

MASTER OF BUSINESS ADMINISTRATION (GENERAL)



The International Business School of Scandinavia

"The International Business School of Scandinavia is an International Accredited educational institution located in Copenhagen, Denmark"

A Word From the IBSS Management Team



Global vs. International:

The ethos behind IBSS, is to take into account a changing world which is becoming increasingly globalized. The educational sector works together to create a broader learning platform for students to take advantage of what is available to them. IBSS has created more than just a partnership with these educational sectors.

We have established partnerships in various regions, as well as restructured our organization to be in line with the global world. Our learners at both graduate and postgraduate levels can enjoy the possibility to receive not only learning from a global network of experienced faculty, but also the possibility to learn in a number of different countries.

An example:

A student can start their education in Kuala Lumpur, take a module or semester in Dubai, and then come to Europe or the US to complete their education, whilst still working. Transferring credits from one IBSS location to another is effortless. All locations accept previous academic credits from the IBSS network.

Our motto: *"Every individual has the right to access a quality degree programme at an affordable cost."*

As a global institute of higher education, we have developed our own books and materials which allow us to translate and adjust to our learners needs.

So join us and let us help change your life!

About IBSS



IBSS has a focus on distance and blended learning programs which bring the newest training methods to our target group. Our focus has a predominantly International outlook.

IBSS conducts training at [Diploma, B.A. MBA and Doctorate Levels](#). Our programs are often developed and conducted as dual degrees with local partners in [Europe, Asia, Africa and the Middle East](#). The aim of IBSS is working on securing high quality education at a decent price, whilst providing international education with flexible, high quality degrees.

We have a large external faculty with academic facilitators from all across the world. We pride ourselves in securing the best possible setups, for our International Programs.

The past five years have seen rapid changes within the global business environment. Qualifications need to be both recognised and accepted Globally. An IBSS degree can be obtained at an affordable cost at home, without the need to study abroad.

IBSS offers a highly developed module-based program, with a range of options that can be tailored towards your individual needs.

IBSS is dedicated to delivering high quality knowledge as well as state of the art skills, enabling today's students to engage in business management issues with pertinence and self-confidence. The material is both theoretical and practical. The faculty is international with extensive industry-specific experience.

Why do we use the name [Scandinavia](#)? It's due to the fact that our teaching methods are from [Scandinavia](#). Many of our core staff were originally trained. It is due undergoing training in [Scandinavia](#). The methods of [Scandinavia](#) are based on equal participation between students and faculty.

Transferability of Credits



“NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION”

“The transferability of credits you earn at IBSS is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in IBSS programs are also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending (name of institution) to determine if your (credits or degree, diploma or certificate) will transfer.”

IBSS has agreements for credit transfers with:

IBSS is currently undergoing expansion into many other regions and countries.

Keep yourself updated on www.ibss.eu

Educational Concept



IBSS constantly updates teaching materials, to ensure Tutors have the most current information on each subject.

The IBSS degree program develops both managerial and business development skills.

Based on recent research, the blended learning model, which combines face-to-face and online learning, is now the preferred model for online course design.

IBSS has adopted this method, and implements the blended learning model via multiple activities such as:

1. **Live Events (Synchronous):** Instructor-led learning events in which all learners participate at the same time, such as in a live classroom and/or “virtual” classroom.
2. **Self-Paced (Asynchronous) Learning:** Learning experiences that the learner completes individually, at his own speed and on his own time. That can include interactive, Internet-based, or for countries with low Internet access, CD-ROM training.
3. **Collaboration (Synchronous):** Environments in which learners communicate with others, for example, e-mail, threaded discussions or debate forums on the LMS system.
4. **Assessment:** A measure of learners’ knowledge. Pre-assessments can come before live or self-paced events to determine prior knowledge. Post-assessments can occur following live or self-paced learning events to measure the learning transfer.

Since many students require personal contact, Regional coordinators can provide a personal connection.

IBSS provides adequate technical support, and ensures both Students and Tutors are given ample time to adjust to any new technology that is introduced.

One of the most important teaching strategies at IBSS is through open communication. We believe the key to success for any distance education program is a high level of communication between students and teachers and between students and students.

At IBSS, we focus on three types of interactions:

1. learner-content
2. learner-instructor
3. learner-learner

At IBSS, we focus on creating a positive, motivating environment. The core teaching staff comprises of people based in a wide range of countries (E.g. Egypt, Denmark, UK, US, South Africa, Ireland, Australia, UEA and Malaysia).

The learning objectives pursued in the programs are oriented towards the development of practical skills. Problem and project work assignments as well as the use of role plays and case studies in the sessions support this.

IBSS takes a social constructivist perspective as the starting point for its educational activities. This is illustrated, for example, in exercises that are part of the student workbook for each module. Students are required to work in groups and to report, reflect and discuss their own work-based experiences with regard to concepts currently under discussion. With regard to the academic value of e-Learning within the program, IBSS stresses three aspects. The first one is the importance of encouraging and supporting communication among students. The second aspect stresses that IBSS make all materials (student workbooks, additional presentations, recorded lectures, self-paced online learning modules with self-administered tests) available online through the LMS. The third aspect also points to the strategic added value of employing e-Learning infrastructure for IBSS. With all materials available online through the LMS in the English language, the programs can give the availability of appropriately qualified trainers - easily and rapidly be delivered in different regions of the world without generating additional costs.

The style of teaching preferred by IBSS is actively promoted for (a) in-class components is that of a “demonstrator”, and (b) project work and online learning is that of a “facilitator”. Concerning the diversity of learning and teaching methods, IBSS stresses the application of theory to praxis through students working (by themselves or in groups) on practical business problems - both in and out of the classroom.

Students interact with fellow students and the teaching staff during in-class sessions and communication via telephone, online chat and discussion forums provided by the LMS. Students will need to be active in organizing study and consultation sessions face-to-face and via the internet (Skype). Students receive feedback for their assignments from their teachers. They also receive feedback for their work on web based learning materials through self-administered tests that are provided as part of these units. As seen from interviews with previous students, students are satisfied with the kind of interaction and feedback they receive from their peers and teachers.

Access to all the content for the individual modules of the programs is through the learning management system. This is true for student workbooks, accompanying slide presentations, recorded lectures, discussions forums, and web based multimedia learning units. In this way, e-learning content is integrated into the program’s curriculum and assessment system. However, IBSS is aware that the way these materials interconnect, can be improved. IBSS continuously seek to develop more explicit guidelines towards enhancing the learner experience, that will benefit both Students and Tutors.

Degree programs

This is true for student workbooks, accompanying slide presentations, recorded lectures, discussions forums, and web based multimedia learning units. In this way, then, (e-)learning content is integrated into the programme's curriculum and the assessment system. However, IBSS is aware that the way these materials interconnect can and needs to be improved. More explicit guidelines regarding the way these materials interconnect and in what ways and order they are employed profitably are required for both teachers and students.

IBSS conduct programs at foundation, Diploma, B.A. MBA and DBA levels.

All our education programs are build up using the same basis setup: A core of modules to secure the needed knowledge. A specialization part and a final thesis or additional selective modules.

Flexible start:

Almost all our programs are developed in a flexible way so that you can start not only a few times a year but with every module start. This gives the student the chance to start at any time of the year.

We call it **FLEXSTART**

So with IBSS you will be able to get a fast start and follow a program perfect for your needs.

Accreditations/Approvals and memberships:

IBSS take our international outlook very serious. Therefore we participate in a number of memberships, accreditation as well as validation programs.

The rules of accreditation are different for each country. To secure our students the optimal benefits we often conduct our programs as joint or dual programs. The Joint programs are programs based on either our partner's curriculum where dual programs are programs where students get two or more degrees following the same program. In this way our students can be secured both national accredited as well as International accredited programs conducting the same program. Often our competitors seem to forget to explain clearly to students that just because a program is accredited or approved by a state it does not no means mean that it automatically give access to other countries educational programs and higher levels. By conducting programs as Dual or even Triple accredited programs our students can get proof of their skills covering e.g. International recognized programs from UK, International accredited programs from Scandinavia combined with national approved/accredited programs in e.g. Malaysia.

In this way our students are really ready and secured for the future.

Memberships and accreditations



IBSS is a member of a number of organizations. We value our memberships as they secure that our staff can keep up to date with the newest knowledge, and at the same time give our students benefits of the many organizations.

IBSS is the first private institution of higher education in Denmark to achieve international recognized accreditation from ASIC.

ASIC is a school accreditation that evaluates both the school, its administrative processes and generally checks the quality of the programs.

ASIC has been formed to bring this independent information to the student population through its accreditation service with well defined and objective benchmarking.

Accreditation through ASIC will help the student and parent make a more informed choice and will also help a college/university demonstrate to the marketplace that they are a high quality institution.

Given our experience, we are well aware of:

The existence of colleges, which appeared to focus largely on bringing young people into the UK as potential students, but whose main aim was to become an illegal economic immigrant,

Colleges which, although genuine educational institutions, provided their students with a poor experience, sometimes placing them on inappropriate programmes,

Quite reputable colleges, and indeed some universities, which were not well prepared to cater for all of the needs of international students.

ASIC, therefore fully recognises the pressing need for a robust and transparent approach to ensuring that colleges, to the best of their ability, only recruit genuine and appropriately qualified students and that they provide the best possible student experience in terms of the students achieving their maximum academic potential whilst having their social and pastoral needs fully addressed.

Ongoing development with the accredited colleges will incorporate such topics as training and monitoring the work of agents, high-quality and ethical recruitment methods, development of admission systems and assistance in the development of codes of practice and ethics policies.

It check: Areas of Operation:

- A. Premises and Health and Safety
- B. Management and Staff Resources
- C. Learning and Teaching; Course Delivery
- D. Quality Assurance and Enhancement
- E. Student Welfare
- F. Qualifications and Awards
- G. Marketing and Student Recruitment
- H. Relationship with Government Offices and Reporting Mechanisms.



IBSS is proud member and in process of achieving accreditation from "The Accreditation Council for Business Schools and Programs" in United States.

The Accreditation Council for Business Schools and Programs....

...is a leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence. The association embraces the virtues of teaching excellence and emphasizes to students that it is essential to learn how to learn. ACBSP acknowledges the importance of scholarly research and inquiry and believes that

such activities facilitate improved teaching. Institutions are strongly encouraged to pursue a reasonable mutually beneficial balance between teaching and research. And further, ACBSP encourages faculty involvement within the contemporary business world to enhance the quality of classroom instruction and to contribute to student learning.

MISSION

ACBSP promotes continuous improvement and recognizes excellence in the accreditation of business education programs around the world.

VISION

Every quality business program worldwide is accredited.

Admission

Students' Admission Policy

Application process

Step 1:

Send the completed application package (including documents needed for verification such as ratified exam proofs and application form) to the IBSS Admissions Office:

You can also send documents online to: admission@ibss.eu

You need to include:

- Completed application form signed by the applicant
- Copies of relevant academic certificate(s) translated and notified into English
- Copy of passport or other ID
- Documentation required for Visas if the program is aboard and visa is needed
- Application fee of \$100 for degree programs.

Step 2:

If application is accepted you will receive:

- A letter of acceptance indicating the program dates
- Payment information and instructions
- Enrolment form to be signed

Step 3:

To confirm your place with IBSS:

- Deposit of your first payment or payment in full (check pricelist on www.ibss.eu and terms and conditions. For corporate programs please refer to the partner whom is running the specific program)
- After payment you will receive a financial statement

Minimum Admission Requirements

(a) English Proficiency Requirements

It is important that students whose native language is not English have a minimum level of comprehension and facility in English for our English speaking classes. For classes conducted in other languages English will not be a requirement. Even when a student has met the minimum standard for admission by TOEFL or other tests, it is incumbent upon the academic unit to assess the student's comprehension of oral and written English and may require remedial work.

Students who are not native English speakers or whose previous university's was not taught primarily in English, must provide one of the following as evidence of English language competence:

- TOEFEL test
- IELTS test
- Letter from the University where the student studied declaring that the language of study was English

If the student does not show any of the above mentioned proofs, alternatively, an oral interview with an IBSS certified examiner will be conducted to assess the level of comprehension and communication.

(b) Entry Requirements

IBSS is committed to a fair admissions process and accepts a wide range of qualifications. The information on this page gives an overview of the general entry requirements for all programs.

Masters Entry Requirements

Regular Entry

- A Bachelor's degree or equivalent

General MBA

The General MBA program offered by IBSS prepares students to lead and succeed in today's complex business environment. Its setting is where information and innovation are of prime importance. The competitive advantage at each organization is high levels of customer service, while improving systems and processes on a continuous basis. Successful organizations are those that draw on the collective knowledge of their employees while harnessing IT to meet their strategic aims.

The General MBA program is for students or employees who want to boost and excel their career. It is set up to move current careers forward with the gained knowledge and skills. The program has an academic and applied focus leading to develop the students' capabilities in highly competitive jobs. IBSS selects teachers who have high academic backgrounds relevant to subjects they teach. Each teacher has professional experience in the related field. The teaching pedagogy adopted by IBSS for the General MBA program is the experiential learning approach that relies on the use of case studies and problem based assignment materials which develops students' knowledge, analytical thinking and decision making process.

The teaching methods are conducted as blended learning courses which combine teaching online, or supported using study guides with self-paced online learning. In practice, this methodology has proven to be the ideal mix for busy working students. The online self-paced learning components of the program gives them the flexibility they need to be able to meet the requirements of both their jobs and their studying at the same time. The sessions gives students the interaction which is a key element in avoiding feeling isolated within their learning environments.

Upon the completion of IBSS General MBA program, students should be:

- a. Knowledgeable of the context and aware of the dynamics of organizational functioning.
- b. Equipped with current knowledge and relevant analytical tools to carry out managerial duties in business organizations.
- c. Competent and effective decision makers in solving practical issues in the globalized business environment.
- d. Able to communicate well.
- e. Equipped to manage a range of tasks in order to advance careers to senior management positions.
- f. Adequately exposed to international business and collaborations.

The General MBA will provide students with a total of 120 ECTS points. You can finish 1 or 2 year as full time or flexible as part time.

Students have the option of completing their studies in either 1 year or 2 years, depending on whether they choose to study full time or part time.

Teaching Staff

A selection of our talented teaching staff are as follows:

Mostafa Kamal Mohamed Enany, Ph.D.

Mostafa Kamal Mohamed Enany holds a Ph.D. in Business Administration and currently lectures in Misr University for Science and Technology. He has rich experience in consultation of gap analysis, re-restructuring and re-engineering, developing new systems, human resources developments and marketing. Mr Enany specializes in teaching field management, information systems, and systems analysis. Mr. Enany published several books; The Microcomputer (in Arabic) GEBO, 1989; Organizational Behavior (in English), 2004; English /Arabic Dictionary for Business & Management, 2003; Principles of Modern Marketing Management, 2004, 2010.

Dr. Mohammad Adam Bakar, Ph.D.

Dr. Mohammad Adam Bakar hold a Ph.D. from Manchester Business School, UK. Master of Science (Operational Research and Systems Analysis) from The University of Aston, UK. Dr. Bakar currently holds a director position in Islamic Banking Department, Bank Simpanan Nasional (BSN). He has a highly experienced background in Banking,, leading and managing the department as well as the day-to-day Islamic Banking operations. Additionally, Dr Bahar participates and actively contributes in decision making, develops action plans and monitors activities to achieve targeted tactical and strategic financial and non-financial milestones of BSN.

Heilyn Camacho Núñez, Ph.D.

Heilyn Camacho Núñez holds a Ph.D. in Human Centered Communication and Informatics from the Aalborg University, Denmark. She was born in Costa Rica and currently works in Denmark. She has been working as a teacher of Information Technology Management, Didactic Strategic, Problem Based Learning. Moreover, she also is experienced in coordinating a number of programs such as Continued Education Program, Maestría en Administración en Tecnología de Información, Universidad Nacional, Costa Rica from 2002 to 2007, Virtual Education Program, Maestría en Administración en Tecnología de Información, Universidad Nacional, Costa Rica from 2002 to 2006.

Daljit Singh, Ph.D.

Dr. Daljit Singh holds a Ph.D. degree in Government, with additional interdisciplinary training in political economy, public management, and international business law. Dr. Singh has a strong background in program and organizational development and qualitative research tools. He is experienced in management of complex organizations, educational and global programs, and possesses understanding of the global cultures.

Britt Warming

Britt Warming teaches in The American University of Sharjah, one of the region's leading educational institutions with international recognition. As an adjunct professor, she is responsible for developing course content, teaching, preparation of exams and grading of students, as well as advisory services to students and course evaluations. Over the last four semesters she has taught: Intercultural Communication, Feature Writing, Media Literacy, Editing for Print Media, Working for Magazines and Writing for Mass Media. She also takes part in journalism. She has worked internationally in places such as Denmark, Lebanon, Syria, UAE.

The educational program

Delivery: Blended learning

Equipment used

As online parts are integrated into the learning process all students are to have access to internet and computers.

The Basic Features

The Focus / Approach

To develop Business Managers

The Aim

To develop business managers who understand "how the real business works" (context knowledge), analytical in their approach (analytical knowledge) and knowledgeable and measured in making decisions (specialized knowledge).

Ultimately, these qualities will enhance their chances and provide greater opportunities to develop and advance their careers.

The Programme Learning Outcomes

Upon graduation, the IBSS MBA graduates should be;

- Knowledgeable of the context and aware of the dynamics of organizational functioning.
- Equipped with current knowledge and relevant analytical tools to carry out managerial duties in business organizations.
- Competent and effective decision makers and in solving practical issues in the complex, ever changing and globalized business environment.
- Able to communicate well and handle enhanced duties to have greater opportunities to advance their careers to higher management positions.
- Adequately exposed to international business and collaborations.

How the Learning Objectives Can be Achieved?

- a Modules offered (content type modules); Teaching pedagogy (use of case & problems based materials; Assessments (case or problem based assignments).
- b Modules offered (analytical type modules); Teaching pedagogy (use of case & problems based materials; Assessments (case or problem based assignments).
- c Modules offered (capstone modules); Teaching pedagogy (use of case & problems based materials; Assessments (case or problem based assignments).
- d Experiential learning process in classes; Discussions groups; Presentations; Written assessments.
- e Modules offered (International Business, Global Case Study, Strategic Management – Asian Business); Teaching pedagogy (use of case & problems based materials; Assessments (case or problem based assignments); International class offerings; International collaborative assignments; International faculties.

Customer Selling Propositions

- International in its approach and in its orientation.
- Focused in its contents but flexible in its delivery, assessment and exam methods.
- Practical and learner centred in its T&L pedagogies.
- Encourages experiential learning and international collaboration & networking.
- Modules taught by experienced and international faculties.

The Structure

General 1 year MBA

Option 1:

Core modules 7 35 ECTS

**each module being 5 ECTS points equal to 125 learning hours*

Thesis 1 30 ECTS

Total: 65 ECTS

Specialization option:

Specialization modules 4 20 ECTS

**each module being 5 ECTS points equal to 125 learning hours*

Total: 80 ECTS

Option 2:

Core modules 10 50 ECTS

**each module being 5 ECTS points equal to 125 learning hours*

Thesis 1 10 ECTS

** option to do Thesis of 30 ECTS*

Total: 60 ECTS

Project paper: 10.000 to 12.000 words/65.000 characters/30 pages and equal to 10 ECTS

Thesis project : 20.000 to 25.000 words/110.000 to 140.000 characters/ 45 to 60 pages and equal to 30 ECTS

IBSS number	Module name	Credits
	Basic modules	
MGM100	Manager of The Future	3
MGM200	The Future Way of Organization	3
MGM300	Leadership of The Future	3
MGM400	Human Resource Management of The Future	3
MGM500	Project Management of The Future	3
MGM700	Sales and Marketing Management - The Future Way	3
MGM600	Corporate Communications - The Future Way	3
MGM800	Financial Management of The Future	3
MGM1000	International Business of The Future	3
MGM1400	Strategic Management of The Future	3

Learning and Teaching Approaches

It is proposed that the facilitation session in the IBSS MBA be run based on **experiential learning approach** that relies on the use of case studies and problem based assignment materials. Further, to enhance international experiences of our learners, whenever possible, **international collaborative projects or assignments** should be encouraged.

Pedagogical approach too must be able to promote globalization and international exposure. As such it must be flexible enough to accommodate different learner needs and encourages **learners to take selected courses at our international learning centres**. Therefore, the normal three face-to-face sessions must be complemented by other methods such as having block lectures over one weekend/week. In facilitation, besides the conventional structured lectures, presentations, case-study and seminar-type presentations will also be implemented.

Example of Modules

MGM400 – Human Resource Management of The Future

In this module, you will receive:

- Knowledge about which kind of HR related strategic challenges a company often faces
- Knowledge about the different management theories needed to solve these strategic challenges
- The tools needed to implement a wide range of HR related procedures in your company, integrating the different strategic decisions made
- The tools needed to recruit, develop and retain the right staff
- Knowledge about how staff policies can be formulated and implemented, resulting in a better understanding of the company's perception of how to behave at the job, along with a broad understanding of the company's goals and values

In both the short and long-term, quite a large number of organizations need development to maintain the speed and flexibility needed in a modern company. This will result in a lot of challenges for the top leaders as well as the HR personnel to ensure that the organisation has the competences needed for a wide array of tasks at a given time. It is all about how to find and group the right staff and even more importantly, how to retain the good and reliable employees. Why? Because it's expensive to change employees often and because the "Employees are the most important asset of a company!" This statement has been repeated time and time again! – However, only a few people take action! We therefore urge you to do something about it and make this cliché a means of success by putting HR on the top manager's agenda.

We live in a knowledge-based society, which changes everyday, meaning that the modern company has to be ready to adapt to changes in all aspects of the company. At the same time, the employees in a modern company are better educated than ever before. Due to these factors, HR has to be taken into consideration in all strategic decisions – and that is why it is imperative that the top management deals with the issue of Human Resources.

In this module, you will focus on both the strategic work within the field of HR as well as the tools required to apply the strategic decisions to the everyday life of the company. We employ a practical minded view of things, so the theories and models shown in the course can be employed directly in your company. This means that the course focuses on the participant's practical understanding as well as applied knowledge in actual HR situations.

Content

- The module contains the following topics:
- HR and strategic management
- Staff policies
- Employee planning
- Employee development
- Attracting qualified employees
- Retaining valuable employees
- Releasing employees
- How to manage difficult conversations and messages

MGM200 – The Future Way of Organization

This module is an introduction to the interaction between people, structure, environment and other organizational dimensions. Basically, this module aims at providing an educational experience for students which will enable them to be equipped with theoretical concepts relating to organizational behavior and understanding of the nature and function of organizations, and groups and of individuals. Apart from being able to apply the knowledge in real workplace settings, participants would also have better understanding on managing both the micro and macro organizational issues.

The module will expose students to the systems approach to Organizational Behavior as a whole. Its structure emphasizes on the scope of theory, research and practice on OB, organizational culture and ethics, international OB, individual behavior, social perception and attributions, motivation, job performance and rewards, behavior modification and self-management, individual and group decision making, group dynamics, teams and teamwork; and managing conflict and negotiation, work design, culture and change.

Upon completion of this subject, you should:

- Have developed a good knowledge of the main psychological and sociological theories relating to the nature and functioning of organizations and the behavior of people within them.
- Have acquired knowledge of many of the main empirical studies, which have informed the development of the subject and current knowledge of organizational behavior.
- Have had the opportunity to demonstrate their knowledge and understanding of the subject matter by oral presentations in syndicate groups and written work in subject work assignments and examination.

MGM1000 – International Business of The Future

Students will be able to understand the business environment, the enterprise functions (finance, marketing etc) and the managerial functions (planning, organising etc.) impacting on organization in business operation. Students should also understand the important aspects of business strategies, improve their skills in analysis of cases, and enable individuals to become effective managers. Upon completion of this subject, you should be able to:

- Apply the knowledge on business environment, enterprise functions as well as managerial functions imparting on organizations in business operations.
- Evaluate and analyse important aspects of business strategies in real work settings.
- Become effective managers

MGM100 – Manager of The Future

In this module, you will receive:

- Tools to enable you to handle the very diverse tasks of a leader in a small or medium sized company
- The knowledge needed to select the most effective management style in different management situations
- Knowledge about how to address the demands and expectations of employees, colleagues and upper management to be an effective leader
- A deeper understanding of business negotiation situations and methods to professionally and efficiently handle a negotiation situation
- An understanding of the importance of dialogue in formal meetings between manager and employee, along with methods to handle these situations
- We have targeted the following main focus points for this module, where we work with developing the leader's tools to develop his or her abilities in the practical role as a leader.

Leadership Theory

To better understand the situation a leader is in, you gain a fundamental knowledge of the different leadership theories that formed the development of the modern company. The goal of this is not “theory for the sake of theory”, but giving you have the ability to hold up these different theories, and find out where they are placed in this spectrum of leadership styles. While working with the leadership theories, we will compare them to real cases, the modern reality.

Personal Leadership Style/Development

A leader can rarely be just a leader. Especially in small and medium sized companies, a leader is a practical jack-of-all-trades, who works as the strategic planner, practical driving force and problem solver – often with completely unrelated issues. Due to this, it is important for a leader to evaluate the tasks he or she has taken responsibility for – and how they affect the time consumption. In this part, we also look at which electronic tools can be used, to lessen the time used on the different tasks.

Communication

Communication has traditionally been connected to starting a direct face-to-face dialogue with the employee. It is a fact that the modern leader will have to realise, that such a connection is harder and harder to achieve. In the retail business world, an often used term is, that money is not earned in the back premises of the shop – and in most companies, it is obvious that internal meetings are not where the money is earned.

To improve the time efficiency within a company, it is important for a leader to learn to communicate efficiently – and utilise the most effective media for this. This can be e-mails, instant messaging, intranets, newsletters, and a wide range of other options. To improve the company communication, new ways of communicating, which fit the management, the employees and the company culture, will have to be found.

In this course, we work with structuring communication in a way, which suits the individual company; a communication style, which works with the leadership style.

Learning and Development Processes

If a company wishes to add new competences with regards to a new modern technology, it is an advantage to be able to offer its employees the chance to develop such competencies.

When we speak about developing new means of communication in a company, two roads are available. You can either create a problem – or a possibility for personal development. If an issue is presented correctly, with an understanding for how people develop, changes within departments of a company can help the organisation as a whole.

Conflict Management

In a changing world, conflicts will occur. They can be hard to see for the modern company, due to our face-to-face contact being less frequent. As a leader, it is important to understand how and when they happen and react accordingly in a proactive way. The proactive reaction makes you as the leader, able to solve the problems before they become serious, even though you might not be in daily contact with the employees.

MGM300 – Leadership of The Future

In this module, you will receive:

- An insight into the development of a business plan
- An insight into the different leadership types and how these affect the way to run a business
- Methods to develop coaching plans, targeted at keeping the employees in the company
- A way to look towards the future and create long term plans for the company's future goals and growth

The module consists of three separate elements, whereby all three elements are run with the same goal in mind; namely to create the best fundament for optimal and efficient leadership within an organisation.

Strategy and Business Development

The focus is on optimising a range of aspects – such as the business plan itself, the economical planning, the project management and so on. The goal is to document a “Proof of Concept” – a test of the company's strategy, and its durability. A “proof of Concept” is an excellent basis for a professional dialogue with external investors, or as a proof of the company's economical durability. The course makes the participant able to work efficiently with the company's business plan, strategic development, structuring and management of work processes.

These tools make the participant better at long term thinking and maintaining the focus on the company's growth.

Leadership, Sparring and Coaching

We delve deeper into more of the essential psychological subjects with regards to leadership. You will learn to select relevant leadership structures and leadership styles, based on the company's strategy and organisational structure, along with a psychological understanding of the individual human. At the same time, you will get a deeper insight into how the professional development of both groups, as well as single individuals take place and how to turn this in the most beneficial direction for the company.

Coaching is one of the means used today with regards to maintaining and developing the company's employees. Taking this very important factor into consideration, you will learn how to structure and run coaching sessions for your employees in the most optimal way using modern techniques.

The Managerial Field of Work

We focus on selected strategic leadership philosophies and leadership models, targeting both relevant control processes along with quality management, innovation management and sales management. This part of the module will equip the Manager with the necessary tools to select the most optimal philosophies with regards to how the organisation looks at the present time and how the desired future organisation is organised.

MGM1400 – Strategic Management of The Future

This module provides students with a broad understanding of strategic management concepts and theories and their importance and application to organization, industry and society. It also will assist students in developing strategic-decision making skills and conducting case analysis. Other than that, it also makes students understand the roles and responsibilities of the key managers in strategic management positions within the corporation, with particular emphasis upon decision making at the business level.

Upon completion of this subject, you should be able:

- To improve your personal leadership skills.
- To evaluate business environments, conduct case analysis and acquire strategic decision- making skills.
- To differentiate the functional levels; the roles and responsibilities of the key managers involved in the decision-making process.

MGM800 – Financial Management of The Future

This module aims to familiarize students with the underlying principles of financial management, and its application in financial planning and decision making. It is also designed to equip students with effective valuation of investment and financing of assets and its strategies in minimising risk and maximizing return.

Upon completion of this module, you should be able to:

- Apply financial management knowledge as a tool for financial decision-making.
- Evaluate financial investment and financing of assets, hence, help minimised risk and maximized return.

The Financial Management Module will expose you to the basic principles of financial management and its application in managerial financial decisions. Its structure will emphasize on the scope of corporate finance which include financial markets, financial statement analysis, financial planning and forecasting, profile of risk and return, time value of money, valuation of shares and bonds, capital budgeting and risk management. After this module, you will be qualified to analyse, plan and implement solutions to financial and resource management in commercial, production and service, both nationally and internationally.

MGM600 – Corporate Communications - The Future Way

This module examines the managerial role in corporate communications practice. Students increase their understanding of key dimensions in corporate communications, including marketing, professional ethics, concepts of excellence, strategic planning, media relations, corporate responsibilities, corporate identities, brand management, crisis management and the application of new media in managing corporate communication.

The objectives of this module are to:

- Expand and improve students understanding of corporate communication and show how companies use communications to implement strategy.
- Provide an educational experience for the students which will enable them to identify key functions of corporate communication within a corporation, design of a corporate communications strategic planning model and recognize the significance of communication research in corporate communications.
- Enable students to apply the knowledge in real workplace settings.
- Enable students to have better understanding on the value of cost-effective communication planning.
- Identify the impact of a communication technologies on reputation management.
- Explore problem solving strategies associated with crisis communication in corporate communication.

At the end of this subject, you should be able to:

- Develop a good knowledge of the nature of corporate communications and its role within the communication mix.
- Acquire knowledge of basic media relations practices and interview techniques.
- Understand the research-objectives-programming-evaluation components of the corporate communications planning process and integrate them into a clearly and accurately written plan.
- Apply analytical and critical-thinking skills to effectively critique and evaluate corporate communications problems, cases, campaigns and current issues.

MGM700 – Sales and Marketing Management - The Future Way

In this module, you will:

- Research your market in order to develop a strong sales and marketing strategy
- Create an international marketing strategy
- Develop the great concept and adapt it internationally
- Make an international sales and marketing plan
- Monitor and control the execution of marketing activities
- Gather campaign data and report results

Sales and marketing entails nearly every phase of a product or service, from market research through concept, development and promotion to data gathering. Thus a company's sales and marketing department must include employees who are highly motivated, informed, creative and proactive. This module focuses on the company's need to systematically gather information on market trends and its ability to stimulate customer demand. Whether the market is local or international, you need the tools to create the best possibilities for the development and sale of products or services in the Business to Business (B2B), Business to Customer (B2C) and/or Business to Government (B2G) markets. You will learn to analyze, plan and implement solutions for international sales and marketing to private and public customers.

The module will cover the following topics:

- Internationalisation process of a business, including export motives and theories on internationalisation
- Screening of export markets, selection of markets and the overall marketing plan
- Penetration theories on the export market, the choice of distribution or creation form in selected markets and implications for the company's general operation
- Gather information on the market, problem formulation, information needs and analysis design
- Collect data in the form of desk research
- Buying behaviour of target audience
- Competition concept, industry and competitor analysis, assessment of the company's competitive position
- Analyse data and find coherence in the data – including assessment of error sources
- Presentations of the results of market studies and their implications for marketing efforts
- The strategic platform meaning: idea, vision, mission, business base and development stage
- Formulation of marketing strategy based on target group and action parameters
- The marketing concept, marketing tasks and position in the company
- Prepare a marketing plan with goals, strategy, action plans and budgets
- Follow-up the activities of a marketing plan, such as analysing the deviations and suggest corrected activities

Code of Conduct Policy

Section XIII.01

INTRODUCTION

This Policy and Procedure document provides information about policies, procedures and regulations in IBSS, either formally adopted or developed as a matter of practice and precedent. IBSS personnel use this document as a set of guidelines when taking or recommending courses of action. All policies, procedures and regulations discussed in this document are subject to change following normal Business School procedures.

(a) Conflict of Interest

All possibilities of conflict of interest in academic decisions must be scrupulously avoided. It is the responsibility of faculty members and students to declare conflicts of interest when they know them to arise. It is the responsibility of the IBUS Dean, or any other person responsible for graduate program administration to ensure that conflicts of interest are avoided in academic decisions. Conflict of interest may arise in the following situations, amongst others: teaching or supervising family members or close relatives, teaching or supervising persons with whom one has a close personal relationship or is involved in dispute, teaching or supervising persons from whom one is receiving gifts, teaching or supervising persons with whom one has close research relationships or shared financial interests, etc.

(b) Misconduct

Part 1 – Student Code of Ethics

(i) Responsibilities of students

Every student shall:

- a. Abide by the laws of his/her nation and the nation where he/she is studying
- b. Abide by the rules and regulations of the Business School
- c. Co-operate with the Business School authorities
- d. Carry their student card at all times whilst dealing with the Business School administration and to show the card when asked by person or persons authorized to do so by the School
- e. Attend learning sessions
- f. Sit for examinations, unless barred from doing so
- g. Be responsible for safeguarding and ensuring the safety of the property of the School used by him/her

(ii) Prohibitions

- a. No student is permitted to be involved in any activity, activities or conduct which may damage or harm the interests, harmony, the good name of the Business School, its students, staff, officers or employees.
- b. No student is permitted to use any lecture, tutorial or teaching materials which are provided to him/her by the Business School for the purpose of publication, distribution or dissemination, whether for payment or otherwise.
- c. No student may plagiarize the intellectual property of others, including data, ideas, publications and inventions.
- d. No student may, cheat or attempt to cheat or act in a manner that can be interpreted as cheating or attempting to cheat in an examination.
- e. No student or group of students may organize, conduct or participate in any activity in the name of the Business School without permission or written instructions to do so from the School.
- f. No student or group of students may promote, manage, or assist in the collection of money or contributions in the name of Business School without permission or written instruction to do so from the School.
- g. No student or group of students may make any statement to the press in the name of the Business School without the written permission of the University.

(iii) Breach of Code

A student who violates any part of the Code is said to have committed a breach of conduct.

Part II - Procedures for Handling Student Disciplinary Cases

1. A student who has been accused of committing a breach of the code under any of the rules of the Business School and is found guilty can be subjected to the imposition of any one, or combination of two or more of the following penalties:
 - (a) Warning
 - (b) Fine
 - (c) Exclusion from any specified part or parts of the School
 - (d) Suspension from membership of the Business School for a fixed period of time
 - (e) Payment of compensation for any damage to property at the Business School facilities or any third party claimant
 - (f) Nullification of examination results or any part of the examination results
 - (g) Exclusion from the School
2. Every report of wrong doing shall be investigated and the Investigation Committee shall decide whether the alleged offence is serious, minor or there is no case to answer.
3. Serious offences include academic dishonesty, fraud, plagiarism, any activity that adversely affects the good name of the Business School and involvement in criminal activities.
4. If the Investigation Committee finds that a student has committed an offence, it shall inform the offender of the offence of which he/she is accused and require the student to provide a written explanation within a reasonable period of time.

5. If the student pleads not guilty and his/her explanation is accepted, or the student admits his/her guilt, the Investigation Committee shall then take the appropriate action.
6. If the student pleads not guilty and his/her explanation is not accepted by the Investigation Committee, the student shall be informed of his/her offence and required to appear before the Disciplinary Committee within a period not less than 14 days from the date of notification.
7. A student who does not make the explanation statement as in clause 4, does not pay the fine imposed or fails to appear before the Disciplinary Committee, shall be suspended until he/she provides an explanation, pays the fine imposed or agrees to appear before the Disciplinary Committee.
8. In a disciplinary proceeding;
 - (a) If the student pleads not guilty and the Disciplinary Committee finds that there is a case to answer, the student shall be asked to provide evidence. The student may call witnesses or present document(s) or other materials in his/her defense. The Disciplinary Committee can question the student or any of the witnesses and examine any document(s) or materials. The student may cross-examine any of the witnesses.
 - (b) If the student pleads guilty, the Disciplinary Committee shall explain the facts of the case to him/her.
9. On completion of the proceedings and, if the Disciplinary Committee finds the student guilty, before making a decision, the Disciplinary Committee shall ask the student to make a mitigation plea.
10. If the Disciplinary Committee imposes the punishment of payment of compensation or damages to the Business University or a third party, the amount of compensation will be fairly determined by the Disciplinary Committee.
11. A student who is not satisfied with the decision of the Disciplinary Committee can submit a written appeal providing the grounds of appeal to the President for consideration by the Business School Board, on condition that such an appeal is submitted within 14 days from the date of sentencing. The decision of the Board of Directors shall be final.
12. The Disciplinary Committee, with the consent of the President may delegate its authority to any officer or member of staff of the Business University to deal with any disciplinary offence.
13. If a student makes an appeal, this does not constitute grounds for the suspension of the implementation of any penalty imposed or the suspension of payment of any fine or compensation ordered to be paid.
14. Fines shall be paid to the Financial Controller who shall then make payment to the third party.
15. Any document(s) or other materials submitted before the Disciplinary Committee in the course of disciplinary proceedings shall be kept in the care of the Business School until such proceedings are completed or until the deadline for appeal has passed.
16. The Disciplinary Committee shall make written notes of all disciplinary proceedings. However, for the purposes of record keeping these notes do not need to be verbatim.

Please notice as a student you automatically declare you accept any of the IBSS rules and regulation.

You are as a student responsible to read all updated on the IBSS website/the IBSS student manual/the IBSS Academic Manual and any other regulations issued by the IBSS at any time.

Grading structure

This grading system can be represented in the table that follows:

Grade	Definition	LETTER EQUIVALENT
95-90	Excellent	A
89-80	Above Average	B
79-74	Satisfactory	C
73-67	Substandard	C -
66-55	Unsatisfactory	D
54-50	Fail	F

Equivalency to other grade systems

ECTS SCALE**	U.S. Grade equivalents	Swiss Grade equivalent	German Grade equivalent
A	A	6	1.0-1.2
B	A-/B+	5.5	1.3-1.5
C	B	5	1.6-2.5
D	C+	4.5	2.6-3.5
E	C	4	3.6-4.0
FX	F	3.5	4.1
F	F	3	



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