Business Model Generation.* Wiley, 2010.
- **David J Teece.** 'Business Models, Business Strategy and Innovation'. *Long Range Planning*, 43, pp. 172-194, 2010.
- **John Darwin, Phil Johnson, John McAuley** *Developing Strategies for Change.* Prentice-Hall 2011
- **Julia Balogun and Veronica Hope-Hailey,** *Exploring Strategic Change,* Prentice-Hall Europe, 2<sup>nd</sup> edition, 2003.
- **Bernard Burnes,** *Managing Change - A Strategic Approach to Organisational Dynamics,* 4rd Edition, Prentice Hall, 2004.

#### *Structure architecture and resources*

- **Sumantra Ghoshal and Christopher Bartlett,** *The Individualized Corporation,* Heinemann, 1998.
- **Gary Hamel and C K Prahalad,** *Competing for the Future,* Harvard Business School Press, 1994.
- **John Kay,** *Foundations of Corporate Success - How business strategies add value,* Oxford University Press, 1993.
- **I Nonaka and H Takeuchi,** *The Knowledge Creating Company: How Japanese Companies Create the Dynamics of Innovation,* Oxford University Press, 1995.
- **Ikujiro Nonaka and Zhichang Zhu,** *Pragmatic Strategy: Eastern Wisdom, Global Success.* Cambridge University Press, 2012.
- **B. Nalebuff, & A. Brandenburger** *Co-opetition Profile Business* 1997.

#### *The business environment*

- **Peter Dicken.** *Global Shift: Mapping the Changing Contours of the World Economy.* Sage, 2012.
- **Hitt M.A., Ireland R. D. and Hoslisson R. E.** *Strategic Management. Competitiveness and Globalisation* 4<sup>th</sup> ed. Thomson, 2001.
- **Shiv Mathur and Alfred Kenyon,** *Creating Value, Successful Business Strategies,* 2<sup>nd</sup> Edition Butterworth Heinemann, 2001.
- **G. Stonehouse, J. Hamill, D. Campbell and T. Purdie.** *Global and Transnational Business. Strategy and Management* 2<sup>nd</sup> ed., Wiley, 2003

#### **Journals**

Academy of Management Executive (AME)  
 Academy of Management Journal (AMJ)  
 Academy of Management Perspectives (AMP)  
 The Economist  
 Long Range Planning (LRP)  
 Fortune International  
 Strategic Management Journal (SMJ)  
 Harvard Business Review (HBR)  
 British Journal of Management (BJM)  
 Sloan Management Review (SMR)  
 Strategic Organization (SO)

Date of initial Validation: 30 May, 2003

Dates of CASG approved modifications: September 2005

Date of re-validation/review: March 2006 / HSB: March 2009/ UV July 2010



Add Data Analytics:

## 18. OUTLINES OF PARTNER-OPTIONAL, FIRST-SEMESTER MODULES

Full Module Title:	<b>Global Business Planning—IBS Moscow</b>
Short Module Title:	Management
Module Code:	2GLO701
Academic Credit Weighting:	10/UK/5ECTS/2SH
Length:	One semester
School and Department:	Russian Presidential Academy, Institute of Business Studies—Moscow
Status:	First Semester Module at IBS Moscow
Module Leaders:	Stefano Pilotto (Russian Presidential Academy, Institute of Business Studies—Moscow)
Module Site	IBS Moscow
Pre-requisites:	None
Assessment:	50% group coursework; 50% individual coursework

### Summary of Module Content

This module is of a general management, rather than a functionally-specific, nature.

The module takes international business planning as the framework for its delivery and assessment. The emphasis throughout is on the integration required in managing an organisation operating in a multitude of geographic markets, and the issues involved in ensuring implementation of international business plans. The material delivered is intended to complement the other core modules of the course, and covers areas such as; the role of the international manager; assessing the organisation's environments and the business development opportunities arising from this; decisions about how to service individual markets to maximise overall returns; international project management; managing supply chains, information and teams; and issues arising from performance monitoring needs.

### Module Aims

The module aims

- To equip students with tools designed to enable them to take an integrative and practical approach to decision-making within an international organisation
- To provide students with the opportunity to synthesise information from different areas of an international organisation, and to arrive at a balance of workable decisions across functions, processes and geographical markets.
- To enable students to assess implementation issues in an international context.
- To provide students with the opportunity to apply their learning from the previous core modules in an integrated fashion

### Learning Outcomes

On successful completion of this module, students will be able to:

1. Analyse the external and internal environment of a given organisation operating across several countries
2. Evaluate and prioritise international business development opportunities
3. Construct an international business plan for an organisation
4. Discuss and evaluate the implications for implementation of a business plan

## 5. Design and justify a programme of performance monitoring

### **Indicative Content**

- Defining the role of management in an international context
- Understanding and evaluating the impact of the global business environment (trends, drivers, a comparison of national governments)
- Undertaking advanced environmental analysis (macro, country, industry, project, internal)
- Assessing and selecting business development opportunities in international markets. Identifying critical success factors, following from the attributes of different countries
- Applying a project management approach to international integration
- Entering and servicing individual international markets (degrees of collaboration)
- Managing international teams for optimal performance
- Managing information (market intelligence, administrative processes, budgeting, knowledge)
- Integrating the supply chain
- Designing and implementing performance monitoring systems
- Business Planning

### **Teaching and Learning Methods**

Class sessions will be conducted as workshops with the expectation that a high degree of participation will enhance the learning experience for the student. The workshops will combine facilitated group activities by the students with short periods of inputs from the lecturer, the latter serving to highlight key concepts, or to fill in gaps in student understanding. The group activities will vary in their nature, but will all lead towards the students developing the main output of the module, an international business plan, and will stress integration and implementation within this context. Students will be encouraged to engage in regular reflection about their own performance and about their contribution to the overall learning experience.

Class sessions will be supplemented by the use of available communications technology to extend students' learning beyond the classroom, and to encourage a sense of continuous engagement with the module activities. In addition, students will study privately and collaborate in learning sets. Tutor support will be available throughout the course of the module.

### **Assessment Rationale**

The assessment is designed to engage students in activities that simulate as closely as possible tasks and decision-making they are likely to confront as international managers. The emphasis is on the need to apply an integrated approach to complex analysis and planning, and to seriously consider the likely issues in implementing their chosen plans across the whole of the organisation. Students will be expected to demonstrate critical and intellectual skills in the above and in their choice and justification of appropriate academic procedures, models and techniques to support their assignments.

The assessment will also require the students to take personal responsibility for organising their work, to act autonomously as well as collaborating in group situations, and to maximise their learning through the cultural diversity they encounter on the course. In so doing, the students are given an opportunity to apply and reinforce skills they will need to demonstrate in order to operate successfully in a professional environment following completion of the course.

### **Assessment Criteria**

Students will be assessed on their ability to:

- Sort, analyse and prioritise an abundance of complex information to arrive at an understanding of key issues
- Decide upon and justify appropriate courses of action for an organisation within given deadlines
- Critically apply academic theory to support analysis and recommendations

- Present information in a form appropriate to professional international business planning
- Reflect upon their own learning and its contribution to their own professional future

### Assessment Methods and Weightings

Assessment	Description	Weighting	Learning Outcome
Group Coursework	Group presentation	25%	1, 2
	Individual reflection	15%	
	Completion of group proformas	25%	3, 5
	Individual reflection	15%	
Individual Coursework	Individual report	20%	4

Students will be assessed through 100% coursework divided as follows:

Assessing learning outcomes 1 and 2 – (Management presentation involving analysis of the international situation of a chosen organisation)

Group presentation 25%

Individual reflection 15%

Assessing learning outcomes 3 and 5 - (Development of international business plan)

Completion of group proformas 25%

Individual reflection 15%

Assessing learning outcome 4 – (Discussion of implementation issues)

Individual report 20%

### Sources

#### Essential Reading

Ball, D.A., McCulloch, W.H., 2002 *International Business – The Challenge of Global Competition*. 8<sup>th</sup> Edition. McGraw Hill

Hill, C., 2003 *International Business – Competing in the Global Marketplace*. 4<sup>th</sup> Edition. McGraw Hill.

#### Further Reading

Czinkota, M.R., Ronkainen, I.A. et al 2002 *International Business*. 6<sup>th</sup> Edition. Harcourt

Daniels, J.D. & Radebaugh. L.H., 2001 *International Business – Environments and Operations*. 9<sup>th</sup> Edition. Prentice Hall

Griffin, R.W. & Pustay, M.W., 2002 *International Business – A Managerial Perspective*. Prentice Hall.

Holt, D.H. & Wigginton, K.W., 2002 *International Management*. 2<sup>nd</sup> Edition Harcourt

Martin, J., 2002 *The straightforward business planning* Straightforward.

McDonald, F. & Burton, F., 2002 *International Business*. Thomson.

Morrison, J., 2002 *The International Business Environment*. Palgrave.

Rodrigues, C., 2001 *International Management – A Cultural Approach*. 2<sup>nd</sup> Edition. West.

Rugman, A.M. & Hodgetts, R.M., 2003 *International Business*. 3<sup>rd</sup> Edition, Financial Times, Prentice Hall

Sanyal, R.N., 2001 *International Management – A Strategic Perspective*. Prentice Hall.

Schneider, S.C. & Barsoux, J.L., 2002 *Managing Across Cultures*. 2<sup>nd</sup> Edition, Prentice Hall

Tayeb, M. (ed), 2003 *International Management – Theories and Practices*. Financial Times, Prentice Hall.

Wall, S. & Rees, B., 2001 *Introduction to International Business*. Financial Times, Prentice Hall

**Journals**

Academy of Management Journal  
Academy of Management Review  
Harvard Business Review  
International Business Review  
International Business: Strategies for the Global Marketplace  
International Journal of Management  
International Journal of Project Management  
International Journal of Operations and Production Management  
International Management  
International Management Review  
Journal of Global Information Management  
Journal of Global Marketing  
Journal of International Business Studies  
Journal of International Management  
Journal of Management  
Journal of Supply Chain Management  
Strategic Management Journal

Date of initial Validation: 30 May, 2003

Dates of CASG approved modifications: August 2005

Date of re-validation/review: March 2006 / HSB: March 2009

Full Module Title:	<b>Global Business Planning—UV</b>
Short Module Title:	Management
Module Code:	2GLO701
Academic Credit Weighting:	10/UK/5ECTS/2SH
Length:	One semester
School and Department:	University of Valencia
Status:	First Semester Module at UV
Module Leaders:	Dr. José Pla (Universitat de València)
Module Site:	UV Valencia
Pre-requisites:	None
Assessment:	50% group coursework; 50% individual coursework

### **Summary of Module Content**

This module is of a general management, rather than a functionally-specific, nature.

The module takes international business planning as the framework for its delivery and assessment. The emphasis throughout is on the integration required in managing an organisation operating in a multitude of geographic markets, and the issues involved in ensuring implementation of international business plans. The material delivered is intended to complement the other core modules of the course, and covers areas such as; the role of the international manager; assessing the organisation's environments and the business development opportunities arising from this; decisions about how to service individual markets to maximise overall returns; international project management; managing supply chains, information and teams; and issues arising from performance monitoring needs.

### **Module Aims**

The module aims

- To equip students with tools designed to enable them to take an integrative and practical approach to decision-making within an international organisation
- To provide students with the opportunity to synthesise information from different areas of an international organisation, and to arrive at a balance of workable decisions across functions, processes and geographical markets.
- To enable students to assess implementation issues in an international context.
- To provide students with the opportunity to apply their learning from the previous core modules in an integrated fashion

### **Learning Outcomes**

On successful completion of this module, students will be able to:

1. Analyse the external and internal environment of a given organisation operating across several countries
2. Evaluate and prioritise international business development opportunities
3. Construct an international business plan for an organisation
4. Discuss and evaluate the implications for implementation of a business plan
5. Design and justify a programme of performance monitoring

## **Indicative Content**

- The global business environment
- Globalization, ethics and social responsibility
- Strategic management in a global context
- Entry market selection
- Modes of entry and process of internationalization
- Born global firms
- International structures
- Designing and implementing performance monitoring systems
- Centralization, formalization and socialization
- Output control versus behavior control
- International strategic approaches: global, multinational and transnational
- Foreign subsidiary management and role of subsidiaries
- Knowledge transfer in the multinational firm
- The role of the international manager
- Expatriates versus local managers
- Models of cultural differences
- Multinationals from developing countries
- Business planning

## **Teaching and Learning Methods**

Class sessions will be conducted as workshops with the expectation that a high degree of participation will enhance the learning experience for the student. The workshops will combine facilitated group activities by the students with short periods of inputs from the lecturer, the latter serving to highlight key concepts, or to fill in gaps in student understanding. The group activities will vary in their nature, but will all lead towards the students developing the main output of the module, an international business plan, and will stress integration and implementation within this context. Students will be encouraged to engage in regular reflection about their own performance and about their contribution to the overall learning experience.

Class sessions will be supplemented by the use of available communications technology to extend students' learning beyond the classroom, and to encourage a sense of continuous engagement with the module activities. In addition, students will study privately and collaborate in learning sets. Tutor support will be available throughout the course of the module.

## **Assessment Rationale**

The assessment is designed to engage students in activities that simulate as closely as possible tasks and decision-making they are likely to confront as international managers. The emphasis is on the need to apply an integrated approach to complex analysis and planning, and to seriously consider the likely issues in implementing their chosen plans across the whole of the organisation. Students will be expected to demonstrate critical and intellectual skills in the above and in their choice and justification of appropriate academic procedures, models and techniques to support their assignments.

The assessment will also require the students to take personal responsibility for organising their work, to act autonomously as well as collaborating in group situations, and to maximise their learning through the cultural diversity they encounter on the course. In so doing, the students are given an opportunity to apply and reinforce skills they will need to demonstrate in order to operate successfully in a professional environment following completion of the course.

## Assessment Criteria

Students will be assessed on their ability to:

- Sort, analyse and prioritise an abundance of complex information to arrive at an understanding of key issues
- Decide upon and justify appropriate courses of action for an organisation within given deadlines
- Critically apply academic theory to support analysis and recommendations
- Present information in a form appropriate to professional international business planning
- Reflect upon their own learning and its contribution to their own professional future

## Assessment Methods and Weightings

Assessment	Description	Weighting	Learning Outcome
Group Coursework	Group presentation	25%	1, 2
	Individual reflection	15%	
	Completion of group proformas	25%	3, 5
	Individual reflection	15%	
Individual Coursework	Individual report	20%	4

Students will be assessed through 100% coursework divided as follows:

Assessing learning outcomes 1 and 2 – (Management presentation involving analysis of the international situation of a chosen organisation)

Group presentation 25%

Individual reflection 15%

Assessing learning outcomes 3 and 5 - (Case Studies)

Completion of group proformas 25%

Individual reflection 15%

Assessing learning outcome 4 – (Discussion of implementation issues)

Individual report 20%

## Sources

### Essential Reading

Hollensen, S. (2007): *Global Marketing*. Pearson Education.

Rugman, A.M. & Hodgetts, R.M., 2006 *International Business*. 3<sup>rd</sup> Edition, Financial Times, Prentice Hall

Hill, C. 2004 *Global Business Today* 3<sup>rd</sup> Edition, Prentice Hall

*Pla Barber, J and León, F. (2004): Dirección de Empresas Internacionales. Ed. Prentice-Hall. (complementary for students that can manage Spanish)*

### Compendia:

Selected chapters from the following books:

Adler, N. J., & Gundersen, A. 2007. *International Dimensions of Organizational Behavior*, 5th ed. Cincinnati, OH: South-Western.

Johnson and Turner. 2003. *International Business: Themes and Issues in the modern global economy*. Ed. Routledge

Welch, L.; Benito, G.; Petersen, B. 2007. *Foreign Operation Methods: Theory, Analysis, Strategy*. Ed. E. E.: London.



Taggart and McDermott. 1993. *The essence of International Business*. Ed. Prentice-Hall  
 Punnet and Ricks. 1992. *International Business*. Ed. Blackwell  
 Monye. 2002. *The International Business Blueprint*. Blackwell  
 Lasserre. 2003. *Global Strategic Management*. Ed. Prentice-Hall.

**Journal articles:**

Accenture 2008. *Establishing a successful organizational strategy in Asia*. [www.accenture.com](http://www.accenture.com)  
 Accenture 2008. *The Multipolar World: the rise of the emerging markets multinationals*.  
[www.accenture.com](http://www.accenture.com)  
 Birkinshaw, J. M. and Morrison, A. J.: 1995. Configurations of Strategy and Structure in Subsidiaries of Multinational Corporations. *Journal of International Business Studies*, 26, pp. 729-754.  
 Bonaglia, F., Goldstein, A., & Mathews, J. A. 2007. Accelerated Internationalization by emerging market multinationals: the case of the white goods sector. *Journal of World Business*, 42: 369-383.  
 Cuervo-Cazurra, A. & Genc, M. 2008. Transforming disadvantages into advantages: Developing-country MNE in the least developed countries. *Journal of International Business Studies*, 39: 957-979.  
 Cuervo-Cazurra, A. 2008. The internationalization of Developing Country MNEs: The case of Multilatinas. *Journal of International Management*, 12: 12-25.  
 Fernández, J. A. & Underwood, L. 2006. *China CEO. Voices of Experience from 20 International Business Leaders*. Ed. JB-Foreign Import Series.  
 Ghemawat, P. 2001. Distance still matters: The hard reality of global expansion. *Harvard Business Review*, 79(8): 137-147.  
 Guillén, M. & García-Canal, E. 2009. The American Model of the Multinational Firm and the New Multinationals from Emerging Economies. *Academy of Management Perspectives*, 1: 23-35.  
 Hill, C.; Hwang, P. and Kim, W.C. 1990. An eclectic theory of the choice of international entry mode. *Strategic Management Journal*, 11, 117-28.  
 Jarillo, J. C. and Martínez, J. I. 1990. Different Roles for Subsidiaries: the case of Multinational Corporations in Spain. *Strategic Management Journal*, 11, pp. 501-512.  
 Johanson, J. and Wiedersheim-Paul, F. 1975. The Internationalization process of the Firms: Four Swedish Case Studies. *Journal of Management Studies*, 305-22.  
 Ronen, S. and Shenkar, O. 1985. Clustering countries on Attitudinal Dimensions. *Academy of Management Journal*, September, 440-452.  
 Other papers (To be announced)

**Journals**

Academy of Management Journal  
 Academy of Management Review  
 Harvard Business Review  
 International Business Review  
 International Business: Strategies for the Global Marketplace  
 International Journal of Management  
 International Journal of Project Management  
 International Journal of Operations and Production Management  
 International Management  
 International Management Review  
 Journal of Global Information Management  
 Journal of Global Marketing  
 Journal of International Business Studies  
 Journal of International Management  
 Journal of Management

Date of initial Validation: 30 May, 2003  
Dates of CASG approved modifications: August 2005  
Date of re-validation/review: March 2006 / HSB: March 2009  
Date of re-validation/review: UV: July 2010

Module Title:	<b>International Leadership—HSB</b>
Short Module Title:	Leadership
Module Code:	2GLO720 IMBA306(HSB)
Academic Credit Weighting:	10 UK/5 ECTS/2SH HSB: 6ECTS
Length:	One Semester
School and Department:	Hochschule Bremen University of Applied Sciences, International Graduate Centre
Module Leaders:	NN
Module Site:	Hochschule Bremen
Pre-requisite:	None
Assessment:	HSB: 50% group coursework; 50% performance in negotiation simulations (oral exam)

### **Summary of Module Content**

Today, business success under tough economic conditions and a rapidly changing global market place is intimately linked to excellent “Leadership” exerted by the involved executives. Almost all beneficial turnaround stories of recent times would not have been possible without this particular management capability. Despite this importance, leadership as an education subject for students is surprisingly not a substantial part of most university and business school curricula.

The new module “Leadership” of IMBA closes this gap in providing the participants with integrated state-of-the-art concepts and tools as well as hands-on experience. Both, the development of personal management skills and the provision of a comprehensive toolbox provide an excellent basis for creating success in a competitive business environment.

In a very general sense, leadership is the capacity to influence people in a way that set objectives are achieved. In a business environment, leadership also implies creating a force that provides the energy needed to move a business forward. “Influencing People” and “Creating Energy” are therefore the central themes which are addressed during the course, and which are directly linked to specific business cases as well as individual issues. In addition, participants will have the opportunity to meet successful business leaders and to experience and discuss the important elements of leadership.

### **Module Aims**

The main objective of the module “Leadership” is to provide to the participants an overall perspective on leadership, to experience the personal dimensions of their own leadership style and capacity, and to develop tangible action plans to shape their own management skills. By this, the module builds a sound basis for becoming a successful business leader.

## **Learning Outcomes**

By the end of the module students should be able:

1. to understand the skills and mindsets that distinguish a successful leader from a manager.
2. to analyse how their own management skills and styles relate to other managers, and how skill and style influence success
3. to build a shared vision of success and to lead high-performance teams achieving outstanding results
4. to use a powerful set of tools to make critical business decisions with high quality outcomes
5. to influence other people and to produce agreements that create maximum value for the parties on a sustainable basis
6. to understand the practise of leadership by meeting proven business leaders and sharing their experience

## **Indicative Content**

### ***Leadership***

What are the managers doing

The five core processes of management

Case study: What is successful turnaround management

The important elements of leadership

### ***Management Skills***

Management skills and management styles

Personal inventory (e.g. Briggs-Myers): understanding yourself as a leader

Feedback on personal current leadership skills: strengths and weaknesses

Efficiency of management styles

Emotional intelligence and leadership

Appraisal systems and scales; 180° and 360° feedback

### ***Leading a Team***

Team roles and their effect on efficiency

Group influence processes, motivation, and team dynamics

The elements of coaching a team

### ***Decision Making for Leaders***

Anatomy of a rational decision

Human aspects of decision making

Dealing with risk and uncertainty

The practice of decision making

### ***Negotiating Effectively***

Introduction to the BATNA concept

Distributive versus cooperative negotiations

Elements that craft an efficient negotiation process

Managing the human dimension of negotiations

### ***Practical Leadership***

The leadership approach of actual business leaders

## **Teaching and Learning Methods**

The learning experience will consist of

### *In-class*

Lectures, where theory and practical applications are presented and explained

Case studies, where students apply theory and practice to solve business problems

Simulations where students interact to negotiate business case

*Self-managed learning*

Provided learning material is studied individually and/or in groups

Relevant learning material is researched and presented

Provided case studies are solved in groups

**Assessment**

<b>Assessment</b>	<b>Description</b>	<b>Weight</b>	<b>Learning Outcomes</b>
Group coursework	Incl. comprehension tests at the beginning of the lessons, course work on cases and a presentation of a critical analysis of a selected business case.	50%	1-6
Oral examination	performance in negotiation simulations	50%	4, 5

**Sources**

***Essential Readings***

Northhouse, P.G. (2004), *Leadership - Theory and Practice* (3rd edition), Sage Publ., Thousand Oaks, Ca., USA

Gardner, J.W. (1990), *On Leadership*, Free Press, New York, USA

Bazerman, M.H., and M.A. Neale (1992) *Negotiating Rationally*, Free Press, New York, USA

Hammond, J.S., R.L. Keeney, and H. Raiffa (2002) *Smart Choices - A Practical Guide to Making Better Life Decisions*, Broadway Books, New York, USA

Fisher, R. and W. Ury (1999) *Getting to Yes*, Random House, London, UK.

Drucker, P. (1974) *Management: Tasks, Responsibilities, Practises*, Harper & Row, New York, USA.

Antonakis, J., A.T. Cianciolo and R.J. Sternberg (Eds.) (2004), *The Nature of Leadership*, Sage, Thousand Oaks, CA, USA.

Date of initial Validation: 30 May 2003

Date of re-validation/review: March 2009 (HSB)

**[Syllabus to come later for optional core module from University of Hertfordshire.]**

Module Title:	<b>Global Operations and Project Management— UNCW</b>
Module Code:	IMB572
Academic Credit Weighting:	10 UK/5 ECTS/2SH
Length:	One Semester
School and Department:	Cameron School of Business Department of Information Systems and Operations Management
Module Leader:	Dr Drew Rosen
Module Site:	University of North Carolina Wilmington
Pre-requisite:	Graduate Standing
Assessment:	50% group coursework; 50% individual exam/individual evaluation

### **Summary of Module Content**

The purpose of this module is to address the new and growing activities in global operations. As the world rapidly moves toward a global economy, it is increasingly important that managers assume a global perspective, and are prepared to compete in international markets. Organizations are beginning to recognize that managing their business through functional silos is inappropriate in a challenging and complex global marketplace. This module will provide an overview of the concepts and decision processes in effectively managing the flow of goods, services and information in a global environment. Managers in such an environment require new strategies and thinking skills that will allow them to not only compete, but excel in the growing international business marketplace.

### **Module Objectives:**

- Build awareness of what the principles of global operations look like.
- Acquire a set of operating philosophies to manage the flow of goods, services and information internationally.
- Build awareness of the scope of modern supply chain management.
- Develop sensitivities for the human dimension in managing cross cultural operations.
- Create an appreciation for the interfaces operations provide for managing global operations.

### **Learning Outcomes**

By the end of the module, students should be able to

- Build awareness for the growing activities in global supply chain/sourcing and logistics.
- Define requirements/methodologies for providing goods for sale around the world.
- Define international market entry strategies from an operations perspective.
- Develop a working knowledge of logistics and risk management, in a global supply chain concept.
- Develop skills in cross cultural negotiations.
- Communicate more effectively in written and oral forms.
- Apply win-win negotiation strategies.
- Understand and manage timelines in completing projects.

### **Tentative Course Contents**

#### ***Introduction to Global Operations Management***

- The changing nature of globalization

- Drivers leading to internationalization of operations
- Environment of global operations
- Opportunities and challenges in global operations

**Gaining Entry into Foreign Markets**

- International market entry methods
- Channels of distribution
- Challenges of exporting
- Terms of sale
- Freight forwarding activities
- Identifying import sources
- Make or buy

**Global Supply Chain/Sourcing and Logistics**

- Understanding global supply chains
- Relationship between design and supply chain management
- Global sourcing arrangements/costs and associated problems
- Quantitative and qualitative aspects of global sourcing
- Foreign trade zones
- Logistics and risk management
- Facility location approaches

**Project Management**

- Classification of projects
- Project management versus general management
- Knowledge area requirements for successful project management
- Project selection
- Cross cultural negotiation
- Facilitation
- Developing a project plan
- The planning process
- Work breakdown structure
- Simulation
- Budgeting international projects
- Methods of budgeting
- Cost/currency uncertainties
- Risk management
- Scheduling the project
- Network techniques
- Project uncertainty and risk management
- The use of Gantt charts

**Assessment**

As this is a graduate course, there will be numerous assignments in a short amount of time. There will be numerous readings available for your knowledge and future development as project managers. We will have one or 2 cases due per week. All students are expected to prepare the cases assigned. Student groups will present some of the cases. Since this is a graduate class, participation is mandatory. We can learn from each other, therefore your final grade will be based on the following:

Final Exam	30%
Case Presentation	25%
Case write-ups	25%



Class Participation

20%



# Outline of Dissertation Project for IBSA Specialisations

*Hochschule Bremen  
Universitat de València  
Russian Presidential Academy  
University of North Carolina Wilmington  
University of Hertfordshire*

## 19. OUTLINE OF COMMON DISSERTATION PROJECT

Full module title:	<b>Dissertation/Project</b>
Short Module Title:	Project
Module Code:	2GLO708
Academic Credit:	60 (UK) 30 (ECTS)
Length:	One semester
School and Department:	All IBSA partners
Status:	Core for second semester specialisation on IBSA programme
Module Leader:	Dissertation Leader in Partner Institution HSB: Frank Giesa UV: Luisa Andreu and Marta Frasquet IBS RANEPa: Alexey Verbetskiy UNCW: Pete Schuhmann UH: Paul Smith
Site:	All IBSA partner institutions
Pre-requisites:	Students must have passed semester specialisation
Assessment:	100% coursework

### Summary of Module Content

The project is an extended piece of independent work on a topic which has the approval of the University/Programme Representative. The topic may be suggested by the student or the course team but in all cases it will be chosen to draw on the knowledge, skills and techniques covered by the taught modules studied by the student. This usually involves an in depth investigation of one particular aspect of a topic covered by the taught modules or a related aspect not formally covered.

### Module Aims

The aims of the module are to:

- Give students the experience of carrying through a major piece of research at Master's Level, which will enable them to draw on the knowledge and skills gained throughout the IBSA programme, demonstrating to potential employers their intellectual and practical capacities;
- To enable students to integrate material from the different study areas of the IBSA programme both generalist and specialist.
- To provide a focus for the integration of learning from a variety of sources and for the determination of personal learning and development goals.
- To develop the practice of critical and analytical self-reflection and analysis on skills, knowledge, assumptions and values associated with the participant's learning and practice.
- To develop the practices of personal development planning and continuous professional development.

### Learning Outcomes

After completing this module the student will be able to:

- Independently investigate/design/evaluate their subject area
- Justify the research methodologies, methods and processes used in carrying out a project
- Formulate a research plan
- Present, explain and defend his or her work in a Viva if required
- Write critical evaluations of their own work
- Summarise and critically evaluate the work of others
- Determine their own strategic learning goals in relation to their programme of studies
- Demonstrate the ability to critically reflect on their own experience and learning, and apply this to planning their future development

## Teaching and Learning Methods

**Project Lectures:** The project may be supported as necessary by a series of lectures, seminars and workshops, aimed at providing a basis for research philosophy, methodology and methods.

### Synopsis of Content:

Introduction to management research

The how and why of management research; literature; study and research skills

Getting started, planning a research project; choosing a topic

Introduction to Reflection and learning; Developing a critical perspective

Critical reflexivity; the Reflective Research Journal, and Personal Development Planning

Research philosophies, perspectives and approaches

Philosophical choices and research approaches

Research questions and research design

Researching existing sources

The literature review – the theoretical context

Primary and secondary data – the practical context

Qualitative Research Methods

Qualitative and quantitative methods

Role of qualitative approaches to research

Different qualitative research techniques

Quantitative Research Methods

Role of questionnaires and surveys

Survey approaches, design and methodologies

Sampling for Qualitative and Quantitative Methods

Sampling methods

Sampling size

Data Analysis and Interpretation

Analysis of qualitative data

Analysis of quantitative data

Presentation of Research Findings

Writing up Research

Academic theses

Preparing for the Viva

### Assessment Rationale

**The Project Proposal (Project Initiation Document or PID):** This component determines the student's ability to argue the need for the project, for example, based on a gap in the literature or managerial

applications, and show a basic familiarity with the theoretical background to the work and previous work done by others in this area. The report will be specified and include:

- Clearly stated research question and objectives
- Appropriate research methodology and methods
- An indicative, brief contextual and theoretical literature review
- Projected outcomes
- Justification of the intended approach
- References
- Critical reflective statement; Links of proposed research to personal development planning

The aim of the PID is to ensure that the project is of a realistic size and complexity, that sufficient resources are available, that the topic and methodological choices are well designed and integrated, and that it can be completed successfully in the time allowed. In order to complete the PID students should attend the research workshops. The PID must be passed by the University/Programme nominated Representative as requirement for progressing to the next stage of research and is also presented to staff and students.

**The Dissertation/Project:** At the end of the module the student is required to submit a written dissertation or project describing the work carried out. The length of the dissertation is not fixed, but will be determined by the host institution, normally or approximately 10,000 words of text excluding appendices. The length may be dependent on the type of project undertaken (for instance, a very technical project might have substantial appendices containing technical products accompanied by a fairly concise evaluation in the report; a more business-oriented dissertation might have thinner appendices but could be expected to have a longer, more discursive main section). The dissertation/project is assessed by the student's supervisor and by another member of staff acting as moderator. The assessment will take into account the scope of the project, the approach taken in the work carried out, the application of existing skills and acquisition of new skills, the presentation of the results of the project, and the critical analysis of what has been achieved.

**The Viva:** Every student will take part in a Viva with their colleagues from the course. Each student will make a presentation on his or her project. Two or more members of staff will be present, including the student's supervisor. Each student will be expected to answer questions put by the supervisor and the moderator at the end of the presentation.

The student will be asked to answer any questions that the supervisor and moderator may have about the project. The aim of the Viva is to give the student the opportunity to expand on any relevant topics that were not fully covered in the project report/presentation, for the assessors to have an additional means of judging the student's work, and for the student to present and defend his or her independent work at Master's Level.

**Assessment Criteria**

The assessment criteria are in accordance to the marking scheme given in Section 19.3.

**Assessment Methods and Weighting**

Assessment methods and weighting may include but are not limited to:

Assessment	Description	Weight	Learning Outcomes	Student Time
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PID (max 2,500 words plus diagrams, appendices, references)	A detailed description is given in the Module Guide. Marked for quality of: objectives, scope, approach, plans; there is a presentation which is part of the assessment	20%	1, 2 and 3	30 hours
<u>Viva</u> (30 minutes plus time for questions and answers)	Students should describe the objectives of the project and demonstrate the extent to which those objectives have been met to staff and students; to be able to answer questions and discuss to Master's Level	20%	2 and 4	Preparation for the presentation should take 7 to 10 hours, (but this assumes that the work of the project and the project report are complete)
Dissertation (10,000 words, plus diagrams and appendices)	This is described in detail in the Module Guide and assessment criteria can be seen in the accompanying table. The project must have a pass mark.	60%	1 to 6	In total about 260 hours work. This will be split between meetings with project supervisor (6 to 8 hours); working on the subject matter of the project itself (150 hours); and writing-up the project (100 hours)

Detailed instructions will be in the Module Guide provided by each Partner Institution.

### **Sources**

#### ***Essential reading:***

Blaxter, L., Hughes, C. and Tight, M. (2002). *How to Research*, 2<sup>nd</sup> Edition, Open University Press: Buckingham.

Boud, D et al. (1985) *Reflection: Turning Experience into Learning*, Kogan, Page

Boud, D et al (1993) *Using Experience for Learning*. SHRE and OU

Bryman, A. and Bell, E. (2003). *Business Research Methods*, Sage: London.

Easterby-Smith, Thorpe, R. and Lowe, A. (2002). *Management Research*, 2<sup>nd</sup> Edition, Sage: London.

Gill, J., and Johnson, P. (2002). *Research Methods for Managers*, 3<sup>rd</sup> Edition, Paul Chapman Publishing: London.

Moon, J. (1999). *Reflection in Learning and Professional Development: Theory and Practice*, London: Kogan Page.

Moon, J. (1999). *Learning Journals: A Handbook for Academics, Students and Professional Development*, London: Kogan Page.

Oates, B.J. (2006), *Researching Information Systems and Computing*, London: Sage.

Phillips, E. and Pugh, D.S. (2005). *How to Get a PhD: A Handbook for Students and Their Supervisors*, Open University Press: Buckingham.

Saunders, M., Lewis, P. and Thornhill, A. (2003). *Research Methods for Business Students*. 3<sup>rd</sup> Edition, Pearson Education Ltd.: Harlow

Further reading:

Bonnett, A. (2001). *How to Argue*, Pearson Education: Harlow.

- Darlington Y. (2002). *Qualitative Research in Practice*, Open University Press: Buckingham.
- Foster, J. J. (1998). *Data Analysis Using SPSS for Windows: A Beginner's Guide*. Sage: London.
- Hart, C. (2001). *Doing a Literature Search*, Sage: London.
- Hart, C. (2002). *Doing a Literature Review*, Sage: London.
- Patton Q.M. (2002). *Qualitative Research and Evaluation Methods*, Sage: London.
- Schon, D.A. (1983). *The Reflective Practitioner*, Basic Books,
- Schon, D.A. (1987) *Educating the Reflective Practitioner*, San Francisco: Jossey-Bass.
- Strauss, A. L. and Corbin, J. (1998). *Grounded Theory in Practice*, Sage: London.
- Wisker G. (2001). *The Postgraduate Research Handbook*, Palgrave: London.
- Wisker, G. and Hartley, P. (2004), *The Interviewer Viva (CD\_ROM)*, Sheffield: Sheffield Hallam University.

Date of initial Validation: 30<sup>th</sup> May 2003;

Dates of CASG approved modifications: 11 August 2005

Date of re-validation/review: March 2006, reviewed by IBSA partners in June 2007

## Appendices

### APPENDIX A . LEVEL 7 DESCRIPTORS (MASTER'S DEGREE)

#### Development of Knowledge and Understanding

The learner

- Knowledge base: has depth and systematic understanding of knowledge in specialised / applied areas and / across areas and can work with theoretical / research-based knowledge at the forefront of their academic discipline
- Ethical issues: has the awareness and ability to manage the implications of ethical dilemmas and work pro-actively with others to formulate solutions
- Disciplinary methodologies: has a comprehensive understanding of techniques / methodologies applicable to their own work (theory or research-based)

#### Cognitive and Intellectual Skills

The learner

- Analysis: with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively
- Synthesis: with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline / practice
- Evaluation: has a level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches
- Application: can demonstrate initiative and originality in problem-solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations

#### Key/Transferable Skills

The learner

- Group Working: can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of the capacities of group members. Is able to negotiate and handle conflict with confidence.
- Learning resources is able to use full range of learning resources
- Self-evaluation: is reflective on own and others' functioning in order to improve practice
- Management of information: can competently undertake research tasks with minimum guidance
- Autonomy: is independent and self-critical learner, guiding the learning of others
- Communication: can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently
- Problem-solving: has independent learning ability required for continuing professional study, making professional use of others where appropriate

### **Practical Skills**

#### The learner

- Application of skills: can operate in complex and unpredictable and/or specialised contexts, and has an overview of the issues governing good practice
- Autonomy in skill use: is able to exercise initiative and personal responsibility in professional practice
- Technical expertise: has technical expertise, performs smoothly with precision and effectiveness; can adapt skills and design or develop new skills and/or procedures for new situations



## **Master's Assessment Regulations of the Hochschule Bremen for the course "International Master of Business Administration"**

*(Translated from German)*

(Subject-specific part)

The Vice-Chancellor of the Hochschule Bremen has approved the subject-specific part of the Master's Assessment Regulations for the course "International Master of Business Administration" according to Section 110 Paragraph 3 of the Bremen Hochschule Law in the form of the publication of 11<sup>th</sup> July 2003 (Bremen GBI, p.295) recently altered by law of 27 February 2007 (Bremen, GBI, p. 157)

If not stated otherwise in these regulations, the General Section of the Master's Assessment Regulations (26 January, 2004) of the Hochschule Bremen applies.

### **§1. Period of study, structure and extent of studies**

The official period of study is three semesters. It includes the master's thesis and viva voce examination.

90 ECTS credits are required to successfully complete the Master's programme.

The programme is offered as a common dual diploma within the International Business School Alliance (IBSA). In accordance with the agreement between the partners of IBSA, students spend only the first semester (core subjects) at the admitting institution, whereby for this semester modules agreed between the partner institutions are offered. In the second semester specific specialist subjects are offered by each partner. The assessment requirements of the Hochschule Bremen are stated in Appendix 1.

### **§2. Assessment requirements**

Appendix 1 shows the number and form of the module assessment requirements

In-module assessment requirements are produced according to Section 7, paragraph 2 of the General Section of the Master's Assessment Regulations

Students may suggest topics for all assessments except for examinations, seminar papers and oral examinations. Seminar papers and preparation may also be done in groups (group work).

### **§3. Master's Thesis**

The master's thesis is to be in English. At least three typed and bound copies are to be submitted, along with an electronic copy.

The time period for completion of the master's thesis is 15 weeks. It is worth 30 credits.

### **§4. Overall Grade for the Master's Qualification**

Two-thirds of the overall grade for the qualification is made up from the average of the Module grades (see Appendix 1) and one-third from the Master's thesis, whereby the grade of the master's thesis is made up four-fifths from the written submission, and one-fifth from the viva voce examination.

### **§5. Master's Qualification**

After successful completion of the assessment, the Hochschule awards the degree of Master of Business Administration (MBA)

### **§6. Validity**

These assessment regulations come into effect on 1<sup>st</sup> September 2005.

They are valid for the first time for students beginning their studies in the winter semester of 2005.

For students who began their studies at an earlier point, the existing assessment conditions apply. Exceptional cases will be decided by the Board of Examiners. These regulations apply through to the end of the winter semester 2007/8. After this point, these regulations apply with the proviso that credits achieved up to that point will be taken into account.

## APPENDIX C . IBS RANEPА MOSCOW ACADEMIC REGULATIONS

### Summary of Academic Regulations as applied to MS International Management

#### Institute of Business Studies Moscow

Russian Presidential Academy of National Economy and Public Administration, a Government Higher Educational Establishment

*(translated from Russian)*

This document has been prepared as a summary of

#### ПОЛОЖЕНИЕ

Об академических стандартах, отчислении, восстановлении, предоставлении академического отпуска, Москва 2006

(Regulations about academic standards, dismissal, reinstatement and suspension of studies, Moscow 2006) Source: the original document is in Russian, and is held in the Harrow Business School Office).

#### УСТАВ

ГОСУДАРСТВЕННОГО ОБРАЗОВАТЕЛЬНОГО УЧРЕЖДЕНИЯ ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ "АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА ПРИ ПРАВИТЕЛЬСТВЕ РОССИЙСКОЙ ФЕДЕРАЦИИ" Утвержден Постановлением Правительства Российской Федерации от 6 апреля 2005 г. N 187

(Academic Charter of the State Higher Educational Establishment "Academy of National Economy under the Government of Russia" approved by the government of the Russian Federation on 6 April 2005 N187).

Source: <http://www.ane.ru/ustav.php#all> (in Russian)

The education system in Russia is highly centralised and regulated by the state. The following state regulations apply - Constitution of the Russian Federation, The Legislation about Education system and Higher Education. Sources: Federal Portal of the Russian Education [www.edu.ru](http://www.edu.ru) (in Russian):

### General Information

INSTITUTE OF BUSINESS STUDIES, Tel. + 434-91-96

Rector	Myasoedov, Segey Pavlovich
Pro-Rector of International Relations	Zaytsev, Michael
Financial director	Lebedeva, Marina Vladimirovna

DEAN'S OFFICE  
Tel. 433-56-66, 434-24-65

Dean	Kolesnikova, Irina Vladimirovna
Assistant Dean (Organisational matters, Timetable)	Ershova, Irina Ivanovna
International Program Manager	Pashkevich, Evgenia Gennadievna

(Master's, International relations, Double degrees)

Financial matters

Titenko, Natalia Eduardovna

Documents, letters, exams and tickets

Svintsitskaya, Natalia Sergeevna

International Student Support

Galimullina Zemfira

- Access to Academy's premises

Entrance to the Academy is strictly by passes and student card. All visitors wishing to visit the Academy, must report in advance to the Dean's office their name, surname and the time of arrival.

- The following can be found on the Academy's premises:

Restaurants: Building ("Korpus") No.2, first floor; Hotel complex, first floor

Cafe: Building No 5, first floor; Buffets: Building No 5 third floor, Building No 2 first floor, Hotel Complex, first floor

Medical station - Hotel complex, second floor

Sports Complex (including swimming pool) – Building No 2

### **Summary of Academic Regulations as Applied to MS in International Management**

The common IBSA course handbook constitutes the overriding regulations in relation to the double degree programme. Some specific regulations are described as follows.

#### ***Examinations Regulations at the Institute of Business Studies***

(Approved by Rector and Dean's office)

1. Examinations take place according to the timetable set by the Dean's Office.
2. In order to be admitted to examinations, students must pass all required assessment (tests, coursework, etc) known as "zachet"<sup>1</sup>.
3. Only students who fulfilled the curriculum requirements are allowed to progress to "zachet".
4. If a student fails to fulfil the curriculum requirements within a term due to mitigating circumstance, he has the right to additional individual tuition (of not more than 3 academic hours in each subject within the term). Tuition must be approved by the Dean's office.
5. Student who fails "zachet" or the examinations will be classed as having **academic arrears** (re-sits)
6. Student with one "zachet" re-sit will be allowed to sit the examinations. Students with more than two re-sits will not be allowed to take examinations
7. All examinations and "zachet" re-sits can be undertaken with the permission of the Dean's office.

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<sup>1</sup> 'zachet' is an essential concept of pre-examination assessment, and forms the foundation of assessment regime in all Russian Higher Education establishments. It is an important element of assessment prior to final examinations.

8. Student who fails to attend “zachet” or examination without mitigating circumstances (supported by documentation) will be classed as having **academic arrears**.
9. Student who fails “zachets” and examinations in more than three subjects will be liable to dismissal.
10. Student who has **academic arrears** must settle these by re-sitting “zachet” or examination within the time framework established by the Dean’s office.
11. When settling **academic arrears** student is allowed one attempt (to resit “zachet” or examination).
12. If after retake the **academic arrears** remain, the Dean’s office appoints a new board and establishes new deadlines for the last attempt at the “zachet” or examination retake.
13. Student who fails to settle **academic arrears** as established, will be recommended by the board for dismissal.
14. Student who missed examination because of illness must provide a medical certificate to the Dean’s office. The Dean’s office will then determine the individual re-sit timetable.
15. Individual re-sits take place within 2 weeks from the date of the announcement of the individual re-sit timetable by the Dean’s office.

### ***Academic Regulations at the Institute of Business Studies***

These regulations apply to all students enrolled at the Institute

#### **1. Attendance**

Students must attend all studies specified in the curriculum and timetable. If student misses 25% of his studies without mitigating circumstances supported by documentation, he will be liable for dismissal.

#### **2. Students’ Behaviour and Discipline**

Students are expected to behave in accordance to the norms of the higher educational establishment. They are required to adhere to the highest standards of academic honesty during examination, coursework preparation, writing dissertations and oral defence.

All issues arising from breach of discipline are considered by the Dean’s office on individual case basis.

Violations of public order and order established by the higher education will not be tolerated. These offences include:

- Purchase, resell and consumption of alcohol and drugs
- Organisation of gatherings which may result in disgraceful and dangerous behaviour
- Smoking in prohibited areas
- Actions resulting in moral and physical harm of students, staff and employees
- Use of mobile phones during lessons

All above violations are considered by the Dean’s office, which has the right to

- Dismiss the accusation
- Issue a warning

- Issue a severe reprimand
- Grant a probation period to the accused.
- Dismiss the student

A student may appeal the Dean's office decision in writing to the Rector of the Institute.

### 3. Orders and Decree of the Dean's office

The operation and management of the Institute is realised by the issue of orders and decrees signed by the Dean's office and all students are expected to comply with these.

All Dean's office orders and decrees are displayed on the notices board of the Institute and are stored in the files of the Dean's office.

### 4. Dismissal of students

A student may be dismissed:

- According to his/her own request
- For failure to pay tuition fees
- For breach of academic discipline (non-attendance of 25% of lessons without mitigating circumstances) or internal regulations (including for being late to lessons)
- For breach of public order determined by the institute
- For poor academic performance

A student may be dismissed for poor academic performance if

- He/she failed to pass examinations or "zachets" in more than three subjects
- He/she fails to clear **academic arrears** within the time frame determined by the Dean's office

A student dismissal is done via the orders of the Rector of the Academy on presentation of the Dean's office.

A student has the right for two attempts at re-sits in order to clear **academic arrears**.

The time frame for settling **academic arrears** is determined by the order of the Dean's office at the end of each term.

In case of failure to clear **academic arrears** within the timeframe determined by the Dean's office due to mitigating circumstances supported by relevant documentation, the Dean's office has a discretion to :

- a) grant a student a leave of absence
- b) grant a student an opportunity to re-sit examinations

### 5. Academic Leave of Absence

An academic leave of absence is granted to a student according to medical evidence and other exceptional circumstances (natural disasters, family circumstances, etc.) and must be supported by appropriate documents.

An academic leave may be granted to a student not more than two times during the whole period of studies on the basis of medical certificate (or any other relevant supporting document) and representations by the Dean's office.

The duration of the academic leave of absence may not exceed 12 months. At the end of this period and at least 3 months prior to commencement of studies, a student must apply for reinstatement or dismissal.

Decision about reinstatement is made by the Dean's office on individual case within the two weeks of received student's request.

Persons dismissed for academic arrears or breach of academic discipline and internal public order will not be reinstated.



APPENDIX D . UNIVERSITY OF NORTH CAROLINA WILMINGTON  
**ACADEMIC REGULATIONS**

Policies and procedures for graduate student/assessment offences, e.g. plagiarism, mitigating circumstances, late submission penalties, failures, referrals and deferrals, are specified in three official UNCW documents:

1. The current Graduate Catalogue (2017-2018)—see specific section on Academic Regulations:  
<http://catalogue.uncw.edu/content.php?catoid=40&navoid=5219>
2. The current Code of Student Life—which includes the Student Honor Code:  
[http://uncw.edu/odos/documents/Honor\\_Code\\_12-13.pdf](http://uncw.edu/odos/documents/Honor_Code_12-13.pdf)
3. The current Faculty Handbook—see faculty responsibilities relative to course policies and syllabi, absences, honor code violations, grading, etc  
[http://www.uncw.edu/facsen/documents/Faculty\\_Handbook.pdf](http://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf)

The student should refer to the syllabus for each course module for specific course policies and should direct questions to the faculty member.

**NOTE ON REPEATING FINAL EXAMINATIONS FOR COURSE MODULES AT UNCW:**

In accordance with the teaching and learning strategy at UNCW, students cannot repeat final examinations.

## APPENDIX E . IBSA CONTACT INFORMATION

### Leader and Administrative Contacts

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