



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

2024 // 2025





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## Introduction

The following "Student Guide and Graduation Rules" is the official document of reference for the curriculum rules of the CEMS Master in International Management (CEMS MIM) Programme for the academic year 2024-25.

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.

When in doubt about any specific rule or its application, please contact your home school CEMS MIM Programme Manager. Contact details can be found on the [CEMS website](#) or on the [CEMS portal](#).

#### 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.

CEMS MIM YEAR					
TERM 1 – School 1 Typically August – January		TERM 2 – School 2 Typically February – July		TERM 3 – International internship At any time during the graduate period of studies	
3 ECTS	45 ECTS	1 ECTS	15 ECTS	Min. 8 weeks	
Block Seminar	Global Strategy and other CEMS Courses	Global Leadership and other CEMS Courses	Global Citizenship Seminar	Business Project	Full-time internship at a professional level outside of the country of the home school
	5 ECTS Hard Skills Course				
2 ECTS Skill Seminars					
ONGOING LANGUAGE TRAINING AND TESTING					



# The CEMS Master in International Management Guide

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## The CEMS MIM

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The CEMS MIM is a compelling choice for those seeking a truly versatile and geographically mobile international career. The CEMS community is united by a shared vision, which embraces both diversity and collaboration at its core.

The joint curriculum is co-created and refined by Academic Directors from each member school, in conjunction with input from its 70+ CEMS Corporate Partners, Social Partners, as well as students and alumni. CEMS offers students global yet simultaneously local exposure to people, cultures, languages, academic philosophies and business practices. Students receive support to develop into multilingual highly-functioning worldly professionals of high integrity. Graduates become part of a committed, active and rewarding CEMS world-wide alumni network.

The joint CEMS MIM is at the heart of achieving this goal. CEMS combines core curriculum elements shared among the schools and complemented with unique courses stemming from the strengths and diversity of the vast network.

At the core of the programme are three elements: Global Strategy, Global Leadership and Business Projects with Corporate and/or Social Partners, enhanced by an international internship, an international academic semester abroad and mandatory multi-language competencies.

- // **Global Strategy** enables students to understand and navigate the international business environment.
- // **Global Leadership** equips students with the knowledge and skills to manage people across borders and within multinational teams, creating culturally savvy individuals that show empathy and can relate to and interact with people of all backgrounds.
- // Finally, the **Business Project**, conducted with Corporate and/or Social Partners, allows students to integrate theory and practice in multicultural diverse teams, tackling real business issues, across a range of fields.

The CEMS MIM emphasizes personal and social responsibility in business decision-making, leadership and citizenship, all informed by ethical reasoning, personal integrity, and respect for social diversity.

The CEMS MIM's specific, competitive positioning is driven by its curriculum and programme goals. The CEMS MIM curriculum 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.

The CEMS MIM 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 fosters **reflective critical thinking**; students become analytical, 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 and as responsible leaders can contribute to a more open, sustainable and inclusive world.

# C

## ost Considerations

When applying to the CEMS MIM, please refer to the relevant member school's local website to review the school's master's degree offer. Before applying to the CEMS MIM, please consider the following cost considerations.

- // **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 the [CEMS portal](#) and contact your home school CEMS MIM Programme Manager for local details and the method of payment.
- // **Financial Aid:** While students are responsible to cover the tuition fee associated with their programme, the Student Board has created a [Financial Aid Guide](#) to provide information on possible funds and scholarships at CEMS schools.
- // **Visas:** In certain cases, students may need a visa to be allowed to study in the country of the home and/or host school. Schools provide all necessary information and guidance in the process. However, students are responsible for obtaining the visa themselves, and may have to pay for a visa and all administrative and travel aspects of their education. It is important for students to obtain the necessary visa in a timely manner. Please contact your host school CEMS MIM Programme Manager, if in doubt.
- // **Cost of Living:** Students are responsible for the cost of living (food, accommodation, study

materials, etc.) during their terms, taking into consideration the term abroad and varying differences in costs from country to country. Schools may have other financial requirements, such as health insurance, that students are responsible for. The [CEMS Cities Guide](#) serves as a valuable resource for ascertaining the cost of living and acquiring pertinent information about each city where a CEMS school is located.

- // **Courses:** Due to the considerable organizational and financial burden associated with hosting a Block Seminar, most member schools 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 Global Citizenship Seminar.
- // **Languages:** Some member schools request a financial contribution for language teaching and/or testing. Students are responsible for the costs of commercial tests and courses.
- // **Career Forum and Regional Student Events:** Students can benefit from participating in many student events within the CEMS network, which may involve travel costs and/or possible participation fees at their own expenses.
- // **Graduation Ceremony:** Students choosing to participate in the CEMS MIM graduation ceremony will be responsible for certain costs (travel, participation fee, dinner, invitation of guests, etc.).

# A

## pplication & Selection

### REQUIREMENTS FOR ALL CEMS MIM CANDIDATES

Students applying to the CEMS MIM must:

- // **Be enrolled in a master's programme in a selected CEMS member school** by the start of their CEMS MIM studies.
- // **Provide proof of academic preparation:** have either received a Bachelor's in Management or Economics or in a related field; or passed a minimum of 60 ECTS of full-time business education (to be presented at the programme start). If applicable, provide a minimum of 600 points in GMAT.
- // **Provide proof of proficiency in English** (if not mother tongue) through any of the following (minimum level): TOEFL iBT100; IELTS (Academic)/IELTS Indicator 7.0; CPE C; CAE B; BEC Higher B; Pearson test of English Academic (PTE) 68; 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 tests; A-level GCSE issued in Singapore.
- // **Hand in a mother tongue declaration form:** mother tongues are not tested but have to be declared upon application to the programme and which cannot be changed after application ([see page 17](#)).

**Please note:**  
CEMS does not accept TOEFL MyBest Scores.

In order to apply, students must follow the local application and selection procedure. The application requirements for the local master's programme may differ from the CEMS requirements. Please consult the [CEMS website](#) for application requirements, periods, deadlines and details at individual CEMS schools.

On the application form, students have to indicate preferred destinations for their academic

term(s) abroad. Students may also indicate during which term they wish to study abroad.

### SELECTION PROCESS

CEMS member schools together with Corporate Partners select candidates locally for the CEMS MIM. Based on the documents provided by the candidates, they may be invited to a selection interview or an assessment centre. Candidates 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 Competencies
- // Integrity
- // Critical Thinking
- // Motivation for the CEMS MIM

#### 3) GLOBAL ORIENTATION

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

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

**Please note:** In most schools, students are first selected for entry to the CEMS MIM, 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 on the CEMS portal and automatically receive a [welcome message](#) with important information.



# C

## EMS MIM Terms

The CEMS MIM consists of three terms: two academic terms (Term 1 & Term 2) and the internship term (Term 3). The two academic terms must be consecutive (typically from August to 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.

**To complete an academic CEMS MIM term, students must successfully pass a minimum of 24 ECTS during each term.** It is students' responsibility to take a sufficient number of credits in each term.

The total credit requirement for the CEMS MIM programme is 66 ECTS. Students must complete all core curriculum requirements during the CEMS MIM year. **Failing to fulfil the minimum credit requirement and to complete the core curriculum elements during the CEMS MIM year will**

**result in failing the CEMS MIM. For potential exceptions, [see page 11](#).**

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

Certain member schools' term dates start earlier than other schools while some schools may have conflicts particularly in the January/February period. The schools do their best to avoid overlapping of terms, but students should contact their home school CEMS MIM Programme Manager if in doubt. For exact term dates, please go to the "Programme Offer" section [at each member school page](#) on the CEMS website.

# B

## lock Seminars

The **Block Seminar** is a one-week course that takes place at the beginning of Term 1. It accounts for 3 ECTS and students receive a grade.

Block Seminars bring together professors and students from various CEMS member schools.

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

Depending on when Term 1 begins at different member schools, Block Seminars can take place between end-July and mid-October. As the Block Seminar is a mandatory element of the programme that can under no circumstances be postponed, class attendance is mandatory. **It is the student's responsibility to make sure that they attend a Block Seminar at the beginning of the programme.** The Block Seminar may overlap with the CEMS International Internship only when a contractually agreed holiday from the internship is declared.

Students are automatically assigned to the Block Seminar of their Term 1 school. In exceptional cases, **with the permission of the school hosting the student during Term 1, students may apply for a Block Seminar different from the one held at their "Term 1 school" or a second Block Seminar.** Please verify this possibility with your home school CEMS MIM Programme Manager.

Topics, dates and exact locations are announced in the "Programme Offer" section on the [CEMS website](#).



# G

## lobal Citizenship Seminars

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

Within the Global Citizenship Seminar, students will have the opportunity to engage with the [Sustainable Development Goals](#) through experiential learning.

Depending on when Term 2 begins at different CEMS member schools, Global Citizenship Seminars can take place between January and April. As the Global Citizenship Seminar is a mandatory element of the programme that can under no circumstances be postponed, class attendance is mandatory. It is the student's responsibility to make sure that they attend a Global Citizenship Seminar in Term 2. The Global Citizenship Seminar accounts for 1 ECTS. Students don't receive a grade but the seminar can be failed if the learning objectives or full attendance requirements are not met.

Taking the Global Citizenship Seminar at a different school may in exceptional cases be allowed, but the student must obtain permission from the involved schools well in advance. Please verify this possibility with your home school CEMS MIM Programme Manager.

Schools may include a social event in connection to the Global Citizenship Seminar, in which participation can be declared mandatory. Social events may be organized in cooperation with local CEMS Clubs.

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

### CURRICULUM REQUIREMENTS

Every student has to participate in a Block Seminar at the start of the CEMS MIM. No exemption can be made, except for illness proven by a medical certificate or other serious personal circumstances documented. In such cases, the student will have to complete a Block Seminar offered at another institution during the same academic year, or if that is not possible, take a Block Seminar in the following academic year.

Likewise, every student must participate in the Global Citizenship Seminar at the start of Term 2. No exemption can be made, except for illness proven by a medical certificate or other serious personal circumstances documented, in which case the home school assists the student to find a seminar at another school or eventually postpones it until the following academic year.

# C

## EMS Courses

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

During Term 1, students have to successfully complete a CEMS Core Course in the field of **Global Strategy**. During Term 2, similarly, students have to successfully complete a CEMS Core Course in the field of **Global Leadership**. These specified courses are offered exclusively to CEMS students and need to be completed during the CEMS MIM year.

Students have to successfully complete Elective CEMS course(s) in which a minimum of 5 ECTS are "hard skills" course. Hard skills courses emphasize the training of students' quantitative and computational skills and expertise. The main focus of these courses is not the theoretical/conceptual background of these skills but their application and implementation in preferably real business-decision settings. Schools can offer hard skill courses in the areas of business analytics, financial analysis, data science, statistics and econometrics, optimization and process planning.

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 schools.

Subject to the local programme portfolio, schools may also offer Open Elective Courses outside the Management/Business field in History/Philosophy/Political Science etc. to develop a more holistic view. Open Elective Courses can only be taken during the CEMS MIM year, with a maximum allowance of 7.5 ECTS.

Students can also benefit from a CEMS Global Online Elective offered in Term 1 ([see page 26](#)). Member schools make a selection of CEMS Elective Courses available for all students of the current cohort in online format. Students can take one course from the selection and the ECTS received will count towards the CEMS MIM. However, whether the course will count for the home degree

master's programme is subject to local rules.

A list of courses at all member schools can be found on the [CEMS website](#).

### FLEXIBILITY RULES APPLYING TO CEMS COURSES

**During the CEMS MIM year only:**

- // CEMS Electives accounting for a maximum of 7.5 ECTS can be substituted by a Research Project ([see page 14](#)).
- // Coursework can include Open Electives worth up to a total of 7.5 ECTS.

**During the year before or the year after the CEMS MIM year:**

- // CEMS Electives and Skill Seminars, accounting for a maximum of 15 ECTS, may be taken outside the CEMS MIM year. This flexibility rule is subject to local regulation and may not be offered at all member schools. Please verify the possibility with your home school CEMS MIM Programme Manager. Credits taken before the start of the CEMS MIM 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.

**A student must pass a minimum of 24 ECTS in each academic term, and will be able to credit a maximum of 37.5 ECTS per term.**

This includes courses, the Block Seminar, Global Citizenship Seminar, Skill Seminars and the Business Project, as well as a possible Research Project and open electives. Credits taken prior to or after the CEMS MIM year do not affect this requirement.

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

- Grade conversion
- Allowance of course re-sit
- Class attendance during the term

For further information please contact the CEMS MIM Programme Managers.



# 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. Students receive a grade.

### RULES, ROLES AND RELATIONS CONCERNING BUSINESS PROJECTS

Student teams consist of 3-5 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 intercultural social skills. They get to know potential employers and re-define their professional goals.

As the Business Project is a mandatory element of the programme that can under no circumstances be postponed, attendance and active participation are mandatory. It is the student's responsibility to make sure that they attend all classes of the Business Project in Term 2. Students also take responsibility for the project and strive for the best results. They share the workload within a team and communicate well with their advisors. Each member of the team is expected to contribute their part to complete the Business Project. Peer evaluation is generally part of the evaluation process.

Students receive a grade for the Business Project taking into consideration the evaluation from academic and corporate advisors as well as the peer evaluation from the student team.

Organizer 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-organizational Learning	<b>Business Project</b>	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 Skill Seminars for a total value of minimum 2 ECTS (0.5 ECTS = 8 hours = 1 day).

Skill Seminars are training seminars in practical skills, which could be conducted online or in person. They are essential to kick-starting an effective professional career and fundamental to adjusting easily to an international management environment. Topics may include, but are not limited to:

- // Sustainability
- // Strategy skills
- // Personal and career development
- // Consulting skills
- // Marketing and communication skills
- // Leadership and teambuilding

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

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

Skill Seminar offerings can be found on the "Programme Offer" page of each member school on the [CEMS website](#).

**Please note:** Please contact the CEMS MIM Programme Manager in charge for registration to Skill Seminars and possible financial contributions. Alternatively, students can also find Skill Seminars via the [CEMS Career Center](#), where member schools publish Skill Seminars that are open to all CEMS students.

### SKILL SEMINAR ATTENDANCE AND SANCTIONS

Due to Corporate and/or Social Partner involvement and/or the degree of planning required to organize 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 documents)** will be considered in approving late de-registration without a sanction.

// Students should be aware that each school may have different local rules that differ from the global CEMS Skill Seminar attendance sanction. Please consult with the Programme Manager for further information.

**If none of the above applies and a student does NOT attend the seminar, he/she is NOT allowed to register for or to participate in Skill Seminars for the current and following term. In addition, the student is put last place on the list of preference for Skill Seminars, Business Projects, and Block Seminars. The student is removed from the CEMS MIM if 3 seminars are missed during the CEMS studies.**

**Please note:** For online Skill Seminars, students should have their camera on and actively participate throughout the seminar to have it validated.

# C

## EMS Research Project

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The **Research Project** is an optional programme element which **can substitute 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 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 school.

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

### 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

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Internships provide students with the real-life professional learning experience of integrating into an organization'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 organization such as Social Partners or in a humanitarian mission.

Entrepreneurial internships (starting up an own business) may be accepted with permission of the home school Academic Director, and as long as the CEMS requirements are met and supervision / tutoring by the home school 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 sign up for announcement notifications at the [CEMS Career Center](#).

Students are responsible for all official documents required for employment. The ["CEMS Internship Guide"](#) gives help and information on internship possibilities, visa and other regulations in each CEMS country. Students should research on and be aware of visa requirements for working in the country where they plan to do an internship.

### Requirements

- // Students either spend the internship abroad, or if they have spent both academic terms abroad, they may pursue the internship at their home country, but within a company operating in an international environment.
- // For the purposes of fulfilling the CEMS MIM graduation requirements, "abroad" is defined as outside the country of the home school.
- // Internships must cover a period of at least 8 consecutive weeks full-time in the same com-

pany (the first 8 weeks of a full-time employment position are also accepted). A longer period of internship is subject to local decision based on home degree requirements.

- // 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 online evaluation form at the end of the internship or at the end of the CEMS mandated minimum 8-week period.
- // Students who are more oriented towards work in the entrepreneurial sector may fulfil the internship requirements through work with their own start-up, if all conditions of a "regular" internship are met and it is approved by the CEMS home school Academic Director. Supervision is provided by the home school.
- // Internships can take place at any time (also prior to CEMS selection with conditions, see Registration and Validation on the next page), **except during the two academic CEMS MIM terms**.
- // Internships must take place during the graduate level of studies, starting after the date when the student fulfilled all official Bachelor's degree study requirements.
- // Internships must be approved by the home school before the start date (see below "Registration and Validation").
- // The internship can overlap with the Block Seminar only when a contractually agreed holiday is declared. The student is responsible for providing official documentation to the home school CEMS MIM Programme Manager. Students planning to graduate in 2025 must start the internship on the second Monday of September 2025 at the latest, and finalize the internship by the first Sunday of November 2025.





## FLEXIBILITY RULES APPLYING TO INTERNATIONAL INTERNSHIPS

In certain cases, students may apply for an exemption from the international internship requirement. The request must be supported with evidence and will be evaluated by the home school Academic Director on a case-by-case basis.

// When there is a justified background:

Students may 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 other than their home school, or has acquired secondary education or bachelor's degree in a different country than their home schools.

// When there are travelling, hiring, VISA restrictions imposed by countries or companies:

Certain nationalities have difficulties securing internships abroad. For this reason, students may be exempted from having to carry out an internship abroad (outside of the home school country) only when there is justified evidence that travelling, hiring, VISA restrictions imposed by countries or companies prevent students from securing an internship abroad. In the case of unknown rejection reasons, only non-European national students can apply flexibility rules.

// In the case that it is not possible to do an in-person internship due to a company policy:

Students may be exempted from having to carry out an in-person internship at a company when there is justified evidence: proof of company policy and 4 other rejection letters.

In this case, the contract should be signed with the company where the HQ is located outside of the home school country.

// In the case that it is not possible to do an in-person internship due to a serious health condition: Students may be exempted from having to carry out an in-person internship at a company when there is a medical certificate as justified evidence.

Students must provide evidence of challenges to meet the international internship by handing in a [common application form](#) plus supporting documents for exemption of carrying out the internship abroad and/or in person. Students can accept an internship offer only after the exemption request has been approved by the home school Academic Director.

### Registration and Validation

// Students must register their internship **before** its start on the CEMS portal for validation, providing the necessary information about the internship, including a valid work email of the supervisor.

// Students applying for the flexibility rule must state clearly the specific rule valid for their case and attach supporting documents when registering the internship on the CEMS portal.

// Home school managers verify the registered information. Once it is approved, students can start the internship.

// An online evaluation form is automatically sent to the supervisor at the end of the internship.

**The submission of an evaluation form is essential for graduation, therefore, students are to ensure that company supervisors fill it in.**

// When the supervisor submits the evaluation form, the internship will be validated. The evaluation result is accessible to managers and students via the CEMS portal.

// If there are technical issues that prohibit the supervisor from using the online evaluation form, the uploaded evaluation form has to be signed by the supervisor together with the company stamp or on a company letterhead.

// Refer to [Steps to Register Internship Information to the CEMS Database](#) for more details.

**Note:** Many countries can only offer internships to individuals having a student status at a university. CEMS as an organization cannot legally offer student status.

# L

## anguage Requirements

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

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

Language 1	English
Mother tongue or Proficiency (fulfilled through entry requirements and the CEMS MIM)	
Language 2	any language
Mother tongue or B1 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.

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. CEMS defines A1, A2, B1 as the elementary level of studies.



**Please note:** While these are the minimum requirements needed to pass the CEMS MIM, students are highly encouraged to take language or business communication courses and/or tests at the highest level in as many languages as they master. The CEMS MIM certificate shows the levels passed in each language. Student should be aware that their home school programme's language requirement may differ from the global CEMS language requirements. Please consult with your CEMS MIM Programme Manager for further information.

### LANGUAGE COMBINATIONS

// Students may declare more than one mother tongue. Mother tongues are not tested but a ["declaration of mother tongue"](#) is to be filled in upon application to the programme. Students cannot change their mother tongue once they confirm it during application. A declaration is to be filled in for each language declared.

// Certain combinations of similar languages will not be allowed to fulfil the requirements. These are: Bosnian/Croatian/Serbian/Montenegrin/Slovenian, Czech/Slovak, Danish/Swedish/Norwegian, Danish/Faroese, Dutch/Flemish/Frisian/Afrikaans, German/Luxembourgish, Russian/Ukrainian/Belarusian, Russian/Kazak, Spanish/Catalan, Spanish/Galician.

## LANGUAGE ASSESSMENT OPTIONS AND VALIDITY

	Language 2 - Any language	Language 3 - Any language
Mother tongue	Mother tongue declaration confirming the student's ability to speak and write the language adequately is required.	
University Degree/ Secondary Education	Proof of secondary education/university degree completely fulfilled in a foreign language	
C2/C1  <i>Validity: Forever</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>Tests</b></p> <ul style="list-style-type: none"> <li>- Accredited in-house tests at CEMS Universities (subject to availability)</li> <li>- Commercial language tests accredited by CEMS</li> </ul>	
B2  <i>Validity: Max 5 years before the start of the CEMS 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>Tests</b></p> <ul style="list-style-type: none"> <li>- Accredited in-house tests at CEMS Universities (subject to availability)</li> <li>- Commercial language tests accredited by CEMS</li> </ul>	
B1  <i>Validity: Max 2 years before the start of the CEMS 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>Tests</b></p> <ul style="list-style-type: none"> <li>- Commercial language tests accredited by CEMS</li> </ul>	
A2/A1  <i>Validity: Max 2 years before the start of the CEMS MIM year.</i>	N/A	<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>

**Note:** Elementary level language courses (A1, A2, B1) must have a minimum of 5 ECTS or 60 contact hours. The start of the CEMS MIM year is defined by the start of Term 1.

- // List of accepted commercial language courses at [CEMS accredited cultural institutes](#).
- // List of [Commercial Language Tests accredited by CEMS](#).

# G

## rating

The CEMS MIM certificate will show grades using the ECTS grading scale. Based on 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.

**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. Skill Seminars and the Global Citizenship Seminar use "Pass" and "Fail" grades.

Translation of local grades to this scale is up to the grading institution. Please refer to an [indicative guide on the local grade conversion](#) to CEMS grades.

For the language tests, the language levels of the [CEFR](#) for languages are used.



# A

## dherence to Ethical Guidelines

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

Students must not only familiarize 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 school.

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 schools and all infractions concerning the master's programme

of member schools are handled solely by the member schools. However, if a CEMS student commits an ethical misconduct in relation to the CEMS MIM, the CEMS Graduation Committee has the right to inquire further into the case and eventually decide whether the student should be allowed to graduate from the programme.

All students may follow the process of appeals designated by CEMS. For further information regarding CEMS handling ethical misconduct, please see [the CEMS Ethical Guidelines](#).

## The CEMS MIM Graduation Rules

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# R

## ules

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

- // Have spent at least two of the three CEMS MIM terms abroad
- // Have graduated from a local master's programme officially connected to the CEMS MIM
- // Have completed the following **66 ECTS** of course type elements:
  - Block Seminar at the beginning of CEMS MIM Term 1: **3 ECTS**
  - Courses including one course in Global Strategy and one course in Global Leadership during the CEMS MIM year; course(s) in hard skills of a total value of minimum 5 ECTS during the CEMS MIM: **min. 45 ECTS**
  - Global Citizenship Seminar in CEMS MIM Term 2: **1 ECTS**
  - Business Project in CEMS MIM Term 2: **15 ECTS**
  - Skill Seminars: **min. 2 ECTS**

// In each academic term, a total value of minimum 24 and maximum 37.5 ECTS may be credited towards the CEMS MIM

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

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

// Minimum language requirements

- Have passed a second language with a minimum level of B1 oral and B1 written
- Have completed an elementary study of a third language

# G

## raduation

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 the home degree by mid-October of the graduation year at the latest.

Exempted from this deadline are: an internship started no later than the second Monday of September and finished no later than the first Sunday of November, the home degree to be passed by the second Friday of November at the latest (both with written confirmation by mid-October), and a pending language test result (result to be presented by the first Sunday of November).

Students have a maximum of 1.5 years to complete the CEMS MIM degree after graduating from their home school programme.

However, in cases when the home degree completion has been delayed, the period may be extended to a maximum of 5 years, counted from the end of the CEMS MIM year.

As an example, a student of CEMS MIM Year 2024/25 graduating from the home school programme in June 2025 must fulfil all CEMS graduation requirements by November 2026.

Failure to meet this deadline will result in loss of entitlement to graduate from the CEMS MIM. In case of serious reasons, a student may request a postponement to be assessed case-by-case by the CEMS Graduation Committee.



## Cross-School Initiatives

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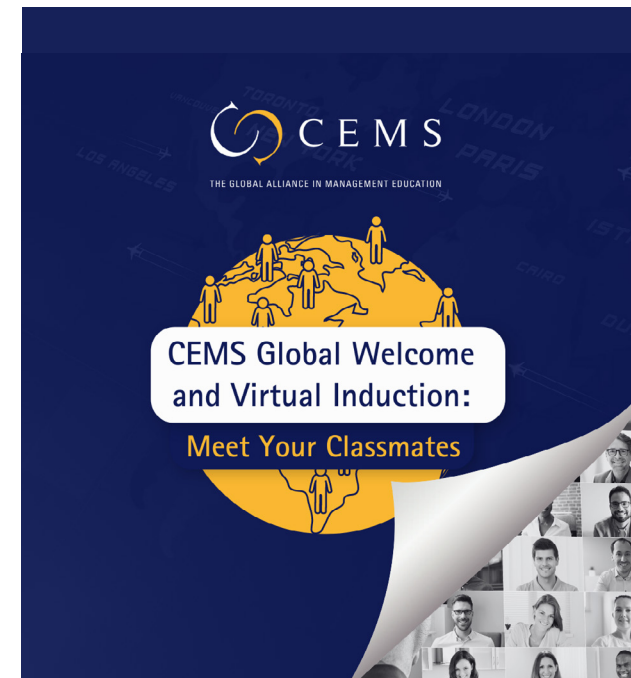
# G

## lobal Welcome

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The Global Welcome and Virtual Induction meeting is to welcome freshmen CEMS students in the new academic year and to give them a better understanding of the global community of CEMS. Beyond giving students a detailed introduction to the diverse components and global opportunities within CEMS, encompassing CEMS MIM, the Student Board, CEMS Club, Career Forum, and various events, the session also offers students a unique chance to actively participate. Through a breakout room setting, students can engage in interactive discussions, pose questions with their respective home and/or host school(s), and gain in-depth

information regarding both the academic and practical aspects of the programme. The online session is organized in June and all selected students receive an invitation.



# G

## lobal Online Electives

The CEMS Global Online Electives course offering was initially a response to the Covid-19 emergency in AY 2020/2021. Thanks to the positive feedback from students and the strive to provide CEMS students with a wider course offer, the schools continue to offer online elective courses in Term 1, thus expanding the CEMS experience for students.

The Global Online Elective course is a regular elective course which has the same workload and participation requirement as other elective courses. Thus, it counts for the CEMS course credits, however, whether the course counts for the home degree

master programme is subject to local rules. The grade and ECTS obtained for the course appear on the CEMS transcript and certificate.

# M

## odel UNFCCC

The CEMS Climate Change Course and its Model UNFCCC (United Nations Framework Convention on Climate Change) is a CEMS flagship semester-long lecture series on the topic of climate change and climate policy. The lecture series is followed by a unique two-day simulation of UN climate negotiations, where over 100 students from 10 CEMS universities play the roles of government, non-government and industry representatives. The curriculum at all universities is harmonized and comprises four modules, with the aim to level the knowledge of all students before the final climate change negotiation role-play.



# S

## ummer Schools and Language Courses

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CEMS students have the opportunity to enroll in summer and language courses at certain CEMS schools. The objective of this initiative is to widen the global opportunities and advantages for CEMS students, beyond the existing home and host school experience. Schools offer places in their regular summer/intensive courses where the participation is self-funded by the students. The courses

are considered as regular CEMS elective courses, however, the eligibility for credit counting towards the master's degree will vary based on the policies of the home school.



## The CEMS Alliance

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# Governing Bodies

The CEMS organization, being a non-profit association under French law, is governed by the the Strategic Board, the General Assembly and the Management Council, comprised of representatives from CEMS member schools, Corporate Partners, Social Partners, the Alumni Association and the Student Board.

Under the leadership of the CEMS Chair and Deputy Chair, the Strategic Board and the General Assembly convenes once a year, while the Management Council convenes continually throughout the year to set the strategic and operational framework of the organization. The Chairs are supported in their responsibilities by Committees, and CEMS Global Office, led by the CEMS Executive Director.

The CEMS Global Office is the permanent organizational body of CEMS, comprising members of staff who are responsible for senior management of the network, academic/quality management and coordination, corporate relations and services, contact to social partners, events and communications, and working with the elected student representatives of the Student Board and the CEMS Alumni Network. The team liaises closely with the Chairs and the

Committee chairs while supporting the implementation process of decisions taken by the boards.

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

Academic Directors, local CEMS MIM Programme Managers, and Corporate Relations Managers play an extremely important role. They are the driving force of CEMS in their local institutions. The CEMS 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 Language Representative to the Language Advisory Committee who is available to answer questions related to examinations and language requirements, and eventually supports personal development.

# CEMS Programme Development and Quality Assurance

In order to maintain a high standard of teaching, CEMS not only constantly develops its curriculum, but all individual programme elements as well as the support services provided by the academic members are subject to a constant quality evaluation. This is also to ensure that the following learning objectives are met:

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

Online student satisfaction surveys are sent to the students upon finishing every major programme element through the CEMS Global Office.

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





# 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 stakeholders with the primary aim of enhancing the students' CEMS experience, while also supporting the overall development of the alliance.

The Student Board achieves its aims through the following mechanisms:

- // Gathering students' opinions about CEMS and the CEMS MIM curriculum, 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, responsible leadership and ethical conscience.
- // Providing support and a platform for communication to the local CEMS Clubs to help them achieve their goals, share best practices across the Clubs 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.

The Student Board has been restructured to work in eight teams:

1. The **MIM team** seeks to improve the CEMS MIM programme quality and learning experience by providing a link between students and other stakeholders. It surveys the student body for a multitude of relevant topics to provide actionable input based on up-to-date data.
2. The **Marketing & Communication team** implements and supervises projects which have an impact across the CEMS alliance in relation to awareness and information sharing. Its main aim is to increase the Student Board's visibility and to promote CEMS as a programme across our social media channels.
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. The team's main effort is dedicated towards the CEMS Club Conference, serving as networking and learning event for the Clubs' Presidents.
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 & Social Partners team** enhances the interaction between students and CEMS Corporate and Social Partners through organising events and developing collaboration spaces on and off-line.
7. The **Digital Innovation team** monitors emerging technological trends to evaluate their usability within CEMS and maintains the Student Board's digital workspaces to ensure proper task management across teams, as well as knowledge storing.
8. The **Global Integration Task Force team** works to support non-European member schools' integration into the CEMS alliance and enhancing the experience locally. The team helps with building structures with local stakeholders and consulting them on best practices and strategies.

For concerns or any confidentiality issues regarding the CEMS MIM experience, students may reach out to the Student Board MIM team via [mim.studentboard@cemsmail.org](mailto:mim.studentboard@cemsmail.org). The MIM team will facilitate the process of finding the right persons to resolve the issue.

## GLOBAL RESPONSIBILITY WEEK

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Each year, CEMS Global Alliance organises the Global Responsibility Week, an initiative aimed at fostering sustainability, inclusivity, and diversity. Organized by the CEMS Student Board's Responsible Leadership team, the week features online and local activities taking place across the globe (webinars, chats, challenges, cooking classes, etc.) coordinated by various CEMS stakeholders. Participation is open to all members of the CEMS community, spanning students, alumni, academics, and corporate/social partners.

# C

## EMS Clubs

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CEMS students enjoy a very active [student life](#) at each school. CEMS Clubs constantly organize a variety of events on and around campuses as well as [regional events](#) yearly. The Clubs are integral in supporting the students' CEMS experience as a whole and to ensure that the programme also provides a social and cultural learning experience for them on a local level.

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 and social partners
- // Foster innovative and progressive ideas to help CEMS grow



# C

## EMS Alumni Network (CAN)

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CEMS has an alumni network of close to 21,000+ alumni from 108+ countries, living and working in 75+ countries. This is indeed an incredible network of peers providing students with lifelong support from like-minded individuals throughout the world. During the CEMS student experience, alumni are readily available to network with students, mentor and support students' endeavours and are always willing to share their experiences & career journeys.

### CEMS ALUMNI NETWORK ADVISORY COMMITTEE

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The CEMS Alumni Network is a strong social and valuable professional network, enabling CEMS alumni to continue to enjoy the international and multicultural CEMS experience. CAN has become an inclusive, dynamic, and powerful network by pursuing the following goal: to connect Alumni to CEMS and to each other, provide valued services to members, and to support the CEMS purpose.

### CEMS ALUMNI LOCAL PRESENCE

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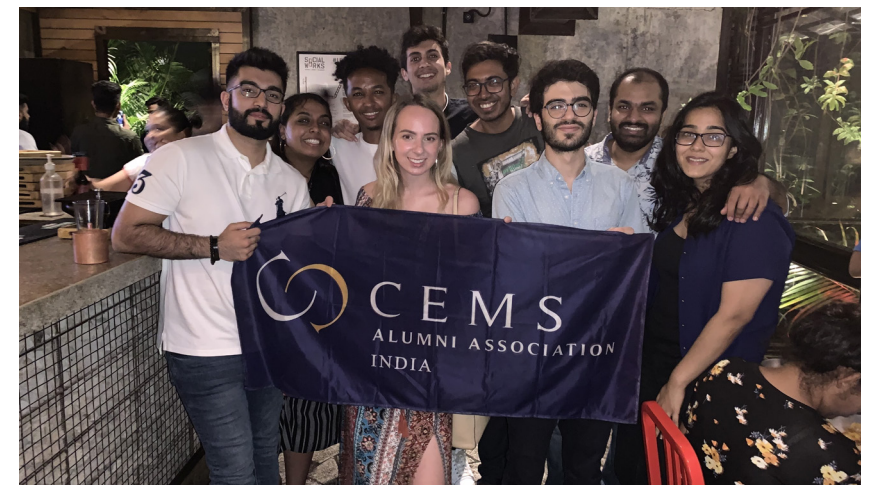
CAN is led by a small team of Ambassadors who are headed by a senior Alumni. The team is organized around regional hubs i.e. Europe & Africa, the Americas and the APAC regions. The Local Chapters complete the global organization of alumni with more than 30 Local Committees and Global Groups. LCs are driven by active Alumni volunteers offering unforgettable, local, regional and global professional and social events for alumni worldwide to network and socialize! The network enables CEMS alumni to broaden their professional knowledge and their social and professional network.

If students would like to get involved with the CAN, LCs or global groups, please contact [board@cemsalumni.org](mailto:board@cemsalumni.org).

### CAREER ADVICE & MENTORING

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Students benefit from the knowledge and experience of CEMS alumni via the online [CEMS Mentoring Platform](#) and the local Student-Alumni



Mentorship Programmes (SAMP). These are vital initiatives that enable 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 [CEMS Mentoring Platform](#) with their [cemsmail.org](#) address. Students should address their CEMS MIM Programme Manager, CEMS Club or Alumni Local Committee to find out more about the local SAMP.

If students are interested in entrepreneurship or the start-up scene, then [CEMS Entrepreneurs](#) have just what they are looking for. If students are in need of advice or support, they can reach out to the CEMS Entrepreneurs for guidance.

### CEMS ALUMNI PLATFORM

Following graduation, students are automatically integrated into the network of peers. Students' information is transferred from the CEMS portal to the exclusive CEMS Alumni Platform where they can learn more about the CEMS alumni community, network, check in with alumni from around the globe, find old classmates, and join local chapters in their cities and/or global interest groups.

The CEMS alumni team will continue to work towards including CEMS students on the exclusive alumni platform. Please visit the [CEMS Alumni Platform](#) to check out current alumni events and see what Alumni Local Chapters and Global Groups are available.

Please feel free to review the [CEMS Alumni Toolkit](#) for further information, and connect with the local alumni chapter to start interacting with CEMS alumni and grow the network today.

### GLOBAL ALUMNI WEEK

The CEMS Global Alumni Week (GAW) is a globally organized week of activities that involve all CEMS stakeholders: Alumni, Students, CEMS Member Schools; with a special focus on engaging alumni and students with the CEMS community. The objective of the GAW is to encourage professional network building & exchange, strengthen the interaction among students and alumni, and enhance the engagement and visibility of CEMS alumni. Read more about [GAW 2023](#).

### CEMS SOCIAL MEDIA CHANNELS TO REACH ALUMNI

Check out the [CEMS YouTube Channel](#) to watch webinars and open discussions organized by the CEMS Alumni Team and the Student Board featuring Alumni.

There are also a variety of CEMS Alumni Groups via LinkedIn and Facebook that students may join and follow, from CEMS Entrepreneurs to CEMS Alumni Finland, Australia & Singapore.

Contact the CEMS Alumni Team at [alumni@cems.org](mailto:alumni@cems.org) for more information on any of the above.

# Career Forum and CEMS Annual Events

The CEMS Career Fairs are exclusive CEMS recruitment and professional networking events. They are held twice a year in early-November ([CEMS Career Forum](#)) and mid-March ([CEMS Global Recruitment Event](#)). Both career events are CEMS highlights for all students. The fairs are 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. Each year, many students & alumni find their job or internship placement through these events.

The events comprise many activities:

- // Career trainings
- // CV advice workshops
- // Accredited half-day Skill Seminars
- // Pre-scheduled interviews
- // Coffee talks
- // Jobfair

All CEMS students - as well as young CEMS alumni graduated within the last four years - have the opportunity to attend the Career Fairs.

The CEMS Annual Events take place in late November / early December every year. Several events are organized over a four-day period: stakeholder meetings, the annual General Assembly and the CEMS MIM Graduation Ceremony. These events bring together around 2,000 people, including academics and administrators, alumni, students and their families.



Once students have entered the CEMS MIM, they are registered on the [CEMS portal](#) by their home school CEMS MIM Programme Manager. Students automatically receive a welcome message with a login and password and information on the host school and the CEMS MIM.

Most information is available in the public site whereas more personalized operations are located on the CEMS portal, where students have to log in. The [CEMS portal](#) offers the students the option to:

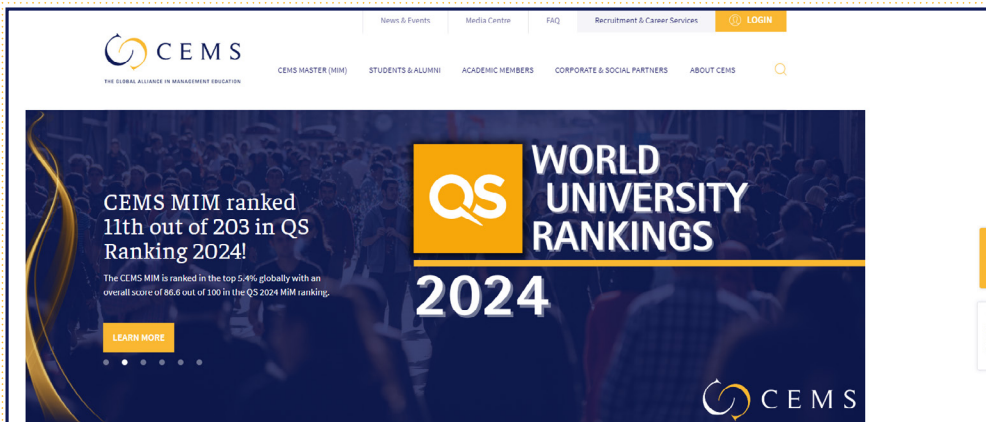
- // Follow their curriculum/grades registered in the system
- // Register for Career Forum interviews and Skill Seminars, and the Graduation Ceremony
- // Get access to programme related documents in [Library](#)
- // Pay the "Student Registration and Handling Fee", if applicable

// Access the CEMS Career Center including a CV creation tool, a job search engine, and useful career advice. This Center is also used by CEMS Corporate Partners interested in finding CEMS students and graduates for job/internship opportunities

// Receive news from the CEMS Community as well as internship and job offers from Corporate Partners through the Career Center

// Get information and register for community and regional events organized by the Student Clubs

**Note:** Take a look at the [one-pager overview](#) containing all the relevant platforms, tools and social media that are available for CEMS students.



## MEMBER SCHOOLS – as of January 2024

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
Chile	Universidad Adolfo Ibáñez
China (Beijing)	Tsinghua University School of Economics and Management
China (Hong Kong)	HKUST Business School
Colombia	Universidad de Los Andes School of Management
Czech Republic	Prague University of Economics and Business
Denmark	Copenhagen Business School
Egypt	The American University in Cairo School of Business
Finland	Aalto University School of Business
France	HEC Paris
Germany	University of Cologne
Hungary	Corvinus University of Budapest
India	Indian Institute of Management Calcutta
Ireland	UCD Michael Smurfit Graduate Business School
Italy	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
Singapore	National University of Singapore
South Africa	University of Cape Town Graduate School of Business
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
United States of America	Cornell SC Johnson College of Business

## SOCIAL PARTNERS – as of January 2024

CARE International  
 European Space Agency  
 Global Alliance for Banking on Values  
 Fairtrade Labelling Organizations International  
 GROW Movement  
 Transparency International  
 United Nations Alliance of Civilizations  
 WWF International

## CORPORATE PARTNERS – as of January 2024

A.P. Moller - Maersk	LVMH
ABB	Mastercard
ABInBev	McKinsey & Company
Accenture	Mercedes-Benz Group
Airbus	Merlin Entertainment
AlphaSights Ltd	MET
Amplifon S.p.A.	METRO
Arçelik	MOL Group
Bain & Company	Nokia
Barilla	Oesterreichische NationalBank
Bayer	Oliver Wyman
Beiersdorf AG	Plzenský Prazdroj
BNP Paribas	Procter & Gamble
Boston Consulting Group	Raiffeisen Bank International
Cap Gemini Invent	Richemont
China CITIC Bank International	Roboyo
CMA CGM	Sanofi
CO2 Management AS	Santander Bank Polska S.A.
Coca-Cola HBC	Siemens Healthineers
Coloplast	Simon-Kucher & Partners
Deloitte Touche Tohmatsu	Société Générale
DHL Consulting	Technogym
E.ON Inhouse Consulting	Unibail-Rodamco-Westfield
EDP - Energias de Portugal, S.A.	Whiteshield Partners
EF Education First	zeb
Equinor ASA	Zurich Insurance Group
EssilorLuxottica	ŠKODA AUTO a.s.
Gartner	
Google	
Groupe SEB	
H&M	
Henkel AG & Co. KGaA	
Hilti	
Hitachi Energy	
Hyundai Motor Company	
Integration Consulting	
Jardine Matheson	
KEARNEY	
KONE	
Kowa Company, Ltd	
L'Oréal	
LG Chem	
Lufthansa Group	



CEMS Global Office

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1, rue de la Libération  
78350 Jouy-en-Josas  
France  
[mim@cems.org](mailto:mim@cems.org)  
[www.cems.org](http://www.cems.org)

Updated in January 2024