



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

2017 // 2018





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## Introduction

The following "Guide and Graduation Rules" is the official document of reference for the curriculum rules of the CEMS Master's in International Management (CEMS MIM) Programme for the academic year 2017-18.

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

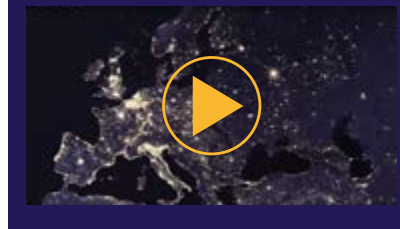
Further information can be found in the "CEMS Internship Guide" <http://www.cems.org/internship>. For information on accredited commercial language tests and courses, please visit <http://www.cems.org/mbc>.

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

#### DISCLAIMER

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

For more information on The World of CEMS please click to view our webinar:





# The CEMS Master's in International Management Guide

## The CEMS MIM Programme

The CEMS MIM's specific, competitive positioning is driven by its curriculum and programme goals. The MIM degree promotes internationalism; developing experienced management professionals who are able to make confident, effective decisions in diverse contexts and in an ethical manner. The programme's **business-embedded** structure prepares students to apply advanced management and leadership competencies through systematic experience of, and engagement with, the corporate world. During their studies students have the opportunity to work with Corporate and Social Partners and CEMS Alumni, through exclusive seminars, business projects, networking events, and an internship term.

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

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

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

For more information on **The CEMS MIM Programme** please click to view our webinar:



CEMS MIM YEAR					
Aug - Jan Term 1 - School 1		Feb - Jul Term 2 - School 2			Term 3 International Internship
3 ECTS	30 ECTS	1 ECTS	15 ECTS	15 ECTS	Min. 8 weeks
Block Seminar	Global Strategy and other CEMS Courses	Responsible Global Leadership Seminar	Global Management Practice and other CEMS courses	Business Project	At any time during the graduate period of studies
	Business Communication Skill Seminars 1 ECTS	Skill Seminars 1 ECTS			
ONGOING LANGUAGE TRAINING AND TESTING					

# Cost Considerations

When applying to CEMS, please refer to the relevant university fact sheet to review the school's M.Sc. tuition costs and notes regarding additional CEMS fees. Before applying to CEMS, please consider the following cost considerations for the programme:

- // **Student Registration and Handling Fee:** CEMS charges students with a fee of €100. The fee is used to fund central administrative and IT services provided by CEMS to the students through [www.cems.org](http://www.cems.org). Please see details on <http://www.cems.org/fee> and contact your home school Programme Manager for local details and the method of payment.
- // **Visas:** Students may have to pay for a visa and all administrative and travel aspects of their education.
- // **Cost of living:** Students are responsible for the cost of living (food, accommodation, study materials) during their three terms, taking into consideration the terms abroad and varying differences in costs from country to country. For information indicated by the

CEMS schools, please see the individual Fact Sheets at <http://www.cems.org/am>.

- // **Courses:** Due to the considerable organisational and financial burden associated with hosting a Block Seminar, most universities will request a financial contribution (between €100 and €300) from students. Please contact the CEMS MIM Programme Manager for details on possible financial contribution to Skill Seminars and the Responsible Global Leadership Seminar.
- // **Languages:** Some institutions request a financial contribution for language teaching and/or testing.
- // **Career Forum and Regional Student Events:** Students can benefit from travelling to many student events within the CEMS network, which involve travel costs and possible participation fees.
- // **Graduation:** Students choosing to participate in the CEMS MIM graduation will be responsible for certain costs (travel, participation fee, dinner, invitation of guests).

# Application & Selection

## REQUIREMENTS FOR ALL MIM CANDIDATES

Students applying to the CEMS MIM must:

- // **Be enrolled in a selected member school's Master of Science programme prior to starting their MIM studies.**
- // **Provide proof of academic preparation:** have either received a Bachelor's in Management or Economics or in a related field; or successfully passed the equivalent of one year of full-time education at Master's level in any of these areas (eventually to be presented at the programme start).
- // **Provide proof of proficiency in English** (if not mother tongue) through any of the following (minimum level): TOEFL iBT100; IELTS 7.0; CPE C; CAE B; BEC Higher B; have a Bachelor's diploma entirely taught in English from an English speaking country or in a CEMS or EQUIS/AACSB-accredited institution; have passed one of the CEMS-accredited locally accepted English exams; A-level GCSE issued in Singapore.

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

## SELECTION PROCESS

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

- 1) INTELLECTUAL POTENTIAL & KNOWLEDGE**
  - // Intellectual Potential
  - // Academic Excellence
  - // Prior Knowledge in the Business Field

## 2) ATTITUDE & SOFT SKILLS

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

## 3) INTERNATIONAL ORIENTATION

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

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

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

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

Once students are selected, they will be registered in the [www.cems.org](http://www.cems.org) database and automatically receive a welcome message with important information ([see page 37](#)).

For more information on **How to become a CEMS student** please click to view our webinar:



# C

## EMS MIM Terms

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

Certain schools' term dates conflict in the January/February period. The schools do their best to avoid the overlapping of terms, but students should contact their home school Programme Manager if in doubt. For exact term dates, please go to the "Programme Offer" section at <http://www.cems.org/am>.

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

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

### LOCAL SPECIFICITIES

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

# B

## lock Seminars

The **Block Seminar** is a one-week course which takes place at the beginning of Term 1. Block Seminars bring together professors and students from various CEMS institutions.

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

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

As a starting point, students are automatically assigned to the Block Seminar of their Term 1 school. However, as long as places are available and with the permission of the school hos-

ting the student during Term 1, students may apply for a Block Seminar different from the one held at their "Term 1 school". Students interested in the transfer must consult with their Term 1 school to avoid potential overlaps with mandatory classes.

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



**“STUDENTS MUST SPEND AT LEAST TWO OUT OF THREE TERMS ABROAD.”**





# R

## esponsible Global Leadership Seminars

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

Within the RGL seminar, students will have the opportunity to explore personal responsibility in the context of being a future leader/manager, starting to better understand her/himself, their personal values, their impact on decision making, and how this in turn affects other people.

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

Contrary to the Block Seminar, no specific re-allocation of places is foreseen for the RGL seminars. Taking the RGL seminar at a different school may in exceptional cases be allowed, but the student must obtain permission from the involved schools well in advance. Schools may include a social event in connection to the RGL seminar, in which participation can be declared mandatory. Social events may be organised in cooperation with local Student Clubs.

**Please note:** both the Block Seminar and the RGL Seminar may include a fee. Please see "Cost Considerations" on [page 6](#).

# C

## EMS Courses

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

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

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

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

A list of courses at all institutions can be found at <http://www.cems.org/am>.

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

**FLEXIBILITY RULES APPLYING TO CEMS COURSES**

**During the MIM year only:**

- // CEMS Electives accounting for a maximum of 7.5 ECTS can be substituted by a Research Project ([see page 16](#)).
- // Coursework can include Open Electives worth up to 7.5 ECTS.

**One year before or after the MIM year:**

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

**After application of all flexibility rules, a student must ALWAYS still successfully pass a minimum of 24 ECTS per term, and will be able to credit a maximum of 37.5 ECTS per term.**

This includes courses, the Block Seminar, Global Responsible Leadership Seminar, Skill Seminars and the Business Project. Credits taken prior to or after the MIM year do not affect this requirement.

**The following are subject to local decision:**

- Allowance of one re-sit per course
- Minimum class attendance during the term

For further information please contact the CEMS MIM Programme Managers.

**"AFTER APPLICATION OF ALL FLEXIBILITY RULES, A STUDENT MUST ALWAYS STILL SUCCESSFULLY PASS A MINIMUM OF 24 ECTS PER TERM, AND WILL BE ABLE TO CREDIT A MAXIMUM OF 37.5 ECTS PER TERM."**



# B

## usiness Projects

Students must carry out a Business Project accounting for 15 ECTS during Term 2.

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

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

### RULES, ROLES AND RELATIONS CONCERNING BUSINESS PROJECTS

Student teams consist of 4-5 students. Ideally, at least one student will come from a foreign partner institution and at least one will be a local

student. The school assigns students to individual projects, based on company preferences and didactical considerations.

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

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

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

Organiser at University	Tightening Links Between Universities and Companies Cooperation in the Educational Process	Company
Providing an International and Practical Curriculum Element The Challenge of Intercultural and Inter-organisational Learning	Business Project	Joint Project Tutoring The Marriage of Theory and Practice
Student Team	Solving Real-Life Management Problems The Bridge Between Research and Consulting	Academic Advisor

# S

## kill Seminars

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

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

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

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

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

Skill Seminar offers can be found at the programme offer page of each school <http://www.cems.org/am>.

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

### SKILL SEMINAR ATTENDANCE AND SANCTIONS

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

- // Students must provide an advance notice of **5 working days** to de-register from a Skill Seminar without explanation (length of advance notice may differ in case of the CEMS Career Forum).
- // Closer to the start date **only serious personal reasons (proven by official document)** will be considered in approving late de-registration without a sanction.

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

**1 seminar missed** - student is NOT allowed to register for Skill Seminars for the current and following term. In addition, s/he is put last place on the list of preference for Skill Seminars, Business Projects, and Block Seminars.  
**If 3 seminars are missed during the CEMS studies the student is removed from the MIM programme.**



## BUSINESS COMMUNICATION SKILL SEMINAR (BCSS)

The **Business Communication Skill Seminar** is a **two-day mandatory element of the programme in Term 1** that under no circumstances can be replaced or postponed.

During this seminar, students learn how to use a variety of techniques to effectively communicate in a business environment. The BCSSs are offered in English, with the aim that students will be able to transfer the acquired skills to other languages.

During the interactive sessions, each participant will have the chance to express him/herself both orally and in writing, and receive feedback from the seminar leader not only during, but also after the conclusion of the seminar.

In addition, students are provided with a list of "self-learning objectives" that will enable them to evaluate themselves right from the start of their MIM experience.

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

Unlike the other CEMS Skill Seminars, the BCSS can be failed if the learning objectives or full attendance requirements are not met.

## SELF-LEARNING OBJECTIVES

Students should refer to the "can do" list of Business Communication skills below, periodically during their MIM Programme to monitor their progress.

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

// **Participants can write a business report**. Their report is well organised and includes all of the elements that should be present. They understand the difference between summaries and reports and how these two documents are often combined.

// **Participants know how to design and create good PowerPoint presentations**.

Their slides reflect proper attention to: quantity, form and complexity of content (words and illustrations), presentation of content (fonts, size, space, and legibility), use of colour, animation and other tools.

// **Participants can give clear, well-structured oral presentations** on a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons, and relevant examples. They can handle questions well, responding spontaneously and almost effortlessly. In addition, their presentations reflect proper attention to structure, order of content, visual aids, body language, eye contact, content and register (formality / informality).

// **Participants can participate effectively in a business meeting**, getting involved in discussions, accurately identifying arguments of supporting and opposing points of view. They can express their ideas and opinions with precision, presenting and responding to complex lines of argument convincingly, and with full capability to: politely interrupt others, take my turn speaking, allow others to speak / pass the floor, yield to the opinions of others, chair / conduct a meeting, master phrases and vocabulary regularly used in business meetings.

## Language Skills to Demonstrate in all of these Tasks:

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

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

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

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

// **Phonological Control**, in which the pronunciation is clearly intelligible, even if a foreign accent is sometimes evident and occasional mispronunciations occur.



# C

## EMS Research Project

The **Research Project** is an optional programme element which **can replace CEMS Elective credits** up to a maximum of 7.5 ECTS, and can only be done **during the CEMS MIM year**. It can lead to the thesis for the home studies, but a Master's thesis cannot be validated for a Research Project. The student is responsible for finding the professor and the topic, and for having the Project approved by the Academic Director of the home institution.

**The report is graded by the tutoring professor** at either the home or host institution.

### Criteria for the CEMS Research Project:

- // **"Issue-focused"**: dealing with a concrete problem, be it a corporate, economic or theoretical problem.
- // **"Internationality"**: dealing with a question that applies to more than one country.

# I

## nternational Internship

Internships provide students with the real-life professional learning experience of integrating in an organisation's culture and processes. The main objective is to turn academic experience and theoretical knowledge into a professional, multi-cultural experience. They must therefore be at the level of a graduate recruit in order to provide valuable business experience.

Internships can take place at a CEMS Corporate Partner, although not on a compulsory basis. They can also take place at a non-profit organisation such as in a humanitarian mission.

Entrepreneurial internships (starting up your own business) may be accepted with permission of the home Academic Director, and as long as the CEMS requirements are met and supervision / tutoring by the home institution is provided during the internship.

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

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

### Requirements

- // Students either spend the internship abroad, or, when spending both academic terms abroad, they may pursue the internship at home, but within a company operating in an international environment.
- // For the purposes of the CEMS MIM Graduation requirements, "abroad" is defined as outside the country of the home school. Students may ap-

ply to their Academic Director to be allowed to do their internship in the home school country when their personal background justifies this interpretation. This request may be considered if the student originates from another country or has acquired secondary education or a Bachelor's degree in different countries.

- // Internships must cover a period of at least 8 consecutive weeks full-time in the same company (the first 8 weeks of a full-time employment position are also accepted), subject to local decision based on home degree requirements.
- // Internships can take place at any time (also prior to CEMS selection), except parallel to the two academic MIM terms.
- // Internships must be during the graduate level of studies, starting with the date when the student fulfilled all official Bachelor's degree study requirements.
- // The internship can overlap with the Block Seminar only when a contractually agreed vacation is declared. The student is responsible for providing official documentation to the home Programme Manager.
- // Internships must be a full-time activity at the professional level (first job level, although salaries may not be commensurate) where the student is given one or more challenging projects with a certain degree of autonomy.
- // The student's work must be supervised within the company.
- // The company supervisor has to complete an evaluation form at the end of the internship or at the end of the CEMS mandated minimum 8-week period.
- // Internships must be approved by the home institution before the start (see below).
- // Students planning to graduate in 2018 must start the internship on 3<sup>rd</sup> September, 2018 at the latest.



## Validation

- // Students must provide the Corporate Relations or MIM Programme Manager with a copy of their internship offer/description, which must include the following information:
- Company identification
  - Duration of the internship
  - Definition of the project/tasks
  - Location
  - Name and title of the supervisor
- // Students will provide the company with the CEMS Evaluation Form to be completed and returned to the home university at the end of the internship. This form can be downloaded at <http://www.cems.org/internship>. The student

must provide the original signed and stamped hard copy evaluation form to the home school.

**Please note:** many countries can only offer internships to individuals having a student status at a university. CEMS as an organisation cannot legally offer student status.

# L

## anguage Requirements

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

The **minimum** language requirements are the following:

Language 1	English
Mother tongue or Proficiency (fulfilled through entry requirements and MIM Programme)	
Language 2	a CEMS language
Mother tongue or B2 oral /B1 written level	
Language 3	any language
Mother tongue or elementary level	

CEMS uses the **Common European Framework of References (CEFR)** for comparing language proficiency in languages. Information on the CEFR levels can be found at [http://www.coe.int/t/dg4/linguistic/cadre1\\_en.asp](http://www.coe.int/t/dg4/linguistic/cadre1_en.asp). There are six levels on the CEFR scale, where levels C2 and C1 describe a proficient user; levels B2 and B1 an intermediate user; and levels A2 and A1 a basic user of a language.

**Please note:** CEMS defines A1, A2, B1 as elementary level of studies. While these are the minimum requirements needed to pass the CEMS MIM, students are highly encouraged to take language or business communication courses and or tests at the highest level in as many languages as they master. The CEMS MIM Certificate shows the levels passed.

## LANGUAGE COMBINATIONS

- // Students may declare more than one mother tongue. However, the languages must meet the requirements of the three languages (see above). Mother tongues are not tested but an honour statement confirming the student's ability to speak and write the language adequately may be requested.
- // The CEMS languages are: Arabic, Bengali, Cantonese, Czech, Danish, Dutch / Afrikaans, Farsi / Tajik, Finnish, French, German, Greek, Hebrew, Hindi / Urdu, Hungarian, Indonesian / Malay, Irish, Italian, Japanese, Korean, Mandarin, Norwegian, Polish, Portuguese, Romanian, Russian, Serbo-Croat (Bosnian, Croatian, Serbian, and Montenegrin), Spanish, Swedish, Tagalog, Tamil, Thai, Turkish, and Vietnamese.
- // The third language can be a CEMS language or any other language.
- // Certain combinations of similar languages will not be allowed to fulfil the requirements (e.g. Danish / Swedish / Norwegian, Czech / Slovak, Catalan / Spanish, Afrikaans / Dutch, Ukrainian / Belarusian/Russian, Bosnian / Croatian / Serbian / Montenegrin/Slovenian).





## LANGUAGE ASSESSMENT OPTIONS

	Language 2 – CEMS language	Language 3 – Any language
Mother tongue	Honour statement confirming the student's ability to speak and write the language adequately may be requested.	
University Degree/ Secondary Education	Proof of secondary education/university degree completely fulfilled in a foreign language	
C2/C1  <i>Validity: Eternal</i>	<p><b>Courses</b></p> <ul style="list-style-type: none"> <li>- Selected language courses at CEMS Universities</li> <li>- Commercial language courses at accredited cultural institutes<sup>1</sup></li> </ul> <p><b>Exams</b></p> <ul style="list-style-type: none"> <li>- Test for CEMS Management and Business Communication (MBC)</li> <li>- Accredited in-house tests at CEMS Universities</li> <li>- Commercial language tests accredited by CEMS<sup>2</sup></li> </ul>	
B2  <i>Validity: Max 5 years before the start of the MIM year</i>	<p><b>Courses</b></p> <ul style="list-style-type: none"> <li>- Selected language courses at CEMS Universities</li> <li>- Commercial language courses at accredited cultural institutes</li> </ul> <p><b>Exams</b></p> <ul style="list-style-type: none"> <li>- MBC Tests (B2 oral/B1 written)</li> <li>- Accredited in-house tests at CEMS Universities</li> <li>- Commercial language tests accredited by CEMS<sup>2</sup></li> </ul>	
B1  <i>Validity: Max 2 years before the start of the MIM year</i>		<p><b>Courses</b></p> <ul style="list-style-type: none"> <li>- Selected language courses at CEMS Universities</li> <li>- Commercial language courses at accredited cultural institutes<sup>1</sup></li> </ul> <p><b>Exams</b></p> <ul style="list-style-type: none"> <li>- MBC Tests (B1 oral / B1 written)</li> <li>- Accredited in-house tests at CEMS Universities</li> <li>- Commercial language tests accredited by CEMS<sup>2</sup></li> </ul>
A2/A1  <i>Validity: Max 2 years before the start of the MIM year</i>		<p><b>Courses</b></p> <ul style="list-style-type: none"> <li>- introductory/elementary language courses at CEMS Universities</li> <li>- Commercial language courses at accredited cultural institutes<sup>1</sup></li> </ul>

**Note:** Elementary level language courses (A1, A2, B1) must have a minimum of 5 ECTS or 60 contact hours.

<sup>1</sup> A commercial language course at CEMS accredited cultural institutes such as the "Goethe Institut" or "l'Alliance Française".

<sup>2</sup> Commercial Language Tests accredited by CEMS such as "Goethe-Zertifikat" by the "Goethe Institut", or "Diplôme approfondi de langue française" i.e. DALF, by the Ministère de l'Éducation Nationale.

# T

## est for CEMS Management & Business Communication (MBC)

The MBC tests have been specifically developed for CEMS purposes. The tests are designed to assess students' ability to manipulate the target language in a managerial context.

The minimum requirement for an MBC test is for the second language B2 oral and B1 written result, while for the third language it is B1 oral and B1 written result. A separate MBC certificate will be issued upon graduation to demonstrate results beyond the MIM certificate.

MBC tests are offered at two periods per academic year – **in September and in April / May**. **The CEMS languages in which CEMS offers MBC tests are** Arabic, Czech, Danish, Dutch, Finnish, French, German, Hindi, Hungarian, Italian, Irish, Japanese, Mandarin, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish, and Turkish.

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

**Please note:** some schools do not offer MBC tests for students and for some less requested languages, there may be only one accredited test centre for the oral part of the exam.

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

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

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

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

### WRITTEN TEST

#### Written A: listening comprehension

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

#### Written B: reading comprehension

Students will read a text from which they will extract information to use appropriately in another specified writing task.

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

The tasks for Written A and B typically include:

- // Writing a detailed report or proposal
- // Writing a detailed company profile
- // Writing a detailed analysis or problem-solving exercise

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

The written papers are sent to the school responsible for authoring the test, and graded there

by specially-trained test evaluators. The evaluation criteria for Written A and Written B are identical.

The criteria that will guide the test readers during test evaluation are the following:

- // Task achieved
- // Business reports and memos
- // Coherence and cohesion
- // Range of vocabulary
- // Accuracy of language
- // Generating original work (as opposed to repetition of the input materials)

## ORAL TEST

### Presentation and Interaction

Students will give a **6–8 minute business presentation**, based upon preparation materials provided. Students will have **120 minutes** to prepare their presentation and may use a monolingual dictionary.

Candidates are encouraged to make and use visual aids if they find it appropriate to do so.

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

Students will be given a role and may be asked to:

- // Present a "problem" and offer possible solutions
- // Present a specific case or project with a suggested plan of action
- // Explain the workings or structures of their company to investors, new employees, the press, etc.

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

They will continue their role during the Interaction and may be asked to:

- // Defend the proposed solution presented in their Presentation
- // Debate with the examiner, whose role is to challenge the student's ideas

### The criteria that will guide the examiners for the oral test

The evaluation criteria for the presentation and the interaction are identical except that the presentation includes "content management" and the interaction includes "discussions and meetings" (see below).

- // Task achieved
- // Business-like presentation

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

- // Spoken fluency
- // Coherence and cohesion
- // Content management (presentation)
- // Range of vocabulary
- // Accuracy of grammar
- // Phonological control
- // Discussions and meetings (the way the student handles the situation i.e. interaction)



### EVALUATION OF THE TESTS AND OBTAINING THE GRADES

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

The written papers are read and graded by readers at the school authoring the test, the oral performance is assessed by specially-trained examiners who witness the performance first-hand.

Students will find their test grades in their private zone at [www.cems.org](http://www.cems.org). The oral test grade will appear first, while the written grade will be delivered a couple of weeks after taking the test.

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

### PRACTICE TESTS

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

If students are unable to obtain practice tests in certain languages, they are encouraged to review the other language exams in order to get a feel for the content and structure of the exams in general.



## REASONS FOR NOT ACHIEVING THE REQUIRED LEVEL & APPEALS

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

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

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

CEMS wishes that a failed test becomes a learning opportunity, and reasons for failure are clearly recorded by examiners and readers. Therefore, students failing either or both parts of an MBC

test and wanting to know exactly why in order to improve upon their weaknesses and do better on the next test should ask the LBCG member to show them the comments of the examiners or readers. She or he will obtain the comments and discuss them with the students.

If, after seeing the test, students are still dissatisfied with the result, they must contact their local LBCG member and Programme Manager. They may appeal the decision to the Chair of the LBCG. The appeal must be handed in no more than 3 weeks after receiving the result, and they may expect a revision and reply in another 3 weeks.

## HOW TO REGISTER AND ASK FOR ADVICE

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

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

Generally the registration period lasts 3–4 weeks and schools close the system 3 weeks before the testing period starts. After registering to take an MBC test, a student can withdraw from taking the test up to 2 weeks before the test. After that an official (medical) certificate will have to be presented so as not to lose a trial. If for any reason a student does not appear for an MBC test that they have registered for, they are marked as a “no-show”. This counts as an attempt, and it is recorded in the CEMS database as an ungraded attempt.

# G

## grading

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The CEMS MIM certificate will show grades using the ECTS grading scale. Based along the ECTS framework, a grading scale has been developed to facilitate the understanding and comparison of grades given according to different national systems. It has no national reference point and is intended to provide an objective evaluation of student abilities relative to those of other students within the same system. The ECTS grading scale is based on the rank of a student in a given assessment, i.e. how s/he performed relative to other students.

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

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

### Those obtaining passing grades are divided into five subgroups:

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

### Those who have not achieved a sufficiently high level to be awarded a pass grade get:

- // F (Fail – considerable further work is required)

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

Business Communication Skill Seminars and Responsible Global Leadership Seminars, and certain Block Seminars use “Pass” and “Fail” grades.

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

For the language tests, the language levels of the Common European Framework of Reference for Languages are used.

# A

## Adherence to Ethical Guidelines

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

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

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

Students must read and follow the ethical guidelines outlined by member institutions and all

infractions concerning the Master's programme of member schools are handled solely by the member universities. However, if a CEMS student commits an act of student fraud for any MIM programme element the CEMS Graduation Committee ([see page 32](#)) has the right to inquire further into the case and deem whether the student should be allowed to graduate from the MIM programme.

All students may follow the process of appeals designated by CEMS. For further information regarding CEMS handling of student fraud, please see the [guidelines](#).

## CEMS MIM Graduation Rules

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# R

## ules

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

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

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

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

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

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

// A consecutive 8-week international Internship on first-job level

// Minimum language requirements  
- Have passed a CEMS language with a minimum level of B2 oral and B1 written  
- Have successfully completed an elementary study of a third language

# G

## raduation

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

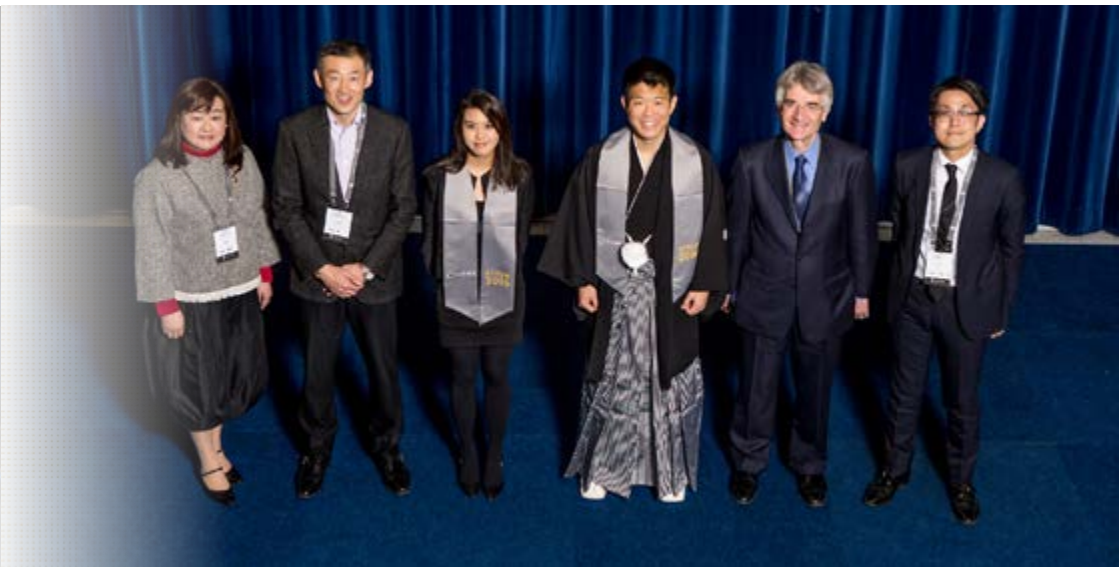
To graduate, the CEMS student must have successfully completed all obligatory components for the CEMS MIM including her/his home degree by 30<sup>th</sup> September of the graduation year at the latest.

Exempted from this deadline are: an internship started no later than the first Monday of September, the home degree to be passed by 10<sup>th</sup> November at the latest (both with written confirmation by 30<sup>th</sup> September), and a pending language exam result from an exam taken in September.

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

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

Failure to meet this deadline will result in loss of entitlement to graduate from the MIM programme. In case of serious reasons a student may request a postponement to be assessed case-by-case by the CEMS Graduation Committee ([see page 32](#)).



## The CEMS Alliance

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# G

## overning Bodies

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CEMS is governed by a Strategic Board and an Executive Board, comprised of representatives from CEMS member schools, corporate partners, social partners, the Alumni Association and the Student Board.

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

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

The CEMS Academic Committee, formed by the 30 local Academic Directors and the President of the Student Board and chaired by a Board member, takes decisions on MIM curriculum-related questions with the aid of the Programme Subcommittee, which also acts as Graduation Committee, taking decisions on borderline cases.

Academic Directors and local MIM Programme and Corporate Relations Managers play an extremely important role. They are the driving force of CEMS in their local institutions. The MIM Programme and Corporate Relations Managers deal with students and companies on a day-to-day basis while the Academic Directors are responsible for the implementation of the curriculum at the member schools. Most schools additionally appoint a member to the Languages for Business Communication Group who is available to answer questions related to examinations and language requirements, and eventually supports personal development.





# C

## EMS Programme Development and Quality Assurance

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In order to maintain a high standard of teaching, CEMS constantly develops its curriculum. The programme offer is subject to accreditation by the CEMS Academic Committee, which ensures that the following learning outcomes are met:

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

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

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

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

Based on the student evaluations, each year CEMS awards the best courses, seminars and the school of the year at the graduation ceremony.

# T

## he CEMS Student Board

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The Student Board is the voice of students within the CEMS alliance. The Student Board consists of one elected representative from each of the member schools. The Student Board engages in advocacy, community building and the best practice sharing among the different stakeholder with the primary aim enhancing the students' CEMS experience, while also supporting the overall development of the alliance.

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

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

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

In 2017, the Student Board works in six subject teams:

1. The **MIM Affairs team** seeks to improve the CEMS MIM programme quality and learning experience by providing a link between students and other stakeholders.

2. The **Marketing & Communication team** implements and supervises projects which have an impact across the CEMS alliance in relation to awareness and information sharing.
3. The **CEMS Club Support team** provides support and guidance to CEMS Clubs and facilitates best practice sharing in order to enhance the CEMS experience for students.
4. The **Responsible Leadership team** brings students closer to society by creating a sense of responsibility about the world's environmental, cultural, economic and social challenges that they will face as future global business leaders.
5. The **Alumni Relations team** works in close collaboration with the CEMS Alumni Association to ensure a stronger network of and assistance in projects related to all CEMS stakeholders and alumni.
6. The **Corporate Relations team** enhances the interaction between students and CEMS Corporate Partners through organising events and developing collaboration spaces on and off-line.

The Student Board can be contacted at [studentboard@cemsmail.org](mailto:studentboard@cemsmail.org).





# C

## EMS Clubs

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CEMS students enjoy a very active student life at each school. CEMS Clubs organise a variety of events on and around campuses. The Clubs are there to support the students CEMS experience as a whole and to ensure that the programme also provides a social and cultural learning experience for them.

CEMS Clubs have been set up to:

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

The CEMS Clubs organise regional events yearly. More information can be found at <http://cems.org/regional-events>.



# C

## EMS Alumni Association

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Founded in 1993, the CEMS Alumni Association is a strong social and valuable professional network. It enables CEMS alumni to continue to enjoy the international and multicultural experience that they will have encountered as CEMS students. It also allows CEMS alumni to interact with fellow alumni, CEMS students, Corporate and Social Partners and the CEMS schools to create shared values.

The vision of the CEMS Alumni Association (CAA) is to be globally recognised as one of the most valuable professional and social alumni networks in the world.

Since its creation the CAA has become an inclusive, dynamic, and powerful network by pursuing three main goals:

- // Create and maintain friendly lasting contact with and between our more than 12,000 CEMS Alumni;
- // Provide exclusive access to a professional network and opportunities for its members;
- // Support and promote the CEMS MIM degree, CEMS experience and brand globally.

Organised on a multi-country basis, the CAA is led by an Executive Director and a Board of 11 members, which is jointly elected every three years.

### CEMS ALUMNI LOCAL COMMITTEES AND INTEREST GROUPS

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The CAA is present in each country through Local Committees (LCs), driven by active CEMS Alumni volunteers. LCs offer unforgettable, local, regional and global professional and social events where alumni from all over the world meet in exceptional locations to network, socialize, and have fun!

Membership of the CAA and attendance of alumni-run events enables CEMS alumni to broaden their professional knowledge and their social and professional network.

### CEMS ALUMNI ASSOCIATION CAREER SERVICE AND MENTORING

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Students also have the opportunity to benefit from the knowledge and experience of CEMS alumni via the **online CEMS Global Advisory & Mentoring Platform ("GAMP")** and the **local Student-Alumni Mentorship Programs ("SAMP")**, vital initiatives that enables alumni to provide guidance to future graduates on their career planning, personal development, and to provide support for a successful application and interview process.

Students can access the online GAMP as CEMS Advice Seekers with their [cemsmail.org](mailto:cemsmail.org) address at <https://cems.evisors.com/login>.

Students should address their Programme Manager, CEMS Club or Alumni Local Committee to find out more about their local SAMP.

In 2017 an increasing number of services will become available to students and alumni. More information can be found at [www.cems.org/alumni](http://www.cems.org/alumni).

Students interested in contributing to the CAA should contact [board@cemsalumni.org](mailto:board@cemsalumni.org) or their Local Committee.

# C

## areer Forum and CEMS Annual Events

The CEMS Career Forum, an exclusive CEMS recruitment and professional networking event, is a highlight event of the year and is held in early-November. It is a 2-day event and an ideal opportunity for CEMS students and young alumni to meet and interact with CEMS Corporate Partners, learn about opportunities for internships and permanent employment, and broaden their network.

The event comprises many activities:

- // Career training workshops available to eligible students on Friday, 3 November, 2017
- // Accredited half-day Skill Seminars on Friday, 3 November, 2017
- // Pre-scheduled interviews on Saturday, 4 November, 2017
- // The job fair, with company stands and walk-in interviews on Saturday, 4 November, 2017
- // The student party at the closure of the Career Forum on Saturday, 4 November 2017

All CEMS students have the opportunity to attend the Career Forum and young CEMS alumni (graduated 0-4 years ago) are also invited to visit the Career Forum. Students can participate more than once in the Career Forum, including the pre-scheduled interviews. In 2017 the Career Forum will take place at Corvinus Business School in Budapest, Hungary.

Every year at the beginning of December the CEMS Annual Events take place. Several events are organised over a four-day period: different stakeholder meetings, the annual General Assembly and the CEMS MIM Graduation Ceremony. These events bring together around 2,000 people, academics and administrators, alumni, students and their families. The Annual Events including the Graduation Ceremony will be hosted by Koç University in 2018 and WU, Vienna University of Economics and Business in 2019.

# W

## ww.cems.org

Once students have entered the MIM programme, they are registered in the database of [www.cems.org](http://www.cems.org) by their home school Programme Manager and automatically receive a welcome message with a login and password to the student private zone as well as information on the host school and the MIM programme.

Most information is available in the public site whereas more personalised information are located in the student private zone, where students have to log in. The student private zone offers the students the option to:

- // See their curriculum/grades registered in the system
- // Register for Block Seminars, Management and Business Communication Tests, Career Forum interviews and Skill Seminars, the programmes of the Annual Events

- // Pay the Student Registration and Handling Fee, if applicable
- // Upload their photos and CVs, which can be searched by Corporate Partners
- // Search and keep contact with their fellow CEMS students and members of the Alumni
- // Receive news from the CEMS Community as well as internship and job offers from Corporate Partners through the JobMarket.
- // Take advantage of the housing search opportunity in the CEMS cities
- // Get information and register for community and regional events organised by the Student Clubs
- // Consult Career Development platforms - Going Global - free of charge





## MEMBER SCHOOLS – as of January 2017

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

## SOCIAL PARTNERS – as of January 2017

CARE International  
 European Space Agency  
 Global Alliance for Banking on Values  
 Kiron Open Higher Education  
 Fairtrade Labelling Organizations International

## CORPORATE PARTNERS – as of January 2017

A.T. Kearney  
 ABB  
 Arçelik  
 Arla Foods  
 AstraZeneca PLC  
 Bank of Moscow  
 Barilla  
 Bayer  
 Beiersdorf AG  
 BNP Paribas  
 BRF  
 CITIC Bank  
 Coloplast  
 Daymon Worldwide  
 Deloitte Touche Tohmatsu  
 Dentsu Aegis  
 EDP  
 EF Education First  
 E-ON Inhouse Consulting  
 Facebook  
 Gartner  
 GlaxoSmithKline  
 Google  
 Groupe SEB  
 Henkel AG & Co. KGaA  
 Hilti  
 Hyundai Motor Company  
 Kerry Group plc  
 KONE  
 Kowa Company, Ltd  
 L'Oréal  
 Lawson, Inc  
 Li & Fung Management Ltd  
 Longshine Technologies  
 LVMH  
 Maersk  
 MasterCard  
 McKinsey & Company  
 MET  
 Microsoft  
 Millennium bcp  
 MVM  
 Nokia Corporation  
 Nomura Securities Co, Ltd.  
 Novo Nordisk  
 Oesterreichische NationalBank  
 OTP Bank  
 Procter & Gamble  
 PricewaterhouseCoopers  
 Reckitt Benckiser  
 SABMiller plc  
 Salesforce.com  
 Siemens Management Consulting  
 Simon Kucher & Partners  
 ŠKODA AUTO a.s.  
 Société Générale  
 Statkraft AS  
 Statoil  
 Swiss RE  
 The Fung Group  
 Tsinghua Unigroup  
 UBS  
 Unibail-Rodamco  
 United Overseas Bank  
 UniCredit Group  
 Uniplaces  
 United Overseas Bank  
 Universum  
 Vodafone  
 Whirlpool  
 Zurich Financial Services





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Updated in January 2017