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**Ansøgning om akkreditering og godkendelse af kandidatuddannelsen  
M.Sc. in International Business and Politics – Cand.merc.(pol).**

Hermed søger CBS Handelshøjskolen i København om akkreditering og godkendelse af en ny engelsksproget kandidatuddannelse i International Business and Politics - Cand.merc.(pol.).

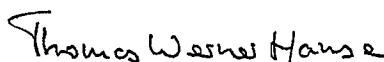
Uddannelsen er en overbygning på B.Sc. in International Business and Politics - HA(pol) - der blev godkendt af videnskabsministeriet ved brev af 22. december 2004 og udbudt første gang i september 2005.

Ansøgningen er opbygget, så den anvender den disposition og de overskrifter, der er anført i Akkrediteringsinstitutionens "tjek-liste" fra 5. september 2007.

Med venlig hilsen

Venlig hilsen

  
Finn Junge-Jensen /  
Rektor

  
Thomas Werner Hansen  
Chefkonsulent

Ansøgningen er vedlagt følgende bilag:

Bilag 1: HA(pol) – en ny international erhvervsøkonomisk uddannelse på CBS.  
Rapport fra stake-holder-dialog, September 2004.

Bilag 2: Uddrag af DJØF/DI analyse: *Djøfernes kompetencer og virksomhedernes behov*, marts 2007

Bilag 3: Uddannelsens forskningsforankring

Bilag 4: Udkast til studieordning

## **Ansøgning om akkreditering og godkendelse af kandidatuddannelsen M.Sc. in International Business and Politics – Cand.merc.(pol).**

### **Samfundsmæssige behov**

Det samfundsmæssige behov for den nye uddannelse udspringer af to af samtidens centrale udviklingstendenser.

#### *Baggrund*

Den ene er den internationalisering af alle sider af samfundslivet, der sammenfattes under overskriften globalisering. Stadigt flere virksomheder opererer internationalt og globalt, og ingen er upåvirkede af den skærpede internationale og globale konkurrence, der samtidig også åbner nye muligheder. Udviklingslandene og ikke mindst de dynamiske 'emerging economies' bliver eksempelvis interessante for stadigt flere virksomheder. Internationalt politisk samarbejde bliver stadigt tættere på mangfoldige områder – ikke kun i EU men også f.eks. i OECD, og i mange tilfælde udformes den offentlige regulering af erhvervslivet herigennem. Frihandelsaftalerne i WTO er en vigtig rammebetingelse for erhvervslivet. Politiske forhold i fjerne egne af kloden kan få umiddelbare konsekvenser, som illustreret af finansielle kriser og terrorhandlinger. Samtidig er transnationale NGO'er blevet betydningsfulde aktører, hvis kampagner mod såvel nationale og internationale politiske institutioner som erhvervsvirksomheder i mange tilfælde har været effektive.

Den anden tendens vedrører forholdet mellem private og offentlige aktører, nationalt såvel som internationalt, hvor nye institutionelle former, reguleringsmåder, og samarbejdsrelationer er udviklet. Privatisering, udlicitering, partnerskaber mellem offentlige og private aktører, og virksomheders selv-regulering gennem frivillige adfærdskodeks, er eksempler på dette.

Disse to markante udviklingstendenser betyder, at det internationale samspil mellem virksomheder, myndigheder og civilsamfundsorganisationer (NGO'er) er af stadigt voksende betydning som strategisk rammevilkår for alle tre parter. Derfor er der i alle tre typer af organisationer behov for personer, der har et bredt empirisk kendskab til feltet kombineret med stærke færdigheder i handlingsorienteret analyse inden for området. Den foreslåede uddannelse sigter på at uddanne kandidater med en sådan profil.

Som led i forberedelsen af bacheloruddannelsen i International Business and Politics gennemførte CBS en stake-holder dialog, der omhandlede perspektiverne for både en bachelor- og en kandidatuddannelse på området. Rapporten fra denne dialog er vedlagt som bilag 1.

Dialogen omfattede interviews med 24 repræsentanter for aftagere, såvel private som offentlige. Resultaterne var entydige: de interviewede støttede helt overvejende opfattelsen af, at det er en relevant, anvendelig og interessant uddannelse, hvis kandidater vil kunne finde beskæftigelse i alle tre organisationstyper.

Denne konklusion er senere blevet yderligere styrket af undersøgelsen 'Djøfernes kompetencer og virksomhedernes behov – kan uddannelserne følge med?' Dansk Industri og Djøf, Marts 2007. Relevante uddrag af undersøgelsen findes i bilag 2. Der er især tre konklusioner i rapporten, der påkalder sig interesse. Den første er, at samfundsvidenskabelige kandidater generelt har lav ledighed. Samtidig med at antallet af djøfere på arbejdsmarkedet næsten er fordoblet i årene 1994-2005 er ledigheden faldet til 2,8 pct. (p 11).

Den anden konklusion er, de traditionelle grænser i stigende grad krydses, så politologer, forvaltningsuddannede og lignende finder ansættelse i den private sektor, hvor der er gode karrieremuligheder for djøfere. I følge rapporten arbejder nu en tredjedel af politologer og forvaltningsuddannede i den private sektor (p 15).

Den tredje væsentlige iagttagelse i rapporten findes i erhvervslivets vurdering af de samfundsvidenskabelige kandidaters stærke og svage sider. Virksomhederne vurderer, at djøferne har vigtige kompetencer med hensyn til at "arbejde analytisk og systematisk", at have "omstillingsevne", "selvstændigt at planlægge og løse opgaver", "indgå i ligevægtigt samarbejde uanset uddannelse", og at "tænke kreativt i forhold til den faglige opgaveløsning" (p 21).

Hvad angår de svage sider fandt virksomhederne, at djøfere kunne blive bedre til

- at formulere sig kort og klart,
- at kommunikere på engelsk,
- at arbejde løsningsorienteret og
- at have kommerciel forståelse (p 22-23).

Denne analyse peger meget klart på, at den foreslåede uddannelse er særdeles relevant for såvel det private som det offentlige arbejdsmarked. Uddannelsen vil i lighed med eksisterende erhvervsøkonomiske, politologiske og forvaltningsorienterede uddannelser bibringe de studerende de analytiske og generelle færdigheder, der fremhæves som værdifulde. Samtidig sigter den på også at udvikle de kompetencer, der efterlyses af virksomhederne. Det fremgår således at vedhæftede udkast til studieordning at

- der lægges vægt på mundtlig og skriftlig formuleringsevne, jf. kompetenceprofilens § 1,
- uddannelsen foregår på engelsk,
- evnen til at arbejde løsningsorienteret er et eksplicit og selvstændigt element i uddannelsens kompetenceprofil (§ 1 (2) og er fremhævet som læringsmål i et flertal af fag, jf. § 10 (4), (5), (6), (7) og (8),
- og at der er et betydeligt erhvervsøkonomisk indhold i uddannelsen jf. fagoversigten i § 9 og fagbeskrivelserne i § 10.

Endelig skal disse forhold ses i sammenhæng med det ovenfor anførte, at den foreslåede uddannelse retter opmærksomheden mod det internationale samspil mellem virksomheder og politiske institutioner, et felt der er af stadig stigende samfundsmæssig betydning.

### *Karrierespæktiv*

Den nye uddannelses karrierespæktiv er således større virksomheder og brancheorganisationer i ind- og udland, offentlige myndigheder og internationale organisationer, og frivillige organisationer. Kandidaterne får et fundament i henholdsvis erhvervsøkonomiske og polito-

løgiske discipliner, så de kan varetage en række almindelige jobfunktioner i virksomheder og offentlige institutioner på linie med andre erhvervsøkonomiske og samfundsvidenskabelige generalister. Samtidig får de en særlig kompetence i form af viden om og færdighed i at analysere såvel virksomhedsproblemer som politiske institutioners udfordringer og opgaver i international politisk-økonomisk kontekst – med særlig fokus på de områder, hvor internationale politiske processer former virksomhedernes rammevilkår, og hvor virksomheder påvirker politiske beslutninger.

### **Uddannelsens forskningsbasering**

I arbejdet med at udvikle og tilrettelægge den nye uddannelse er der indtil nu involveret ni aktive forskere og tre HA(pol)-studerende. De ni forskere har alle publiceret internationalt og er aktive i internationalt forskningssamarbejde, som det fremgår af bilag 3.

Uddannelsen vil derudover hente lærerkræfter fra de relevante forskningsmiljøer på CBS. Alle uddannelsens kurser og fag vil have en aktiv forsker som fagansvarlig. Såvel katederundervisning som vejledning af de studerende vil varetages af forskningsaktive undervisere i et omfang på 60 - 80 pct.

Af bilag 3 fremgår hvilke forskningsmiljøer, det især drejer sig om. Listen omfatter flere institutter og centre, der tilsammen repræsenterer betydelig forskningshøjde, forskningsbredde, og stærk forankring i internationale netværk på alle de for uddannelsen relevante fagområder.

### **Bekendtgørelsesforhold og titel**

Uddannelsen søges godkendt som en erhvervsøkonomisk kombinationsuddannelse efter § 33, stk. 3 i Bekendtgørelse nr. 338 af 6. maj 2004 om bachelor- og kandidatuddannelser ved universiteterne (uddannelsesbekendtgørelsen).

Dansk titel: Cand.merc.(pol).

Engelsk titel: Master of Science in International Business and Politics.

### **Indhold og kompetenceprofil:**

Indhold og kompetenceprofil er beskrevet på engelsk i udkastet til studieordning (vedlagt som bilag 4) på følgende måde:

The Master of Science in International Business and Politics is a research based full time graduate level programme that builds upon competencies acquired in the Bachelor of Science in International Business and Politics or equivalent programs.

It focuses on international interactions between businesses, national and international political institutions, and NGOs with the objective of giving students the qualifications to inde-

pendently analyze such interactions in an action-oriented perspective, based on a deeper understanding of all actors.

The objective is to qualify students for careers in all three types of organizations, and to prepare students for further education including research education (PhD) programmes.

A graduate from the MSc. Program in International Business and Politics has the following competencies and qualifications:

Academic competencies:

1. Knowledge and understanding of specialized and advanced problems and results in international business and management studies, political science, and international political economy, focussing on interactions between businesses, national and international political institutions, and non-governmental organisations.
2. Can independently identify, retrieve and critically use relevant research based knowledge within these areas.

Intellectual competencies:

1. Can argue analytically, reflectively, and critically at a high academic level.
2. Can pose and develop relevant research questions in the fields of international business and management studies, political science, and international political economy, and can carry out the research in accordance with normal academic standards.
3. Can utilize these skills to identify problems and develop solutions for private and public enterprises and organisations.

Practical competencies:

1. Can communicate research results clearly and precisely, orally and in writing, to a variety of audiences.
2. Can collaborate with people having the same or other academic backgrounds in working with and solving problems that involve a variety of fields.
3. Can maintain and develop his/her academic and intellectual competencies.

Uddannelsen består i oversigtsform af følgende fag:

**1<sup>st</sup> semester**

- International Business Strategy 7.5 ECTS
- International Business Law 7.5 ECTS
- Classical thinkers in contemporary IPE analysis 7.5 ECTS
- The Politics of International Business Standards 7.5 ECTS

**2nd semester**

- Managing Transnational Companies 7.5 ECTS
- Managing International Organizations and Non-Governmental Organizations 7.5 ECTS

- Law and Politics of the Global Community 7.5 ECTS
- Political Risk: Business in Political Conflicts 7.5 ECTS

### **3<sup>rd</sup> semester:**

- Elective courses 30 ECTS
- and/or Internship
- and/or studies abroad at CBS partner universities

### **4<sup>th</sup> semester:**

- Master's Thesis 30 ECTS

Denne fagsammensætning opfylder uddannelsesbekendtgørelsens § 33 stk.3.

For en nærmere beskrivelse henvises til udkast til studieordning (bilag 4).

## **Adgangskrav**

Bachelorgraden i International Business and Politics (BSc.IBP, HA(pol)) er adgangsgivende.

Kravene til ansøgere med anden baggrund er specificeret i forslaget til studieordning (bilag 4). Grundprincippet er, at det er en betingelse for optagelse, at ansøgeren har gennemført et bachelorstudium og herunder og/eller ved supplerung har gennemført studieelementer svarende til 37,5 ECTS erhvervsøkonomi og 37,5 ECTS politologi, i begge tilfælde med den angivne nærmere specificering. Endvidere kræves der engelskfærdigheder svarende til gymnasieskolens A-niveau. Tilsvarende vil gælde for udenlandske ansøgere.

## **Faglig progression**

I forhold til bacheloruddannelsen i International Business and Politics uddyber og udvider kandidatuddannelsens obligatoriske kurser de studerendes faglige viden og kunnen på specialiserede områder inden for området international business and politics, som det fremgår af kursusbeskrivelserne. Herunder uddybes de studerendes forståelse af området i kraft af de to kurser med internationalt juridisk indhold.

De studerende får således både et mere dybgående empirisk kendskab til udvalgte emner, og et dybere og bredere kendskab til en række centrale teorikomplekser inden for området.

De obligatorisk individuelle opgaver og specialeafhandlingen giver endvidere en større faglig fordybelse og videregående træning i videnskabeligt arbejde og metode med større krav til selvstændighed og metodiske kvalifikationer. På kandidatuddannelsen stilles der således større krav til begrundede teori- og metodevalg, til grundighed og sikkerhed i analysen, og til kritisk refleksion over metodiske og teoretiske spørgsmål.

## Beskrivelse af samme eller beslægtede uddannelser ved CBS samt ved andre universiteter

### a) CBS

Uddannelsen adskiller sig fra andre kandidatuddannelser ved CBS ved sin fokus på virksomheder og politik, ved det betydelige isæt af politologi og international politisk økonomi, og ved det globale fokus. Samlet set giver dette studiet en unik profil i CBS's udbud af kandidatuddannelser.

Størst lighed er der med cand.merc. linien *International Business Studies* og de to linier på M.Sc. *Business, Language and Culture* studiet.

I forhold til disse gælder det, at *International Business Studies* uddannelsen rummer nogle politiske emner, men i mindre grad og uden at politologi og international politisk økonomi optræder som selvstændige fag. Endvidere omfatter IBP studiet en betydeligt bredere kreds af internationale politiske emner end IBS.

IBP studiet adskiller sig fra de to linier på *Business, Language and Culture* (BLC) uddannelsen i de samme henseender. Dertil kommer, at BLC betoner sprog og kultur og derfor spænder over humanistiske og samfundsvidenskabelige discipliner, mens IBP er en rent samfundsvidenskabelig uddannelse.

### b) Andre danske universiteter

IBPs profil ligger i et grænseområde (af stigende relevans) mellem hvad der traditionelt studeres ved universiteter og handelshøjskoler. CBS har ikke identificeret tilsvarende uddannelser ved andre danske institutioner.

Universiteternes statskundskabsuddannelser har et betydeligt indhold af international politik og internationale relationer, men knap så meget international politisk økonomi og stort set ikke erhvervsøkonomiske fag.

Forvaltningsuddannelserne har væsentlige politologiske elementer, herunder i varierende grad også fokus på international politisk økonomi. Men de har ikke erhvervsøkonomiske komponenter i nær samme omfang som IBP.

Universiteterne økonomistudier har elementer af erhvervsøkonomi men meget lidt politologi og international politik og politisk økonomi. Endvidere er de meget orienteret mod matematisk økonomi, hvilket er en klar forskel til IBP.

### c) Udlandet

Ved udenlandske universiteter og handelshøjskoler er situationen anderledes. Således er flere business schools begyndt at tilbyde kurser, der fokuserer på samme emnekreds som IBP, for eksempel på Harvard Business School under overskriften "Business, Government, and the International Economy." Studieelementer, der fokuserer på virksomheder og politik i internationalt perspektiv, er således ikke længere usædvanlige på udenlandske handelshøjskoler.

Samtidig er der på udenlandske universiteter i de senere år sket en fremvækst af nye bachelor- og kandidatuddannelser, der fokuserer på international økonomi og politik, typisk under

overskriften International Political Economy. For femten år siden eksisterede sådanne uddannelser knap nok; i dag findes de blandt andet på universiteterne i Warwick, Kent, Leeds og Birmingham in UK, på London School of Economics and Political Science, Puget University i Canada, og på Nanyang Technical University in Singapore.

I relation til disse udviklinger har IBP en distinkt og differentieret profil. Der er en stærkere politologisk komponent end på de nævnte business school aktiviteter, og modsat har IBP et væsentligt stærkere business og management perspektiv end de nævnte universitetsuddannelser.

#### *d) fleksibilitet*

Uddannelsen er åben for erhvervsøkonomiske og samfundsvidenskabelige bachelorer fra andre universiteter, såfremt disse opfylder de krav til supplerende uddannelse, som er specificeret i forslaget til studieordning og anført ovenfor under adgangsbetinger.

### **Kvalitetsudvikling m.m.**

Uddannelsen tilknyttes det landsdækkende erhvervsøkonomiske censorkorps hvor der findes tilstrækkeligt med censorer, der dækker uddannelsen fagområder. I forbindelse med oprettelsen af bacheloruddannelsen i International Business and Politics er censorkorpset blevet yderligere styrket med beskikkelse af nye censorer med særlige kompetencer på området.

Den fortsatte kvalitetsudvikling af uddannelsen vil ske gennem en flerhed af aktiviteter:

- løbende drøftelse af fagenes indhold og form mellem undervisere og studerende,
- systematiske og regelmæssige evalueringer af samtlige elementer i uddannelsen,
- kontinuerlig opdatering af fagenes indhold under udnyttelse af forankringen i stærke forskningsmiljøer med betydelige internationale netværk,
- tilbud om pædagogisk og anden videreuddannelse til undervisere, herunder bidrag fra CBS Learning Lab,
- udnyttelse af og opfølgning på indberetninger og anden information fra censorer,
- dialog med eksterne partnere, formentlig i form af et rådgiverpanel,
- erfaringsudveksling med andre kandidatuddannelser på CBS og andre institutioner, under udnyttelse af de tilknyttede underviseres omfattende internationale kontaktflade,
- periodisk inddragelse af gæsteundervisere fra udenlandske universiteter.

### **Forslag til taxameterindplacering m.m.**

Ansøgningen skal indeholde

- forslag til taxameterindplacering, der skal være begrundet i uddannelsens faglige indhold og sammensætning, således som dette fremgår af forslaget til studieordning,
- Uddannelsen starter den 1. september 2008. Der forventes et årligt optag på 60 studerende.
- Forventet optagelsestal pr. studiestart: 60
- Uddannelsen udbydes i 2008 såfremt der optages 20 studerende eller derover.
- Uddannelsen erstatter ikke anden uddannelsesaktivitet.

### **Ad optagelse i KOT-hæftet**

B.Sc. in International Business and Politics - cand.merc.(pol) er en overbygning på bacheloruddannelsen i International Business and Politics. Uddannelsen fokuserer på det internationale samspil mellem virksomheder, politiske institutioner og NGOer. Den består af erhvervsøkonomiske og politologiske fag, samt et element af international ret.

Bachelorer i International Business and Politics har umiddelbart adgang til uddannelsen. Andre erhvervsøkonomiske og samfundsvidenskabelige bachelorer kan også optages, hvis de opfylder kravene til faglig supplerings. Disse krav findes beskrevet på studiets hjemmeside (eller CBS Admissions?)

# Djøfernes kompetencer og virksomhedernes behov

– Kan uddannelserne følge med?



Marts 2007

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## Forord

Danmark skal leve af viden, og den viden, de studerende får under uddannelse, skal anvendes effektivt og produktivt i samfundet. Der skal være et match mellem de unges kompetencer og arbejdsmarkedets behov.

Internationaliseringen og den teknologiske udvikling medfører, at virksomhederne får brug for flere højtuddannede end tidligere. Det ændrede arbejdsmarked stiller ændrede krav til akademikernes faglighed og kompetencer, og det er afgørende, at udbuddet af kompetencer også i fremtiden matcher arbejdsmarkedets behov.

Virksomhederne er afhængige af, at nye medarbejdere er i stand til at bidrage til fortsat udvikling og vækst. De nyuddannede har samtidig behov for at tilegne sig de kompetencer, der efterspørges på arbejdsmarkedet for at være attraktive og igangsætte et godt karriereforløb.

Men hvilke kompetencer er der behov for? Og hvordan skaber vi det optimale match? Det er nogle af de mest centrale spørgsmål at stille sig i dagens videnssamfund.

Rapporten her kan ses som et idékatalog til aftagerpaneler og uddannelsesansvarlige på de samfundsvidenskabelige fakulteter. Men den er også et værktøj til de studerende i forhold til hvilke overvejelser, der er gode og væsentlige at gøre sig under sin studietid. Samt et inspirationskatalog til virksomhederne, der har gode muligheder for aktivt at bidrage til et stærkere match.

Gennem interviews og spørgeskemaundersøgelser har Dansk Industri (DI) og Danmarks Jurist- og Økonomforbund (DJØF) forsøgt at belyse, hvordan privatansatte djøfere imødekommer private virksomheders kompetencebehov. Undersøgelserne viser, at virksomhederne i høj grad får dækket deres kompetencebehov. Djøferne er bedst til de kompetencer, som er de allervigtigste.

Men undersøgelsen viser også, at virksomhedernes behov for konkrete værktøjer ikke overalt matches af de kompetencer, som nyuddannede djøfere har med fra universiteterne. Både virksomheder og djøferne selv peger på en række forbedringspotentialer.

DJØF og DI har en række forslag til, hvordan universiteter, virksomheder og djøferne selv kan være med til at skabe et endnu bedre kompetencematch.

God læselyst!

Charlotte Rønhof  
Dansk Industri

Jan Helmer  
DJØF

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## Sammenfatning

Djøferne har mange attraktive karrieremuligheder i den private sektor, som i løbet af de sidste 10 år har fordoblet antallet af djøfere. Mere end halvdelen af djøferne arbejder nu i den private sektor.

Den kraftigt stigende private beskæftigelse øger behovet for løbende at sikre, at djøfernes kompetencer matcher behovene på det private arbejdsmarked. DI og DJØF har derfor taget initiativ til denne undersøgelse, der viser både djøfernes egne og virksomhedernes vurderinger af matchet mellem djøfernes kompetencer og erhvervslivets behov. Hovedresultaterne er:

- Overordnet er der et stærkt match mellem behovene på det private arbejdsmarked og djøfernes kompetencer. 92 pct. af de privatansatte djøfere oplever, at deres uddannelse har rustet dem til deres job. Virksomhederne vurderer systematisk djøfernes kompetencer højere end djøferne selv.
- Både djøfere og virksomheder peger på, at djøferne er gode til de vigtigste kompetencer, som begge parter vurderer, er evnerne til at arbejde analytisk, systematisk og selvstændigt.
- Virksomhederne fremhæver djøfernes gode omstillingsevne. Virksomhederne vurderer også djøferne højt, når det gælder faglig kreativitet, evnen til at indgå i samarbejde med alle uanset uddannelse samt it-kompetencer.
- Undersøgelsen peger dog også på en række kompetencer, hvor uddannelserne ikke ruster djøferne fuldt ud svarende til behovet. Det gælder især evnen til at formulere sig kort og klart. Virksomhederne ønsker desuden, at djøferne kan mere og bedre engelsk og har større forretningsforståelse.

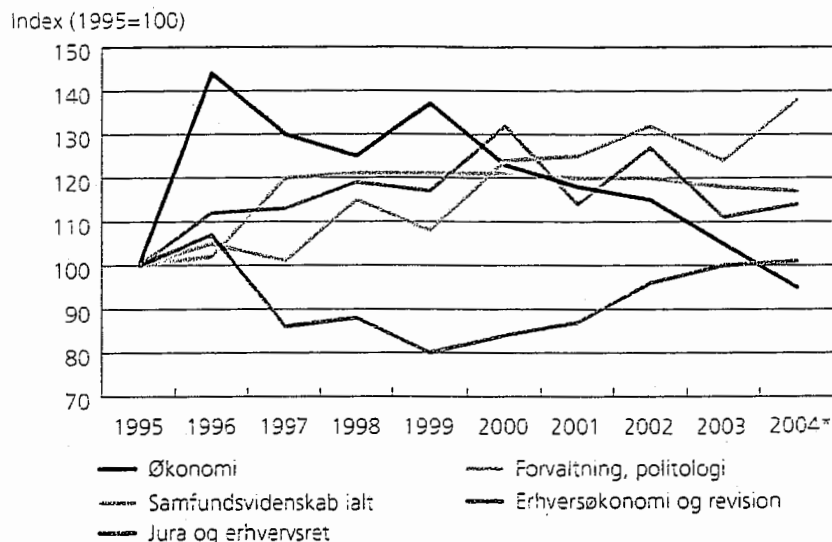
For at gøre djøferne endnu bedre, har DJØF og DI udarbejdet en række forslag, der kan inspirere universiteterne, virksomhederne og djøferne i det løbende arbejde med at sikre et godt match mellem djøfernes kompetencer og virksomhedernes behov:

- Universiteterne kan supplere større afleveringer med korte opgaver, som træner de studerende i at skære ind til benet. De akademiske kompetencer kan suppleres med redskabsorienterede færdigheder gennem sommerkurser i f.eks. forretningsengelsk, formidling eller kommerciel forståelse.
- Virksomhederne kan hjælpe sig selv ved at tilbyde praktik og studiejobs til djøfstuderende. Det giver virksomheden nye idéer og indgangsvinkler, og kan samtidig være en god rekrutteringskanal. Det anbefales også virksomhederne at deltage aktivt i universiteternes aftagerpaneler og at bidrage til undervisningen med relevant casemateriale eller gæsteforelæsere.

- 
- Djøferne selv kan især øge deres kompetencematch ved at tage erhvervsrelevant studiejob eller meritgivende praktik i en virksomhed. Ifølge de privatansatte djøfere hjælper det én i jobsøgningen, at man ved, hvad man går efter. Fagligt relevante studiejobs og praktikforløb giver både nye kompetencer og et netværk, som er nyttigt efter uddannelsen, når det første job skal findes.

Fig 1.2

### Udviklingen i den årlige samfundsvidenskabelige kandidatproduktion fordelt på hovedretninger



\* Note: Opgørelsen er eksklusiv etnografer, etnologer og journalistuddannede. Data for 2004 bygger på foreløbige opgørelser.

Kilde: Danmarks Statistik og DI/DIØF-beregninger

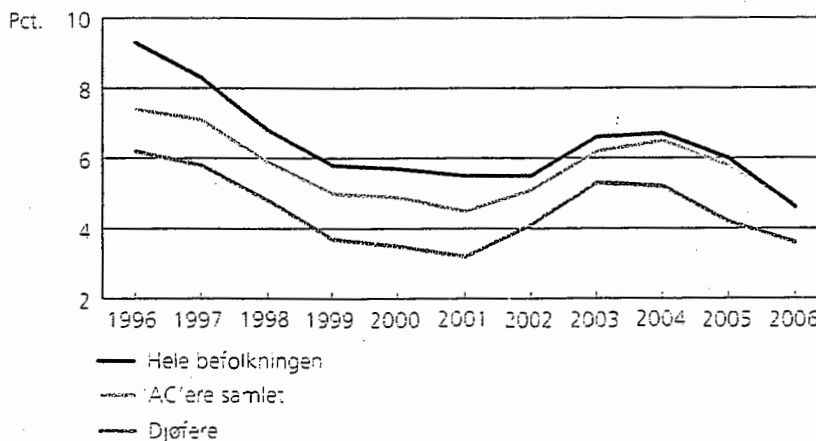
Djøferne har lav og faldende ledighed

### Djøferne har lav ledighed

Djøfernes beskæftigelse er over årene steget endnu mere end væksten i kandidatbestanden. Djøferne har derfor haft en faldende ledighed i løbet af perioden, jf. figur 1.3. Djøfernes ledighed er væsentligt lavere end for arbejdsmarkedet generelt (4,7 pct.). Djøferne har ligeledes en lavere ledighed end det samlede AC-område. Ultimo 2006 udgjorde djøfernes ledighed 2,8 pct.

Fig 1.3

### Ledighed i procent af forsikrede

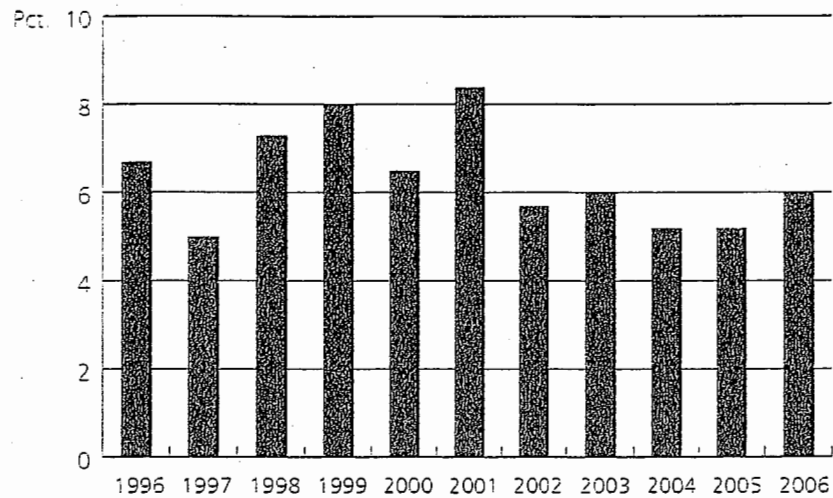


Note: Opgørelsen er baseret på glidende gennemsnit frem til medio 2006. Den er baseret på fuldtidsledige og omfatter alene forsikrede ledige. Djøferne er opgjort som samfundsvidenskabelige medlemmer af Akademikernes Arbejdsløshedskasse (AAK)

Kilde: Danmarks Statistik, AAK og DI/DIØF-beregninger

Fig 1.7

Lønudvikling for privatansatte djøfere i ikke-chef-stillinger



Kilde: DJØF Privats lønstatistikker. Statistikken baserer sig på medlemmer af DJØF

Nyuddannede privatansatte tjener 19 pct. mere end nyuddannede offentligt ansatte djøfere

En nyuddannet djøfers startløn i den private sektor udgør typisk 30.700 kr. om måneden (2006). Traditionelt har begyndelseslønningerne været højest for økonomer, men der er ikke længere den store forskel på begyndelseslønnen til de forskellige uddannelse kr.sgrupper. De forbedrede beskæftigelsesmuligheder har desuden betydet, at lønspredningen blandt de nyuddannede kandidater er blevet mindre, idet det generelle "bundniveau" for lønningerne til nyuddannede er blevet hævet. Djøfernes begyndelsesløn i den private sektor ligger næsten 5.000 kr. højere end i den offentlige sektor, jf. tabel 1.2.

Tabel. 1.2.

Begyndelsesløn for nyuddannede kandidater, 2006

Bruttoløn	Staten	Privat sektor	Forskel	
Pr. måned	25.900 kr.	30.700 kr.	4.800 kr.	19 pct.

Kilde: DJØF lønstatistik. Statistikken baserer sig på medlemmer af DJØF

Mange attraktive karrieremuligheder i det private

Gode karrieremuligheder for djøferne i den private sektor

De seneste 10 års udvikling i djøfernes arbejdsmarked betyder, at den private sektor byder på mange attraktive karrieremuligheder for en nyuddannet djøfer. Virksomheder i alle brancher og af alle størrelser efterspørger djøfere i stadig større omfang, så den private vej ligger mere åben for unge djøfere end nogensinde før. Den private karrierevej er ikke længere forbeholdt jurister og økonomer. Virksomhederne efterspørger også politologer og forvaltningsuddannede, hvoraf en tredjedel nu arbejder i den private sektor.

Djøfere, der vælger den private sektor, kan se frem til en væsentlig bedre løn end i den offentlige sektor. Begyndelseslønnen i den

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private sektor er ca. 20 pct. højere end i staten, og nyuddannede  
djøfere får i den private sektor årlige lønstigninger på 10 pct.

På tværs af virksomhederne er det dog muligt at foretage en relativ vurdering af kompetencernes vigtighed. 10 af de 15 kompetencer er vigtigere end gennemsnittet på 3,4.

På mange områder lever djøferne op til virksomhedernes behov. Især når det handler om...

Virksomhederne giver djøferne en relativ positiv vurdering på alle kompetencer (score over 2,5). Det interessante er her igen, hvorvidt kompetencerne matcher behovet. Ud fra en samlet betragtning er forskellen mellem behov og kompetencer beskeden. På tværs af kompetencer tildeler virksomhedernes djøfernes kompetencer en samlet score på 3,2, hvilket er ganske tæt ved behovet på 3,4. Forskellen er altså blot 0,2.

Samlet set matcher djøfernes kompetencer således i høj grad virksomhedernes behov. Men da ikke alle kompetencer er lige vigtige, samler interessen sig især om, hvorvidt de vigtigste kompetencer er blandt de godt matchede.

Det siger virksomhederne om djøfernes vigtigste kompetencer:

<ul style="list-style-type: none"><li>· Formulere sig kort og klart</li><li>· Kommunikere sikkert på engelsk</li><li>· Arbejde projektorienteret</li><li>· Arbejde løsningsorienteret</li></ul>	<ul style="list-style-type: none"><li>· Arbejde analytisk og systematisk</li><li>· Omstillingsevne</li><li>· Selvstændigt at planlægge og løse opgaver</li><li>· Anvende særlige it-redskaber</li><li>· Indgå i ligevægtigt samarbejde uanset uddannelse</li><li>· Tænke kreativt i forhold til den faglige opgaveløsning</li></ul>
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Det skal djøferne være gode til

Det er djøferne gode til

... at arbejde analytisk

Virksomhederne oplever, at seks af de vigtigste kompetencer er godt matchede. Det drejer sig bl.a. om at kunne arbejde analytisk og systematisk:

"Det kan de, og det skal de."

*HR Konsulent Steen Nygaard, Dong Energy*

... at være omstillingsparat

Også den vigtige evne til omstilling er ifølge virksomhederne godt matchet:

"Det har vi jo brug for, og det synes jeg også, de er gode til. De er ikke nær så følsomme som andre "

*Vice President, Vibeke Frank, Carlsberg*

Djøferne er gode til at arbejde selvstændigt

Tilsvarende finder virksomhederne, at djøferne er gode til at arbejde selvstændigt:

"De er i hvert fald selvstændige og diskussionslystne. De kan sagtens planlægge og arbejde selvstændigt, man skal blot ramme startknappen på dem, hvilket er en ledelsesmæssig opgave."

*HR-chef Ulrik Langermann, Carl Bro A/S*

...at være kreative og samarbejde

En anden stærk kompetence er ifølge virksomhederne djøfernes faglige kreativitet. Herudover mener virksomhederne, at evnen til ligeværdigt samarbejde er godt matchet:

"Det er faktisk et mindre problem for djøferne at arbejde på tværs af faggrænser. Det er vigtigt, at kunne tale med alle, uanset deres placering i organisationen. Det at kunne kommunikere med alle er fremmende for ens udvikling og karriere."

*HR Director Jan Pyhøll, Danfoss*

... at have IT-kompetencer

Faglig kreativitet og ligeværdigt samarbejde er paradoksalt nok to af de kompetencer, som djøferne også finder vigtige, men hvor djøferne selv oplever et mindre godt match.

Den sidste af de vigtige kompetencer, som virksomhederne i høj grad synes djøferne har, er evnen til at anvende særlige it-redskaber.

Derimod kan djøferne blive bedre til...

Virksomhederne peger dog også på kompetencer, hvor djøferne kunne være bedre. Især fremhæver virksomhederne evnen til at formulere sig kort og klart (forskel 1,1):

"På uddannelserne bliver de studerende trænet i 'på den ene side og på den anden side'. Det ville være rart, hvis de kunne lave et executive summary, og det er der meget få, der kan. Markedsanalyser skal ikke resultere i en analyse på 80 sider med tre konklusioner: 1) vi kan gå ind på markedet, 2) vi kan også lade være eller 3) vi kan vælge et tredje land"

*Rekrutteringskonsulent Else Wehner, Dong Energy*

... formulere sig kort og klart

Evnen til at fatte sig i korthed er ifølge virksomhederne samtidig den 4. vigtigste kompetence. Her er med andre ord det største forbedringspotentiale for djøferne.

...at kommunikere på engelsk

Dernæst følger en række kompetencer, hvor differencen er omtrent det halve (0,4-0,6). Det gælder bl.a. evnen til at kommunikere sikkert på engelsk, som samtidig er den 5. vigtigste kompetence:

"Det er overraskende, hvor dårlige de er. Sprogene er voidsomt undervægtede. En ting er engelsk, en anden ting er business engelsk. De har jo ikke haft det"

*Adm. direktør Anders Christian Andersen, Mondo A/S*

Djøferne kan blive bedre til ...

Forbedring af engelskkompetencerne er derfor det næst-væsentligste for djøfere, der gerne vil øge virksomhedernes oplevelse af kompetencematch.

... at arbejde løsningsorienteret

En anden vigtig kompetence, som virksomhederne gerne ser forbedret, er evnen til at arbejde løsningsorienteret:

"Djøferne tænker meget ofte i problemer, det er det, de lærer, men de skal også tænke i løsninger"

*Partner Thomas Yung Andersen, Epinion*

... at have kommerciel forståelse

Endelig peger virksomhederne også på, at djøferne har behov for betydelig større kommerciel forståelse:

"Hvis vi har et godt produkt rent metodisk, så er det nogle gange nok for de nyuddannede djøfere. Men det er jo ikke nok, vi skal kunne skabe en value proposition, der gør det klart for klienten, at det vil skabe værdi. Det at være i stand til i sit løbende arbejde at overbevise klienten om, at vores arbejde er værdiskabende. Cand.merc.erne er umiddelbart bedst rustet hertil, fordi de har haft relevante cases, der eksplicit træner dette".

*Partner Gustav Jeppesen, Deloitte*

Som det fremgår, er djøferne og virksomhederne ikke helt enige. En samlet vurdering af forskelle og ligheder følger i næste afsnit.

### Bilag 3: Forskningsforankring

Følgende aktive forskere har deltaget/deltager i udviklingsarbejdet:

- Lektor, ph.d. Erik Højbjerg, Institut for Ledelse, Politik og Filosofi (LPF)
- Lektor, ph.d. Anna Leander, Institut for Interkulturel Kommunikation og Ledelse (IKL)
- Adjunkt, ph.d. Dana Minbaeva, Center for Strategi og Globalisering
- Professor, dr.scient.pol. Morten Ougaard, IKL
- Lektor, J.D., LL.M., ph.d. Lynn Roseberry, Juridisk Institut
- Professor, dr.juris Inger Johanne Sand, LPF
- Lektor, ph.d. Leonard Seabrooke Centre for Business and Politics (CBP).
- Lektor, ph.d. Hans Krause Hansen, IKL
- Professor, ph.d. Torben Pedersen, Center for Strategi og Globalisering

Relevante data for disse forskere findes hoslagt i dette bilag.

Udover denne gruppe vil uddannelsen trække på flere stærke forskningsmiljøer på CBS med hensyn til undervisning, vejledning og fortsat fagudvikling. Det drejer sig især om:

- Institut for Interkulturel Kommunikation og ledelse
- Institut for Ledelse Politik og Filosofi
- Institut for International Økonomi og Virksomhedsledelse
- Juridisk Institut
- Centre for Business and Politics
- Center for Corporate Responsibility
- Center for Business and Development Studies
- Center for Strategi og Globalisering

Hvad angår de politologiske fagelementer i uddannelsen, der er nye i CBS sammenhæng, findes der i disse miljøer ca. 20 aktive forskere med relevant politologisk eller tilsvarende baggrund og forskningsprofil. Disse har en stærk international publiceringsprofil, omfattende internationale netværk, besøges hyppigt af udenlandske forskere og deltager i internationale forskningsprojekter. Denne forskningshøjde, – bredde og forankring i internationale netværk illustreres af de relevante vedlagte publikationslister, der kun omfatter deltagerne i udviklingsarbejdet.

Vi finder det ikke nødvendigt yderligere at dokumentere CBS' forskningshøjde, –bredde og forankring i internationale netværk på de erhvervsøkonomiske områder.

**DRAFT PROGRAMME REGULATIONS**  
**For MSc in International Business and Politics**  
**Copenhagen Business School**  
**2008**

**Preamble**

Pursuant to § 33, paragraph 3 and 5 in the Order no. 338 of 6 May 2004 for bachelor's and master's programmes at universities (the Executive Order for Study Programmes), § 33, paragraph 1-2, in the Order no. 867 of 19 August 2004 on examinations for programmes of higher education (the Examinations Order) and § 19 in the Order no. 886 of 21 August 2006 (the Grading Order), the Dean of Education has approved the following programme regulations for the **MSc Programme in International Business and Politics**:

**Contents:**

Part 1 Objective and Duration of the Programme

Part 2 Admission Requirements

Part 3 Structure and Content

Part 4 Assessment

Part 5 General Examination Regulations

Part 6 General Provisions

Part 7 Entry into force and Transitional Provisions

Appendix

**Part 1 Objective and Duration of the Programme**

**OBJECTIVE**

§ 1. The Master of Science in International Business and Politics is a research based full time graduate level programme that builds upon competencies acquired in the Bachelor of Science in International Business and Politics or equivalent programs.

It focuses on international interactions between businesses, national and international political institutions, and NGOs with the objective of giving students the qualifications to independently analyze such interactions in an action-oriented perspective, based on a deeper understanding of all actors.

The objective is to qualify students for careers in all three types of organizations, and to prepare students for further education including research education (PhD) programmes.

(2) A graduate from the MSc. Program in International Business and Politics has the following competencies and qualifications:

**Academic competencies:**

1. Has knowledge and understanding of specialized and advanced problems and results in international business and management studies, political science, and international political economy, focussing on interactions between businesses, national and international political institutions, and non-governmental organisations.
2. Can independently identify, retrieve and critically use relevant research based knowledge within these areas.

**Intellectual competencies:**

1. Can argue analytically, reflectively, and critically at a high academic level.
2. Can pose and develop relevant questions for analysis in the fields of international business and management studies, political science, and international political economy, and can carry out the analysis in accordance with normal academic standards.
3. Can utilize these skills to identify problems and develop solutions for private and public enterprises and organisations.

**Practical competencies:**

1. Can communicate research results clearly and precisely, orally and in writing, to a variety of audiences.
2. Can collaborate with people having the same or other academic backgrounds in working with and solving problems that involve a variety of fields.

Can maintain and develop his/her academic and intellectual competencies.

**DURATION**

§2. The Master of Science in International Business and Politics is a two-year full-time study programme.

(2) The standard duration of the degree programme reflects the number of student full-time equivalents on which the planning of the programme is based. A full-time equivalent is one year of work by a full-time student, corresponding to 1800 hours of work. The calculation of student work hours includes the workload for scheduled teaching and homework, preparation of written work, required independent studies and preparing for and sitting exams. The teaching and exams in the two years of the programme are equivalent to 120 ECTS-points.

(3) The programme must be completed no later than five years after it was commenced. The Study Board may grant an exemption from this provision, if it is found warranted by exceptional circumstances. Periods of leave are not included in the calculation of the duration requirement.

### **DIPLOMA TITLE**

§3. Candidates who have completed the graduate programme are entitled to use the title Master of Science (MSc) in International Business and Politics and Cand.merc.(pol).

## **Part 2 Admission Requirements**

§4. Students are entitled to enrolment for the MSc in International Business and Politics if they have acquired either the bachelor's degree in International Business and Politics or similar bachelor degrees.

§5. In addition, students are entitled to enrolment if they meet the requirements specified below:

For applicants from CBS, with a HA or HA (jur) degree:

- 30 ECTS Political Science
  - Of which 15 ECTS must be from comparative politics and political theory
  - Of which 15 ECTS must be from international relations/politics/political economy

For applicants from CBS, with a HA(kom); HA(dat); HA(mat) & HA(psyk) degree:

- 37,5 ECTS Political Science
  - Of which 15 ECTS must be from comparative politics and political theory
  - Of which 15 ECTS must be from international relations/politics/political economy
  - Of which 7,5 ECTS must be history and philosophy of social science

For applicants from CBS, with a HA(fil) degree:

- 22,5 ECTS Political Science
  - Of which 7,5 ECTS must be from comparative politics
  - Of which 15 ECTS must be from international relations/politics/political economy

For applicants from CBS, with a BSc ASP & BSc BLC degree:

- 15 ECTS Political Science

- Of which 7,5 ECTS must be from comparative politics or comparative political economy
- Of which 7,5 ECTS must be from international political economy [in addition to the global governance course in BLC]
- 7,5 ECTS Finance

For applicants with no HA or Political Science degree background:

- 37,5 ECTS Business Economics
  - Of which 7,5 ECTS must be Micro / Macro Economics
  - Of which 15 ECTS must be Managerial Economics
  - Of which 7,5 ECTS must be Organization / Human Resource Management
  - Of which 7,5 ECTS must be Finance
- 37,5 ECTS Political Science
  - Of which 15 ECTS must be from comparative politics and political theory
  - Of which 15 ECTS must be from international relations/politics/political economy
  - Of which 7,5 ECTS must be history and philosophy of social science

For external applicants with a Danish scient.pol; polit; oecon; RUC / sam.bas bachelor degree and similar Danish degrees:

Specifications will be developed on the basis of the requirements mentioned above: 37,5 ECTS in business economics as specified and 37,5 ECTS in political science as specified. Thus for instance political science bachelors will meet the political science requirement qua their degree but will need supplementary courses in business economics.

For non-Danish external applicants the same principles will apply.

All applicants will be able to deduct relevant electives and relevant project work from their degree from these ECTS demands. Such applications will be evaluated on an individual basis.

**§6.** The Study Board may grant an individual exemption for admission to the programme to applicants who do not satisfy the requirements of § 4 or § 5 above, but in other ways can document equivalent qualifications.

### **Supplementary Admission Requirements**

**§7.** To be eligible for admission, applicants must possess a sufficient command of written and spoken English to enable them to participate actively in class. Students with an A-level in English from a Danish 'Gymnasium' or equivalent are eligible for admission. Other applicants are required to submit documentation of adequate English language skills in one of the following ways: a TOEFL test score of at least 575 points, 233 points in the computer based TOEFL test, or 90 points in the internet based TOEFL, an IELTS test score of minimum 6.5, or a passed Cambridge Proficiency Test.

### **Application Deadlines**

**§8.** The student must apply through the CBS Admission Office, using a special online form. Any required documentation should then be forwarded. Deadlines and procedures are announced at [www.cbs.dk](http://www.cbs.dk)

(2) The application deadline is 1 June for applicants who satisfy the admission requirements of §§ 4 and 5.

(3) The application deadline is 1 March for applicants who satisfy the requirements of §6 (Special cases). Applications should be sent to the CBS Admission Office using a special cases form together with any required documentation.

(4) If any of the deadlines specified in (1) and (2) fall on a Saturday, Sunday or public holiday, the deadline will be extended to the following weekday.

### **Part 3 Structure and Content**

**§9.** The programme is composed of the following elements:

#### **1<sup>st</sup> semester**

- International Business Strategy 7.5 ECTS
- International Business Law 7.5 ECTS
- Classical thinkers in contemporary IPE analysis 7.5 ECTS
- The Politics of International Business Standards 7.5 ECTS

#### **2nd semester**

- Managing Transnational Companies 7.5 ECTS
- Managing International Organizations and Non-Governmental Organizations 7.5 ECTS
- Law and Politics of the Global Community 7.5 ECTS
- Political Risk: Business in Political Conflicts 7.5 ECTS

#### **3<sup>rd</sup> semester:**

- Elective courses 30 ECTS
- and/or Internship
- and/or studies abroad at CBS partner universities

#### **4<sup>th</sup> semester:**

- Master's Thesis 30 ECTS

(2) Students **must** in their **first year** follow the full programme, meeting a requirement of 60 ECTS.

**§10.** The contents of the courses are:

*(1) International Business Strategy*

The course focuses on theories and empirical knowledge about how firms become and remain international, international strategy formulation, the internationalization process, and inter-firm collaboration.

*(2) International Business Law*

The course provides an introduction to and knowledge about international law with a focus on business law. It covers the general principles of international law, dispute settlement, international sales contracts, trade in goods, and international firms and international, home and host country regulation.

*(3) Classical thinkers in contemporary international political economy analysis*

The course deepens students' understanding of theoretical concepts and analytical perspectives of relevance for the analysis of international business and politics. It presents classical thinkers from liberal, mercantilist and critical perspectives and relates them to contemporary international developments and current theoretical discussions. It develops students' skills to critically discuss, assess, and use contemporary analyses of international business and politics.

*(4) The Politics of International Business Standards*

The course provides knowledge of political processes leading to international convergence or divergence of business standards including the role of international organizations in such processes, theoretical concepts and perspectives for the analysis of such processes, and knowledge of selected standards, such as for example: corporate governance, accounting standards, standards for financial institutions, standards for inter-operationality of communications and information technologies, and environmental and safety standards. The course emphasizes developing students' skills in analyzing such processes and assessing their significance for companies and other actors.

*(5) Managing Transnational Companies*

The focus is on management processes and problems in international firms. The course presents theories and cases related to globalization, management across cultures, managing employees, managing knowledge, and the management challenges of public-private partnerships. It develops skills in describing, analyzing, and assessing such management practises, and in developing suggestions for solving management problems in international firms.

*(6) Managing Intergovernmental Organizations (IOs) and Non-Governmental Organizations (NGOs)*

The focus is on management processes and problems in intergovernmental and international non-governmental organizations. The course presents theories and cases related to globalization, management across cultures, managing employees, managing knowledge, and the management challenges of public-private partnerships. It develops skills in describing, analyzing, and assessing such management practises, and in developing suggestions for solving management problems in IOs and NGOs.

*(7) Law and Politics of the Global Community*

The course builds on the foundations laid in the course on International Business Law (no. 2 above). It provides a deeper understanding of the processes that lead to the formation of international law, how international law and international politics interact, and how this interaction affects the international business community. The course presents key theoretical perspectives on law and politics of the global community along with selected empirical illustrations. In addition to the knowledge provided, the course develops skills in analyzing the interaction between law and politics and in assessing its implications for business and other actors.

*(8) Political Risk: Business in Political Conflicts*

The special emphasis of this course is on intense and open political conflicts which impact business activities and in which business often play a pivotal role. Through a combination of theoretical studies and empirical examples the course addresses the questions: What are the causes of political risk, what are the responses to political risk, and can political risk be prevented? The course develops skills in analyzing specific conflict situations including the role of business, and in suggesting business responses to such situations.

§11. Electives may include courses that provide an opportunity for in-depth study of the core competence area or other courses that provide a broader academic orientation within the social sciences and business administration. They can be chosen among electives offered by the MSc. Programme in International Business and Politics or outside the programme at CBS, other Danish universities or CBS partner universities abroad.

(2) The Study Board issues a list on the Programme web page showing the elective courses offered by the Programme. The course description of each course indicates:

- The responsible course coordinator and teachers affiliated with the course
- The objective of the course, its scope (ECTS-points) and academic content
- Indicative course literature
- Required and/or recommended academic qualifications
- Examination requirements and examination regulations

(3) Internships can be approved as electives for up to 15 ECTS credits. The Study Board sets specific criteria for the approval of internships.

§12. The purpose of the thesis is to develop and assess the student's ability to independently formulate a question for analysis in the area of international business and politics and to carry out a deeper analysis of this problem in accordance with accepted academic standards. The analysis must be grounded in relevant theories and data from the social sciences, it must apply relevant social science methodologies, and it must show a critical awareness of the methodological and theoretical choices involved and of relevant problems in the philosophy of science.

The thesis must contain an abstract. The abstract may be written in English, Danish, Swedish or Norwegian.

(2) The thesis accounts for a half year of study corresponding to 30.0 ECTS-points.

(3) The subject of the thesis has to be a specified issue relating to international business and politics. Topic delimitation must be approved by the Programme Director prior to receiving guidance. The Programme Director must approve advisors who are not on the permanent academic staff of CBS. At the same time, a deadline for submission must be set. Also see Guidelines for submission dates concerning Thesis at CBS.

(4) The Study Board lays down specific guidelines for the Master's thesis, including hours of individual supervision, in a manual.

(5) When working on the master's thesis the student is entitled to guidance to a predetermined extend.

(6) The thesis is the element that completes the programme. The thesis cannot be handed in for assessment until the student has passed all other exams.

#### **Part 4 Assessment EXAMINATIONS**

§13. The programme comprises the following exams:

<b>EXAM</b>	<b>ECTS</b>
International Business Strategy <i>Individual oral based on group synopsis</i>	7.5
International Business Law <i>Oral</i>	7.5
Classical Thinkers in Contemporary IPE <i>Individual home assignment</i>	7.5
The Politics of International Business Standards <i>Individual home assignment</i>	7.5
Managing Transnational Companies <i>Individual home assignment</i>	7.5
Managing IOs and NGOs <i>Individual home assignment</i>	7.5
Law and Politics of Global Community <i>Individual oral based on group synopsis</i>	7.5
Political Risk <i>Individual oral based on individual synopsis</i>	7.5
Electives <i>Exam form as specified for each elective</i>	30
Thesis <i>Assessment of thesis and abstract</i>	30

## **EXAMINATION REQUIREMENTS AND REGULATIONS**

**§14.** The learning objectives, examination requirements and examination regulations for each exam are described in the appendix to the programme regulations. Other provisions concerning the setting of exams, including academic requirements, are contained in the course descriptions. For elective courses, the examination regulations are specified in the course descriptions.

### **INTERNSHIPS**

**§15.** An internship may be included as part of the elective courses. The Study Board defines specific guidelines for internships. The internship guidelines are available on Sitescape and E-campus.

(2) Internships may be followed by an assessment of oral communicative skills according to specific rules established by the Study Board.

### **Part 5 General Examination Regulations**

### **EXAMINERS AND ASSESSMENT**

**§16.** Examinations are either internal or external:

- Internal examinations are assessed either only by the examiner(s), or by the examiner(s) and one second examiner appointed by the President from among the CBS teaching staff (internal second examiner).
- External examinations are assessed by the examiner(s) and one second examiner appointed by the Ministry of Science, Technology and Innovation (external second examiner).

(2) The following courses are assessed by an external second examiner appointed by the Ministry of Science, Technology and Innovation: International Business Strategy, Managing IOs and NGOs, Thesis. All other examinations in courses offered by the programme are assessed by internal second examiners exclusively.

(3) The third, fourth and fifth times a student registers for an internal exam which is only assessed by the examiner, the student may demand that an internal second examiner be involved.

**§17.** Examinations are arranged as individual examinations, cf. 2 - 5.

(2) By individual examinations is meant:

- 1) The examination and answering must be carried out individually, however, cf. paragraph (4).
- 2) Individual assessments and grading must be made.

(3). If a written group examination is not followed by an oral examination, the written examination must clearly state each student's individual contribution in order to assure that each student is individually assessed.

(4) If the written paper is not graded with an individual grade according to paragraph (3), the written work can be included in the assessment at the oral examinations of each student and the contribution of each student does not have to be identified.

(5) If the written work has to be assessed individually and forms the basis for the individual oral examination, the contributions of each student must be recognisable ensuring that an individual assessment takes place.

(6) Even if regulations state that examinations are public, it applies that if a lecture or oral defence of a written paper is taking place or the examination is founded in an assignment carried out by more than one student these other student cannot be present in the examination room prior to their own examination.

(7) If an examination or part of an examination is planned as a paper written in groups, the student has the right to hand in an individual paper instead. This rule only applies in cases where the paper results in a grade that is noted on the diploma, according to §§ 17 and 18.

**§18.** When assessing examinations in relation to § 17-18 the assessment is carried out in accordance with the 7 point grading scale the regulations in order no. 886 of 21 August 2006 on grading scales and other assessments.

## **REQUIREMENTS FOR PASSING EXAMINATIONS AND TESTS**

**§19.** To complete the Master of Science in International Business and Politics, candidates are required to pass each of the examinations prescribed for the programme.

(2) Each examination can be re-taken individually. However, passed examinations (i.e. examinations with a grade of 02 or above) and examinations that are part of passed exam modules cannot be re-taken.

**§20.** A student may only register for an examination or other type of assessment up to three times. The Study Board may permit registration a fourth or fifth time provided that it is motivated by exceptional circumstances.

## **EXAMINATION LANGUAGE**

**§21.** Exams are conducted in English, see however subs. (2).

(2) The Study Board can dispense from the prior. If a student is given dispensation to conduct an examination in Danish, this will be stated in the final diploma.

(3) Applications according to subs. (2) must be forwarded to the programme office no later than one month before the examination is due to take place. Dispensation requests need to be properly reasoned and adequately documented.

(4) The provisions set out in subs. (1) – (3) apply to all written and oral examinations as well as all types of written work prepared at home that are subject to assessment.

### **AIDS**

**§22.** The examination aids that students are allowed to bring when sitting written exams are described in the examination regulations for the particular exams.

(2) Unless otherwise prescribed by the examination regulations, see subs. (1) above, students may not bring aids, neither written nor technical, other than simple writing and drawing instruments. However, students are always allowed to bring dictionaries, though not in electronic form.

(3) In cases where the examination regulations, see subs. (1) above, prescribe that students may bring electronic aids, this is subject to the rules and regulations of CBS apply regarding the use of electronic aids at written on-site examinations.

(4) If the Study Board decides that an examination can take place using CBS' computers, the CBS regulations for use of PCs for written examinations apply, and the permitted aids can be adapted so that the academic level of the examination is not altered. If the Study Board makes use of this possibility, the students must be notified of the changes no less than 2 months prior to the final examination date.

### **SPECIAL EXAMINATION CONDITIONS**

**§23.** The Study Board has authority to vary the examination regulations laid down for specific exams with a view to permitting special examination conditions for students with a mental or physical functional impairment and students with similar difficulties, whenever this is deemed necessary to provide equality for such students with other students in the examination situation, provided, however, that this permission does not result in a lower academic level.

(2) In cases where the examination requirements for a specific examination prescribe that the assessment of the performance must also attach weight to the student's spelling and formulating skills, the Study Board may grant an exemption from this requirement to students who can provide documentation of a relevant, specific functional impairment.

(3) Students who wish to obtain permission to sit an examination on special conditions according to subs. (1) or be granted an exemption according to subs. (2) have to submit an application therefore to the programme office no later than one month before the date of the examination, enclosing the required documentation.

### **EXAMINATIONS ABROAD**

**§24.** A student may be permitted, in case it is motivated by special conditions, to sit an examination at a Danish representation abroad. The conditions for permission and the provisions that apply to such exams are described in the CBS Guidelines for exams conducted abroad.

## **SOUND RECORDING OF AN EXAMINATION**

**§25.** A student may record his/her own oral examination. Any student who wishes to do so must inform the examiners accordingly no later than at the start of the examination. For further information please refer to CBS' ethical guidelines on sound recording of oral examinations.

## **EXAMINATION PERIODS AND DEADLINES**

**§26.** The programme has two examination periods a year: December/January and May/June. The provisions for the examination period(s) for the particular exams are described in the examination regulations for each examination.

(2) Students are automatically registered for the exam when registering for a course at MSc IBP. Deadlines for withdrawal from the exam are indicated on SiteScape.

(3) Students who fail to register for examinations that are their own responsibility (make-up and retake examinations) will not be permitted to attend the examination. The Study Board can grant exemption from these deadlines, but does so only for exceptional circumstances.

(4) Examination plans showing the exact examination dates will be posted on SiteScape no later than 2 weeks prior to the examination. Examination dates for make-up and re-exams will be posted on SiteScape no later than the same day of the week in the week following the deadline for registration.

**§32.** For written examinations, the final date for the internal and external examiners' submission of their assessment results is one month from the date of the written examination.

## **MAKE-UP AND RETAKE EXAMINATIONS**

**§27.** Students who can provide documentation proving that due to illness or conditions of a similar nature they have been unable to complete an examination have a right to sit a make-up examination, see however subs. (2) and (3) below. Accidents and serious illness or death among close family members constitute conditions similar to illness. If other exceptional circumstances prevent a student from sitting an examination, the matter may be put before the programme director, who may grant the student permission to sit for a make-up examination. Proper, adequate documentation for the above must be submitted to the CMI Office within eight days after the examination.

(2) The permission to sit for a make-up examination is only available to students who have been registered for a **regular** examination. Thus, a make-up examination will not be held for students who have been prevented due to illness from sitting a re-examination.

(3) Make-up exams will be held as soon as possible after the regular examination, and

normally before the start of the following semester.

(4) The permission to sit a make-up examination and the documentation requirements, etc. is described in the Rules for sitting make-up exams at Copenhagen Business School.

**§28.** Students who have taken a regular examination and been given a grade of 00 or below or the assessment "not passed" are allowed to sit a re-examination, see however subs. (2) and (3). Re-exams will be held as soon as possible after the regular examination, and normally before the start of the following semester.

(2) The permission to sit re-examinations is only available to students who have failed a **regular** examination. No re-examinations are held for students who have been sitting a make-up examination.

(3) Sitting for a re-examination counts as one more sitting of the examination concerned, see section (2).

**§29.** Make-up examinations and re-examinations are subject to the examination requirements that apply to the regular examination.

(2) Make-up examinations and re-examinations are held according to the same examination regulations as the corresponding regular examination, unless:

- The examination regulations for the examination in question explicitly contain differing provisions for make-up or re-examinations.
- It is a written examination for which the number of registered candidates for the make-up examination or re-examination warrants that it may most appropriately be held as an oral examination.

#### **EXTRAORDINARY RETAKES**

**§30.** If an extraordinary retake is instituted or offered in accordance with §29 in the Examination Statute, or offered due to examination errors, or in accordance with §39, §40 or §48 in the Examination Statute, this retake will be conducted as a regular examination.

(2) Insofar as it is possible, the retake should follow the specific examination regulations for an regular examination. If this is impossible, the examination may be held in accordance with the alternative examination provisions for retake/make-up examinations (see §??).

#### **APPEALS OF EXAMINATION GRADES**

**§31.** A student may file an appeal about an examination and or the grade, if the student does not believe the grade is correct, or for other reasons cannot accept the examination judgment. For rules concerning appeals, and the right to file an appeal with the Appeals Committee at CBS, see chapter 8 of the Examination Statute as well as the Guidelines for complaints about teaching and examinations under Ministry of Science Technology

and Innovation. .

(2) An appeal must be filed no later than two weeks after the official grade notification date.

### **DIPLOMA**

**§32.** CBS issues a diploma to students who have completed their degree programme in accordance with the provisions laid down in section 34 of the Examination Order. The diploma must be issued to the graduate no later than two months after the final examination has been taken and the grade published. The month of July is not included in the two-month period.

(2) Students who leave the degree programme without completion are entitled to receive documentation, including ECTS credit points, for those parts of the programme that have been passed.

### **Part 6 General Provisions**

### **CREDIT TRANSFER**

**§33.** The Study Board may grant approval for substituting completed elements from another Danish or foreign Master's programme of the same academic level for programme elements covered by these programme regulations. Credits may be transferred within the framework set out below:

- The thesis has to be supervised and assessed at CBS.
- A minimum of 90 ECTS credits, including the thesis, have to derive from study elements offered by the International Business and Politics Programme.

(2) When the programme element in question has been assessed using the 7-point scale or the 13-point grading scale at the academic institution at which the examination was taken, and the programme element equates to or replaces a programme element which is also assessed using the 7-point scale or the 13-point grading scale according to the examination regulations laid down in the programme regulations, the grade will be transferred. If the grade has been given using the 13-point grading scale it will be converted to the 7-point scale. In all other cases the assessment will be transferred as "approved".

(3) Elective and line courses offered under the auspices of the Study Board for the graduate programme in economics and business administration (cand.merc.) and specialized graduate line programmes need no approval for credit transfer. These courses are treated on an equal footing with electives from the MSc in International Business and Politics programme and, conversely, cannot be withdrawn once they have been passed. Summer University courses are an exception, however. The International Office requires prior approval before a student is allowed to register for Summer University courses.

(4) Elements completed from other Master's programmes will be transferred to elements covered by these programme regulations based on the ECTS points in these

programme regulations. Because of the structure of the programme there may therefore be differences between the equivalent number of ECTS-points and the number of ECTS-points actually transferred, as the total number of ECTS for the Master's programme must be exactly 120 ECTS.

### **LEAVE OF ABSENCE**

§34. A student may be granted leave from his or her studies on the grounds of personal conditions. The specific rules for obtaining leave and the provisions that apply to students while on leave are described in the CBS Rules on leave for students in the day-time programmes at Copenhagen Business School.

### **STUDY HANDBOOK AND PROGRAMME REGULATIONS**

§35. The Programme Director prepares and publishes a students' guide for the programme. The students' guide has to be approved by the Study Board.

(2) The students' guide contains broader information about the programme, practical guidelines for students and details about other conditions relevant to the students' planning of their studies.

(3) The Programme Regulations are the legal grounding for the International Business and Politics Programme and are publicly available at [www.cbs.dk](http://www.cbs.dk).

### **DISPENSATIONS**

§36. The Study Board may, when this is motivated by special circumstances, grant exemptions from the provisions of the programme regulations that are not laid down in executive orders but established by Copenhagen Business School exclusively.

(2) An exemption from the programme regulations that will depend on an exemption from an executive order may be brought before the Ministry of Science, Technology and Innovation.

### **APPEALS**

§37. Appeals about decisions made by the Study Board or the Programme Director according to these degree regulations have to be addressed to the President of CBS. The deadline for filing an appeal is two weeks from the date when the student in question was informed of the decision.

(2) A decision made by CBS according to subs. (1) above may be appealed by the complainant to the Danish University and Property Agency where the complaint is concerned with a question of law. The deadline for filing an appeal is two weeks from the date when the complainant was informed of the decision. The appeal has to be addressed to the Agency but forwarded to the President of CBS. CBS will forward the appeal to the Agency accompanied by a statement from CBS. Before filing the appeal, CBS will give the complainant at least one week's notice to comment on CBS' statement. Comments from the complainant will be enclosed in CBS letter to the Agency.

(3) In addition, students are referred to the CBS Guidelines concerning the Right of

Students to File Appeals about Decisions made by a Study Board, Programme Director and Programme Administration.

**§ 38.** Complaints about decisions made by the Study Board regarding whether foreign qualifications can replace programme elements according to § 43 (2) can be brought before Kvalifikationsnævnet, cf. Lov om vurdering af udenlandske uddannelseskvalifikationer.

(2) Deadline for submitting a complaint is 4 weeks from the date the complainant was informed of the decision. The complaint must be addressed Kvalifikationsnævnet but submitted to the President of CBS. CBS has the opportunity of re-assessing the application. If the assessment is the same, CBS will forward the complaint to Kvalifikationsnævnet accompanied by a statement. CBS will give the complainant the opportunity to comment on the statement with a time limit of one week. The complainant's comments will be enclosed when the complaint is forwarded to Kvalifikationsnævnet. Kvalifikationsnævnet makes the final administrative decision.

## Part 7 Entry into force and Transitional Provisions

### **ENTRY INTO FORCE**

**§39.** These Programme Regulations apply to students who begin their studies as of 1 September 2008 or later.

APPENDIX (Unfinished):

EXAMINATIONS FOR MSc IN INTERNATIONAL BUSINESS AND POLITICS:

EXAM	ECTS
International Business Strategy <i>Individual oral based on group synopsis</i>	7.5
International Business Law <i>Oral</i>	7.5
Classical Thinkers in Contemporary IPE <i>Individual home assignment</i>	7.5
The Politics of International Business Standards <i>Individual home assignment</i>	7.5
Managing Transnational Companies <i>Individual home assignment</i>	7.5
Managing IOs and NGOs <i>Individual home assignment</i>	7.5
Law and Politics of Global Community <i>Individual oral based on group synopsis</i>	7.5
Political Risk <i>Individual oral based on individual synopsis</i>	7.5
Electives <i>Exam form as specified for each elective</i>	30
Thesis <i>Assessment of thesis and abstract</i>	30

**International Business Strategy**

**Learning Objectives**

At the examination the student should be able to

**Examination Regulations**

**International Business Law**

**Learning Objectives**

At the examination the student should be able to

**Examination Regulations**

**Classical thinkers in contemporary IPE analysis**

**Learning Objectives**

At the examination the student should be able to

**Examination Regulations**

**The Politics of International Business Standards**

**Learning Objectives**

At the examination the student should be able to

## **Examination Regulations**

### **Managing Transnational Companies**

#### **Learning Objectives**

At the examination the student should be able to

## **Examination Regulations**

### **Managing International Organizations and Non-Governmental Organizations**

#### **Learning Objectives**

At the examination the student should be able to

## **Examination Regulations**

### **Law and Politics of the Global Community**

#### **Learning Objectives**

At the examination the student should be able to

## **Examination Regulations**

### **Political Risk: Business in Political Conflicts**

#### **Learning Objectives**

At the examination the student should be able to

## **Examination Regulations**

### **Master's Thesis**

#### **Learning Objectives**

After having completed the Master's thesis, students should be able to

- Demonstrate ability to independently produce a qualified piece of research applying relevant methods and theories
- Formulate a research question that steers and structures the research process
- Explain and evaluate the choice of methodology used to answer the research question
- Explain and evaluate the choice of theory used to answer the research question
- Select and process primary and secondary sources used as documentation in the analysis
- Discuss the quality of these sources, including their appropriateness in terms of providing answers to the research question
- Explain and evaluate the overall correlations between: the research question, the selection and use of theory, the collection and character of empirical data, the analysis, the conclusion, and the generalizability of the findings
- Document in-depth knowledge of the subject of the thesis, including the corporate, societal and cultural conditions and circumstances in which it is embedded.

### **Examination Regulations**

- The thesis must be of a maximum of 80 pages for one student and 120 pages for two students. One page is equivalent to 2275 taps (including spaces). A 1-2 pages abstract must be appended to the thesis. There is no set minimum requirement.
- One grade according to the 7 point grading scale is given, reflecting an overall evaluation of the written thesis and the abstract.
- The basis of assessment includes the student's spelling and formulating skills, subject to §28, however. The thesis content carries the main weight.
- Present at the examination is an examiner (the supervisor) and an external censor appointed by the Ministry of Science, Technology and Innovation.
- The thesis may be written individually or by two students together. In special cases, the Study Board may sanction that more than two students write a thesis together. For a thesis written by two or more students, the requirements for its scope are increased proportionately.
- The deadline for handing in the Master Thesis is 6 months from the date on which the Programme Director approves the thesis title and advisor, also see Guidelines for submission dates concerning Thesis's at CBS.