

## CBS talent policy

### 1. The road from Elite through Mass to Talent

Classical universities catered to the intellectual elite – the 5-10% of young people most suited for and interested in the demanding and elevated world of higher education. Presently, we are in the era of mass universities, where 25% of Danish youth attend programs of higher education. Education is still meritocratic, but has become more egalitarian, and this has changed the contents and the processes of higher education. Tightly planned courses and programs, specified by learning objectives, have replaced the free choice of subjects and their combination. Higher education programs are being aligned with labor market requirements and tailored to business needs.

Universities, however, must still serve the purposes of stimulating and facilitating the attainment and production of advanced knowledge, and of producing those novel and unplanned insights that nobody knew already. One side of that is to identify, nurture and cultivate **talent** among the large student cohorts – individuals with exceptional abilities and energies, who are able and willing to do more than average to accomplish their utmost.

### 2. CBS procedures for recruiting, identifying and nurturing talent.

CBS has an obligation to contribute to the education of the 25%, and to organize the production of knowledge in the ways that are suitable for mass education. To ensure that also the most talented students apply to CBS, efforts are made to recruit students that are able to complete CBS programs on time and with good results. In this way, a productive atmosphere can be retained and all students will be supported in making an effort in their programs. In order to ensure that also exceptionally talented students apply, CBS offers a broad supply of academic specializations that is of interest to many different types of students, including the most ambitious.

Admission at **bachelor** level is by Grade Point Average, and the GPA is a mechanical product of the number of applicants (and their grades) for each program and the number of seats allocated. All CBS programs admit a restricted number of students, and the required GPA varies between programs. Two programs have consistently required a very high GPA in recent years: International Business and International Business and Politics. The results for these two programs have been very active student populations, scoring high grades, staying at the program and completing their bachelor degrees on time.

Admission for **graduate** programs in Denmark is usually free for bachelor graduates with appropriate academic backgrounds. CBS has had to introduce quantitative limits for most of its graduate options, for reasons of limited resources. Admission is regulated according to the concentration in question, emphasizing academic performance and relevant skills. Also at graduate level, the broad academic diversity serves to several types of students, including the intellectually and practically ambitious and talented ones.

Around half of CBS's teaching is in English, to allow for the admission of foreign students. This serves the purpose of giving Danish students one part of the **international** experience that makes CBS attractive and stimulates students to do their best. It also serves to recruit foreign students that are curious and ambitious enough to go abroad for a different experience – one of the indications of academic talent. All CBS students can go abroad as part of their study program, and more than 1/3 of them take up the offer. Seats at different universities around the world are distributed according to GPA – the students who do best in their programs, are allowed to go to the best foreign schools.

### 3. CBS special opportunities

In a number of places in and around the education programs at CBS, opportunities are developed – frequently in cooperation between CBS and students - for students who have the drive and ability to go beyond the usual curriculum and engage with something special and extra. These opportunities are prioritized in CBS budgets and allocations.

For Bachelor students:

The students in the BSc International Business have two opportunities for proving themselves on top of the normal curriculum: **GLOBE**, where 15-20 students are selected to work with similar groups from a first-rate Business School in Hong Kong, and one in the USA, following each other for three semesters. And **EngAGE**, in which a group gets into a special program that is highly international and at the same time practically oriented, sponsored and supported by Danish companies and including internships in the curriculum. The GLOBE students gain a strong international experience and network, while the EngAGE students are aiming at being employable right after their bachelor graduation.

In the HA (general business) program, a new scheme invites students to apply for an **Entrepreneurship** concentration, admitting 8% of the HA students, where around 1/3 of their classes are delivered with a special emphasis on entrepreneurship issues.

For Masters students:

The **CEMS** Masters in International Management invites MSc students to apply for a program where they study with students from some of the other 28 CEMS schools for two semesters. The students are selected in cooperation with corporate partners, they must have language skills and a good record in their programs. CEMS has both special courses and an internship element.

The currently eight **Double Degree** programs at Masters level provide students in seven MSc concentrations (four Cand. Merc., one Cand. Soc., one Cand. Merc. Int., one Cand. Oecon. and one Cand. Merc. IT) with the opportunity to apply for a program, where the first year at CBS is supplemented with a second year at a first-rate foreign business school, concluding in the acquisition of two Masters degrees.

The **Cand Oecon** program in Advanced Economics and Finance was started under the special regulations that allowed universities to operate special elite programs with extra public support. These regulations are

terminated, but the Cand. Oecon. Program continues, admitting ca. 40 students according to strict criteria of prior knowledge of economics and finance.

CBS cooperates with the other Copenhagen universities in offering courses where different academic backgrounds go together to develop **innovations** out of science and business skills. Most prominent is the CIEL scheme, where the three institutions organize common courses in innovative and entrepreneurial subjects, but also the BioBusiness Entrepreneurship Masters program and a few courses involving Technical University faculty and students are in operation. Such cross-discipline cooperation demands energetic and flexible students, and in return the participants gain insights that cannot be won in the usual curricula.

For all CBS students:

**Case competitions** are events that allow students to prove their talents and schools to brand themselves in a global context. The CBS Case Competition is supported by CBS but wholly organized by students and has been successful in attracting the best international schools to compete in Copenhagen. Participation in other competitions around the world is organized by the CBS International Office, which recruits talented students, trains and coaches them and organizes their participation abroad in ca. 8 annual competitions, most of them at bachelor level.

The **Copenhagen School of Entrepreneurship** operates a student start-up incubator, where student initiatives are supported by mentors and coaches. To be admitted, students must prove their creative ability, and participants are tested on their skills in producing realistic business concepts and projects. Students from other universities are allowed to participate. The CSE activity is primarily non-credit, but CSE also supports CBS programs with ideas and events to support entrepreneurship, as well as the dissemination of news about entrepreneurship activities.

The possibility for **internships** is included in most CBS programs, and in most cases it requires a special effort by interested students: they have to find internship places, contract with the host, apply for approval at the study board, manage the different expectations from internship host and program management, and produce an analytic report of the experience.

**CBS student organizations** are encouraged and supported by the school. For business students, active participation in organizational activities is an opportunity for developing skills that are relevant to business work. Those who do well in the many organizations acquire another item on their CV. CBS offers an elective for student organizers who can thus get credit for analyzing their work in these organizations.

#### **4. Developing talent policies**

A Danish public university must balance demands for increasing quantity, managing limited funds, and maintaining quality. The need for talent development is a fourth dimension to be pursued in this context. In terms of general operations policies, selectivity and exclusiveness is not an option because of the demand for quantity. Intensive teaching is not possible because of limited funds; and general quality must follow strict standards for the average program and student.

Additional special opportunities for talented students require extra resources that must be taken from other parts of the school's operations. CBS policies for future expansion of talent development are therefore restricted to a limited number of cost-effective projects:

Bachelor:

- Two bachelor programs have **optional extras**; more will be developed: concentrations demanding special effort, international programs where courses are pre-planned to deliver special competences, internships for qualified students, and (if made possible by future deregulation) "honours" programs where students can follow extra courses for credit. The way to keep such extras in check resource-wise is to always operate with sustainable class sizes and to focus on student' completion on time.
- Further at bachelor level, if the EngAGE program succeeds, more programs aiming at **employment with a bachelor degree** may be realized; financing is an issue - it takes a lot extra in terms of resources to produce students both well-equipped academically and well trained for practical work.

Masters:

- At the graduate level, students are more focused on certain industries and tasks that they aim to work at. To provide the best students with extra possibilities implies the necessity of fundraising among the industries and associations in question. **Internship programs**, where CBS and hosts cooperate to produce excellent results, is one possibility. More courses shared with DTU and KU, where **innovation and entrepreneurship** is in focus, is another – also a candidate for company sponsorship.
- Also at graduate level, some of the concentrations that are now capped in terms of student numbers are likely to develop into **special-status programs** that students will struggle to get into. Only the best students will get in, and to provide those with adequate challenges demands extra resources. Fundraising from companies and organizations in the relevant business areas is at present the only way to acquire such resources.
- Further at graduate level, interested students may be selected for **doctoral studies** before finishing their masters. This will require program regulations that specify the way to go – and it presumes a sufficient number of interested students.