

ANNUAL REPORT

COPENHAGEN BUSINESS SCHOOL

1994



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22 JAN. 1996

København

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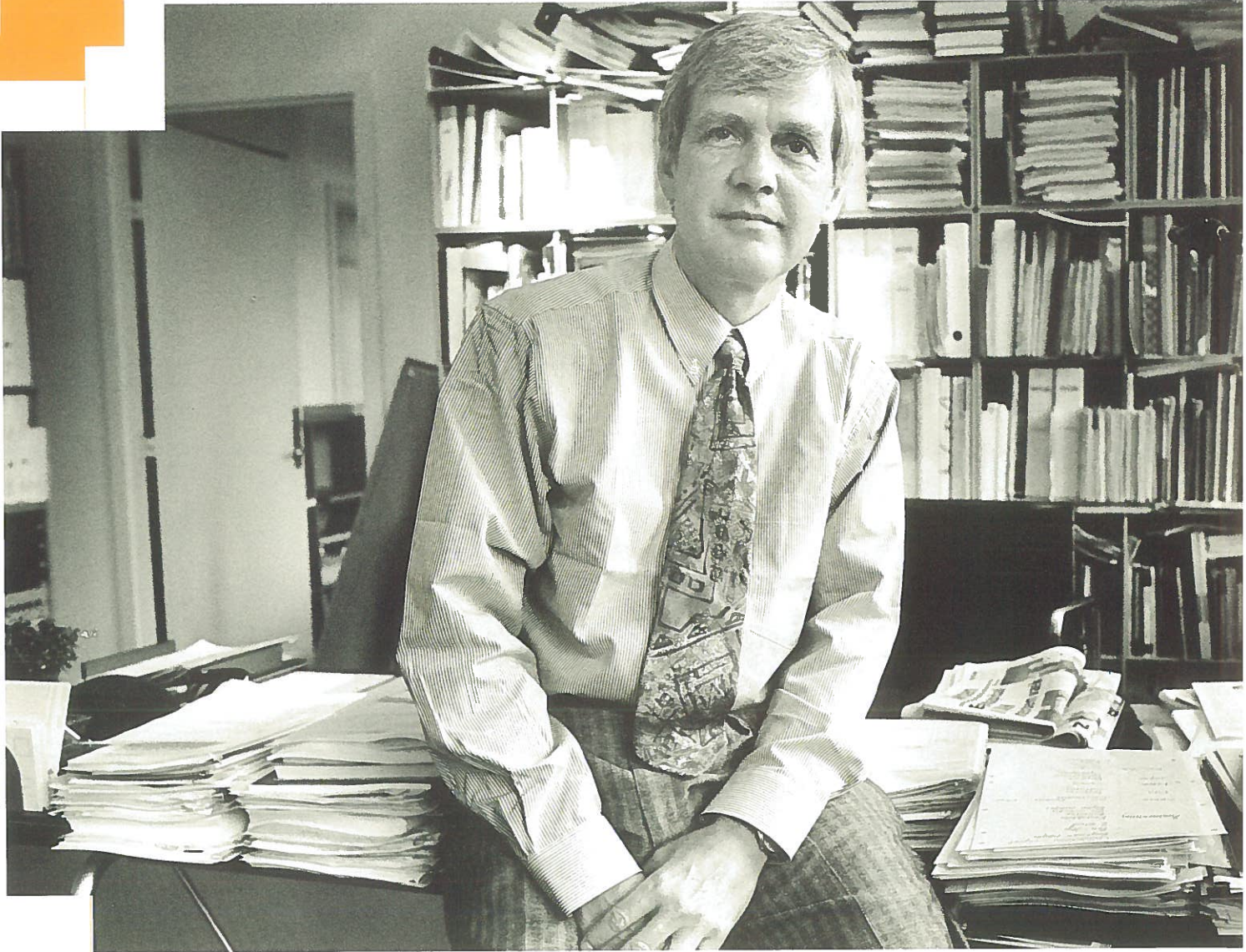
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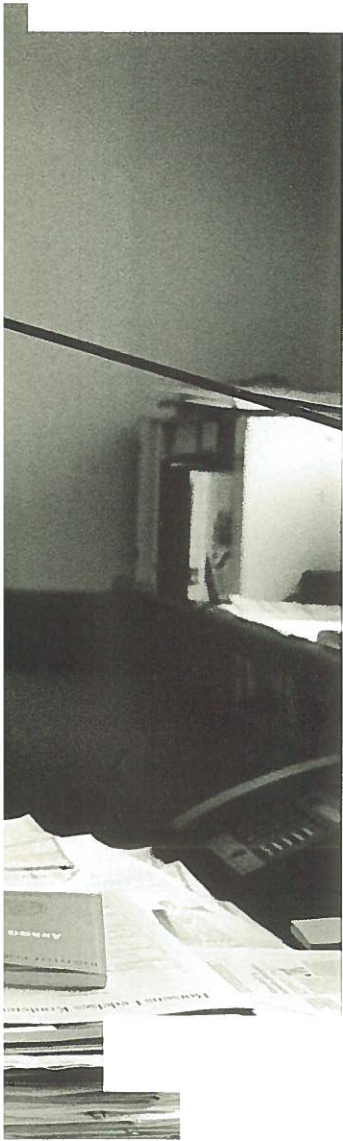
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DEVELOPMENT OF COMPET Competitiveness, and



FINN JUNGE-JENSEN, PRESIDENT

NCY, e Welfare Society



It has become increasingly evident in the past few years that western industrial societies are in the midst of a development process that will fundamentally alter conditions for the business community and its competitiveness, as well as for European and Scandinavian models of the welfare society.

The transition to an information society implies as much. To an increasing extent, it will be knowledge and the ability to utilize that knowledge for ongoing renewal and innovation that will be the critical factors for companies and society. The ability to develop and utilize human resources in a constant upgrading of skills will be a decisive competitive parameter, and institutions of higher education will play a central role in this process.

The increased globalization of markets, resources, and information will likewise continue. Geographic shifts in global economic development will be of major significance to society, as well as to future trade opportunities and living standards. In particular, declining European competitiveness will be a colossal challenge for educational institutions. With international cooperation and the development of new qualifications and competency, these institutions will be in a position to make major contributions to a revitalization and restructurization of the European business community.

Due to accelerating technological development and the progressively declining costs involved in information assimilation and transfer, information becomes rapidly obsolete. Whole industries will change character. Products, processes, and services will require radical regene-

ration. Companies and institutions will be under constant pressure to develop organizational, technological, and market-related innovations.

CBS graduates must be equipped to enter the business community with an education that provides an understanding of these conditions — along with a large degree of mental flexibility and innovative capability.

For CBS, it will be an additional challenge to react quickly and effectively to the business community's increased dependence upon national or supranational public sector institutions and regulations.

The Public and Private Sectors

In the information society, the boundaries and relations between the public and the private sector will shift and change. The deregulation of old industries, competition and cooperation between public and private entities, increased environmental regulations, modified tools of industrial policy, new demands upon companies' social responsibilities, as well as the demands for readily available public information about companies are examples of this development.

The demands for institutional renewal and organizational innovation in relations between the public and private sectors is a challenge that CBS must address in its educational and research efforts in the coming years, if the business community's international competitiveness and the development of new welfare models in the information society are to go hand in hand.

Business Schools in Transition

As a result of these developmental tendencies, a critical evaluation of traditional activities and attitudes has occurred in many business schools in Western Europe and North America. Thorough reorientation and reorganization have often been the outcome. Changing priorities and the development of new disciplines, pedagogical experiments, new degree programs, and increased cooperation with the business community have been some of the consequences.

The following areas have been highlighted in the transition process:

- increased internationalization in many dimensions;
- a broader academic profile with an incorporation of the humanities and an increased technological understanding;
- development of interdisciplinary approaches and competence;
- development of interpersonal skills;
- increased importance on the interaction between the firm and society;
- academic and pedagogical renewal with an extensive utilization of information technologies.

In recent years, the Copenhagen Business School has worked intensively with development in these areas, and the activities discussed in this annual report reflect CBS's multi-faceted commitment in both research and education. During 1995, the strategic process underway at CBS will provide a further clarification of the overall development perspectives, as well as the implementation and further development of a number of concrete activities.

Three examples of important strategic initiatives that will leave their mark on CBS in years to come are worth special mention:

The Øresund Region as a Base

The area that includes Copenhagen and Lund/Malmö (located across the Øresund in Sweden) is one of the most knowledge intensive regions in Europe. Previously, cooperation across the Øresund was modest — as was cooperation between universities in the greater Copenhagen area in general.

Increased activities across institutional, regional, academic, and cultural boundaries create the opportunity for the development of vital synergy. A closer partnership between universities, the business community, and public institutions in the area can result in a dynamic economic, institutional, and cultural development of the Øresund Region.

With its involvement in the Scandinavian Academy of Management Studies (SAMS), the Research Park Symbion, the Center for Public Organization and Management, and an increased cooperation with the University of Lund, CBS has created the necessary foundation for the realization of a knowledge potential that should affect the Øresund Region far into the future.

BSc in International Business

In August 1995, CBS will launch a new undergraduate program taught entirely in English for both Danish and foreign students. With a strong international curriculum and utilization of both CBS faculty and guest professors, the program will be an educational opportunity at a high international level. Upon completion of the degree, students will be able to continue at the master's level, thus obtaining an entire education in English. The two master's programs already exist: M.Sc. in International Marketing and Management and the M.Sc. in International Business.

When seen in combination with increased student exchange and intensified international research, CBS will thus have taken significant steps toward the realization of its goal: a strong international profile anchored in solid Danish traditions.

New Campus

The decision to locate the Faculty of Economics and Business Administration in a new complex close to the facilities at Dalgas Have provides CBS with the opportunity to build up a teaching environment with far better facilities for the students and with closer contact between the various institutes at the school. The 27,000 square meters will be ready for occupation in 1998. However, this is only the first stage in the process, since a number of institutes will still have to be located in a nearby building. It is essential for CBS that the second stage of the process is realized as soon as possible in order to ensure the realization of a true campus.

The building is being financed by the government; however, in order to exploit the opportunity to its fullest extent, it will be necessary to obtain external funding that can ensure CBS's ability to create an educational and research environment of international caliber. If this goal is realized, CBS will play a decisive role in the coming years for both Danish society and the business community. In these times of rapid change, CBS can provide development and dissemination of new knowledge, valuable continuing education, as well as ongoing innovation in close cooperation with the business community.

FINN JUNGE-JENSEN
PRESIDENT, COPENHAGEN BUSINESS
SCHOOL

Strategic DEVELOPMENT

An Important Link to the Business Community

The CBS Advisory Council has functioned as a link between the business community and CBS for many years. Six representatives of the business community sit on the council and are appointed by the Danish Society for the Advancement of Business Education (FUHU).

The council in its current form was established in 1965 when the Danish government took over control of CBS from FUHU. The government now has administrative as well as financial responsibility. Although the council continues to have a supervisory responsibility for CBS, its primary function is advisory. In the last few years, this function has had an increasing importance for CBS in terms of interaction with the business community, which both employs CBS graduates and uses the school for further education of its employees.

Strategic Development

Ongoing development of CBS's strategic goals and plans for the coming years has a top priority on our agenda. The Advisory Council has been actively involved in the process that began with the President's presentation of CBS's strategic goals. Council involvement takes many forms. Two examples that can be cited are lively discussions in committee meetings and participation in a recent, successful strategic conference with representatives from the school's governing bodies, institutes, departments, and academic councils.

The conference clearly emphasized the strategic necessity of considering CBS as a whole. A strategic process cannot be successfully carried out based on isolated solutions for numerous, individual issues. The conference also revealed that willingness for change, as well as the tools for change, already

exist at all leadership levels at the school. At the same time, however, the successful continuation of strategic development will clearly, in many areas, demand some necessary attitudinal adaptations and increased commitment.

Quality Development

The Advisory Council stays up-to-date with the many projects established for the evaluation and improvement of quality at CBS. Top quality in education and research is of decisive importance concerning the business community's ability to compete nationally and internationally in the years to come.

Over the past few years, the quality of the HD studies (a part-time, four-year Diploma in Commercial Economics) has been the subject of much attention. This previously highly regarded education has received increasing criticism from both the business community and the students. The underlying reason, for which CBS is not to blame, appears to lie primarily in an increased enrollment of young students who do not have the necessary business experience upon which the original HD studies were based. The Advisory Council finds this development unacceptable. We will do everything in our power, via the school's leadership, the Ministry of Education, and politicians, to find solutions that will reestablish HD as an excellent and elite business education.

Placement Services

Steps have been taken toward a strengthening of placement activities for the newly graduated bachelor and master students. Consequently, CBS students will be ensured an easier transition from the academic world into the workplace. The Advisory Council has been given a draft of both the short and long term placement activities underway at CBS. We



CHAIRMAN OF THE CBS ADVISORY COUNCIL, DIRECTOR NIELS KJELDSSEN

praise the initiative and believe it to be of great value for both new graduates and the business community.

Study Tours and New Projects

Thanks to FUHU, CBS receives generous financial grants. On the basis of applications, these grants are awarded by the council to educational and research projects and study tours. One million Danish crowns in grant money is available; however, the number of applications is also growing. For grants to study tours, this has meant that the amount awarded per participant has been reduced in relation to what was previously the norm. Despite this inevitable fact, study tour grants are given a high priority. The council feels that it is very important to continue to provide financial support for such tours since they are a unique opportunity for visits that are relevant to students' education. Concerning

other projects, such as international conferences and educational and research projects, the Advisory Council places great importance on the ability to be involved in the establishment of new initiatives and activities.

The Major League

In the past year, committed and active efforts to attain the Advisory Council's goals have been apparent in our meetings. One of these goals is to participate actively in the development and advancement of CBS's position as a leading, internationally oriented business school — for the benefit of both students and the business community.

Niels Kjeldsen
Chair, CBS Advisory Council

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CEMS: ROOM FOR New Activities Once Again

In brief:

The goal of the CEMS network is to ensure a joint European master's degree in economics and management as a continuation of a three-year bachelor degree. CEMS institutional members are all leading European universities and business schools. Membership is restricted, however, to one institution from each country.

Academic Members

- Copenhagen Business School
- Erasmus Universiteit, Rotterdam
- ESADE - Escuela Superior de Administración y Dirección de Empresas, Barcelona
- HEC - Ecole des Hautes Etudes Commerciales, Paris
- Hochschule St. Gallen
- London School of Economics and Political Science
- Norwegian School of Economics and Business Administration
- Stockholm School of Economics
- Université Catholique de Louvain, Louvain La-Neuve
- Università Commerciale Luigi Bocconi, Milan
- Universität zu Köln
- Wirtschaftsuniversität Wien

Candidate Member

- Budapest University of Economic Sciences

Corporate Members

- Asea Brown Boveri, Zürich
- Arthur Andersen, Stockholm
- Austrian Airlines, Vienna
- Banca Commerciale Italiana, Milan
- Banque Bruxelles Lambert, Brussels
- Carlsberg Breweries, Copenhagen
- Cassa di Risparmio Delle Provincie Lombarde, Milan
- Central Hispano, Madrid
- Coats Crafts Europe, London
- Coopers & Lybrand Europe, London
- Compagnie Financière Paribas,

Paris

- Dresdner Bank AG, Frankfurt
- Elektrowatt, Zürich
- Ericsson, Stockholm
- Goldman Sachs, London
- Gruppo Eni, Milan
- Henkel Industries, Düsseldorf
- Hilti Cooperation, Vaduz, Liechtenstein
- Hoffman La-Roche Ltd., Bâle, Switzerland
- JP Morgan, Paris
- DTG, Köln
- Norsk Hydro, Oslo
- Petrofina SA, Brussels
- Procter & Gamble Europe, Paris
- Shell International Petroleum, The Hague
- Siemens AG, Munich
- SmithKline Beecham, Philadelphia
- Statoil, Oslo
- Swiss Bank Corporation, Zürich
- Trygg Hansa, Stockholm
- Winthertur, Winthertur Switzerland
- Zürich Insurance Company, Zürich

New Initiatives Underway

The process of developing and setting up new CEMS curricula produced a number of experiences from which the CEMS schools have benefited greatly. The new curriculum consists of seventeen joint disciplines at the bachelor level and twelve new specialization courses at the master's level. They reflect both the most up-to-date academic developments, as well as the incorporation of the needs of the CEMS corporate members in terms of future European managers.

With the implementation of the new curricula, the CEMS institutions have come a long way toward satisfying CEMS's goal.

Cooperation at the Academic Level

From the start, CEMS has had inter-faculty groups in each of the various disciplines. Originally, the groups' responsibility was to establish the CEMS "Common Body of Knowledge" and relevant courses at the master's level. Now that this work is finished, several of the groups have begun to embark upon a number of joint projects. These range from the creation of up-to-date teaching materials to the development of new courses to CEMS cooperation.

In order to increase the number of teachers directly involved in CEMS and to stimulate the creation of new projects and information bases that can be used by all, CEMS financial policies have been changed. Support has been increased to projects that are anchored in faculty work at the institute or academic level. This policy has been at the expense of support provided to the institutions themselves. Support is only given if a project can strengthen the educational profile of CEMS at both the academic and the corporate levels.

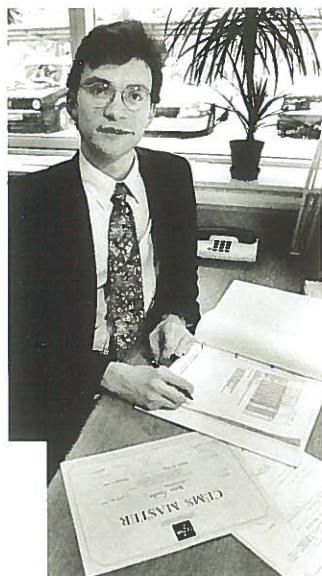
A number of projects are already underway. Hochschule St. Gallen will hold the seminar "University Teaching" in early 1995, and Wirtschaftsuniversität Vienna will hold a conference in April 1995 on the theme "Recent Developments in Business Administration." The target group of this conference is younger teachers from the CEMS institutions, as well as invited guests from Eastern and Central European business schools for the purpose of creating networks between the groups.

Faculty Exchange

Exchange of faculty is considered to be the most effective manner in which to expand cooperation between the schools and researchers. The Task Force Academic Development / Faculty Cooperation is working on several models that will strengthen this exchange, which has been plagued by financial and structural problems. Via ad-hoc solutions, some of the CEMS schools have stimulated faculty exchange to the extent that twenty faculty members were exchanged between schools in 1993-94. These twenty teachers spent 283 working days at other CEMS schools, with an average of two weeks at each institution. Work is underway to find easily applicable arrangements for exchange, as all the schools want to increase the interest in faculty exchange.

East European Initiatives

In the beginning of 1994, the CEMS Executive Board produced guidelines for acceptance of a new category of institutional members: candidate members. Candidate members have the opportunity to become CEMS members after a trial phase where the CEMS curriculum has been implemented at the school over a period of years. These guidelines resulted in a charter that describes the rights and obligations for both CEMS applicants and CEMS schools. As a part of this work, the Eastern Europe Task Force has visited selected universities and management schools in Poland, The Czech Republic, and Hungary. After having read the reports that came out of these visits, the CEMS General Assembly decided in November 1994 to accept BUES (Budapest University of Economic Sciences) as the first candidate member. It



MARTIN LEMCKE, MARKETING COORDINATOR, IS CONVINCED THAT IT WAS THE CEMS PROGRAM'S DEMANDING COMBINATION OF ACADEMIC AND LINGUISTIC QUALIFICATIONS THAT ENABLED HIM TO GET HIS POSITION AT BRÜEL & KJÆR.

appears that VSE (University of Economics - Prague) will be accepted in 1995 if the evaluation of the school is positive.

Other New Partners

Concordant with the EU initiatives to promote cooperation in student exchange and curriculum development with other parts of the world, the CEMS schools have actively exploited the possibilities. In 1993-94, CEMS schools in cooperation with three American universities (the University of Michigan, the University of California - Berkeley, and New York University) received grant money from FIPSE. FIPSE is an EU program that targets cooperation across the Atlantic. The three American universities, all of which are PIM members, have developed a study package, at the end of which successful students obtain the European Certificate. The package is offered to American students and includes a period of study at two CEMS schools. Work is now underway to extend the opportunities to all non-European

PIM members.

On an initiative from ESADE in Barcelona, CEMS applied for grants from a new EU initiative aimed at Latin America, the Alfa Project. Members of this group include EAFIT in Columbia, Universidad de Santiago de Chile, ITAM in Mexico, ESAN in Peru, Fundacao Getulio Vargas in Brazil (a PIM member), UADE in Argentina, and IESA in Venezuela.

Increasing numbers of CEMS students and graduates, expansion of both the level and extent of activities, and the addition of several new partners have all added to an increased burden of work for CEMS staff members. Their daily work consists of maintaining contact, information distribution, EU grant applications, CEMS statistics, reporting, and budgeting, in addition to advising incoming and outgoing students on credit transfer, course offerings, advisable course combinations, practical information concerning contact with the local authorities, and a great deal more.



CEMS coordinators are key individuals in all these connections, and they meet, as do the academic members of the CEMS Executive Board, several times a year to establish work procedures and policies as well as to exchange ideas. This close contact at the administrative level is important for successful cooperation between the CEMS schools.

Is the CEMS Degree Worth the Trouble?

There is no question that the requirements for two periods of study abroad, extremely high written and verbal proficiency in two foreign languages, plus carefully controlled obligatory courses can all seem overwhelming to the students in the CEMS program. However, taking all of that into account, one of the 1994 graduates, Martin Lemcke, has never regretted his choice.

Martin Lemcke studied and worked in Austria and Italy, respectively. For six months, he was the

right-hand man for a product manager at Bosch in Italy. Today, he is employed as a marketing coordinator in Brüel & Kjær's Gas Division. He is convinced that it was the combination of academic and linguistic qualifications demanded by the CEMS program that enabled him to get this position.

If you ask the large international companies that support CEMS by creating traineeships for the students and later on by hiring the graduates, they indicate that they are most interested in graduates who have worked abroad and have a clear international profile.

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CBS TO Host 1995 PIM Meeting

In brief:

The Program in International Management, PIM, receives many contacts from universities and business schools interested in joining the group. A new strategy for admitting new members, which ensures the continuation of an exceptionally non-bureaucratic cooperation, was proposed during the annual meeting in Rotterdam in November 1994. These plans will now be made more concrete and implemented at the meeting in Copenhagen in 1995. CBS will act as host.

PIM cooperation is built upon the exchange of students at the graduate level and based upon a minimum of administration. For this reason, PIM is run by a policy committee. The PIM Policy Committee consists of three members that are regularly replaced according to an established strategy. Currently, the committee members are Chair Hanne Hartvig Larsen (CBS), Michael Goldberg (University of British Columbia) who is next in line for chairmanship, and Henk van Ruller (Erasmus Universiteit in Rotterdam). They are responsible for ensuring that the decisions made at the annual meetings are implemented. Such decisions typically concern the conditions for acceptance into PIM and an establishment of the agenda for the next annual meeting.

Attractive for Students

Given the fact that so many CBS students want a period of study outside of Europe, it is fortunate that so many universities in the United States and Canada find PIM attractive and want to join the program.

New Members – Accepted or On the Way to Acceptance

During the 1995 meeting in Copenhagen, the Norwegian School of Economics and Business Administration - Bergen, CEMS partner, will presumably be accepted into PIM. The following schools are also expected to be accepted: the University of North Carolina at Chapel Hill; Cornell University, Ithaca, New York; and the University of Melbourne, Australia.

A number of guests that attended a PIM meeting for the first time in Rotterdam will be invited to Copenhagen in 1995. One of these schools is the only CEMS school that is not currently a member of PIM: the London School of Economics.

In 1994, PIM was expanded with the following schools: the Fuqua School of Business, Duke University, Durham, North Carolina; and the University of South Wales, Australia.

Expansion in PIM Cooperation

An increased desire to expand PIM cooperation beyond student exchange to more formalized programs comes especially from the American side. In 1993, the CEMS partners and three American universities received grants from FIP-SE to develop closer cooperation. This work led to the European Certificate. This is for American students who, after proving proficiency in a foreign language, can spend a year of study at two CEMS schools. The Europeans used their grant moneys to expand the number of exchange places in the US.

Current Members of PIM

All CEMS partners, with the exception of the Norwegian School of Economics and Business Administration (Bergen) and the London School of Economics, plus:

- University of British Columbia, Vancouver, B.C. - Canada
- University of Western Ontario, London, Ontario - Canada
- McGill University, Montreal, Quebec - Canada
- University of Chicago, Chicago, Illinois - USA
- University of Michigan, Ann Arbor, Michigan - USA
- New York University, Stern School of Business, New York - USA
- University of California, Haas School of Economics, Berkeley, California - USA
- Fundacao Getulio Vargas, SaoPaulo - Brazil
- Fuqua School of Business, Duke University, Durham, North Carolina - USA
- University of South Wales - Australia

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2. - MCGILL UNIVERSITY, MONTREAL, CANADA
3. - NEW YORK UNIVERSITY, STERN SCHOOL OF BUSINESS, USA
4. - UNIVERSITY OF CALIFORNIA, BERKELEY (HAAS SCHOOL OF ECONOMICS), USA
5. - UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER, CANADA
6. - UNIVERSITY OF CHICAGO, USA
7. - UNIVERSITY OF MICHIGAN, ANN ARBOR, USA
8. - UNIVERSITY OF WESTERN ONTARIO, LONDON, CANADA
9. - CORNELL UNIVERSITY, ITHACA, USA.
10. - DUKE UNIVERSITY, FUQUA SCHOOL OF BUSINESS, DURHAM, USA.

BSc IN International Business

In brief:

In the Fall of 1995, the Copenhagen Business School will open its doors to welcome the first Danish and international participants in the new Bachelor of Science in International Business (HA International Business).

This new undergraduate program is a full-time, three-year degree program taught entirely in English and provides students with an understanding of the company and its interrelationships with international economic, political, and cultural environments. It gives a basic insight into the company's functional areas at the international and national levels. Group work, seminars, case studies, and independent studies play an integral part in the learning environment.

Quarters Rather Than Semesters

The program is taught in modules, which is something new for undergraduate education at the CBS. Obligatory and elective courses are taken over twelve quarters; each quarter is made up of seven weeks of lectures and one week of examinations. The obligatory courses run the full spectrum of a typical business education — with the advantage of a fully internationalized curriculum. The final two quarters of the program are devoted to the capstone course, International Business Strategy, and the completion of an international business project that delves into a salient problem in international business.

Approximately half of the participants will be foreign students who will contribute to the international learning environment as will the international teaching staff, several of whom will be international professors from CBS itself or Danish professors with an international background.

New Student Exchange Programs

The program is organized in such a way that participants will have a chance to study abroad during the first half of the third year, that is, during quarters nine and ten. Studying abroad is not mandatory, however.

This format makes it possible, as well, for CBS to enter into new undergraduate exchange agreements with business schools in other countries, very much like the exchange programs for graduate students that are already in operation with some of the best business schools around the world.

Contributes to Internationalization of Research

The concentrated courses are an appealing format for attracting international scholars to CBS to teach a course within their areas of specialization. A yearly visit of two or three months' duration by an international guest professor is also an excellent basis for continued research cooperation with colleagues at CBS institutes. In this way, the program also contributes to the internationalization of research at CBS.

International Outlook

The program is designed in accordance with:

- Undergraduate programs taught at leading business schools and universities around the world, and
- The requirements of the Common Body of Knowledge as stipulated by the Community of European Management Schools, CEMS, of which CBS is a member. The program also offers two non-English foreign languages to help those students who wish to meet the CEMS requirement of proficiency in three languages, two of which must be European.

Core Program

The following obligatory courses make up the core program:

- The Company in its International Environment
- Applied Microeconomics
- Financial Accounting
- International Business Law
- International Business Operations
- International Business Organization
- International Business Project
- International Business Strategy
- International Corporate Finance
- International Economics
- International Managerial Economics
- International Marketing I
- Legal Systems and Conflicts of Law
- Macroeconomics
- Managerial Accounting
- Organizational Behavior
- Principles of Information Systems
- Statistics for Business Administration
- The Company in a Historical and International Setting

Elective Courses

In addition to the core program, the student must take four electives, offered in the fall of the third year. The following are examples:

- Business in the Pacific Rim Countries
- European and Other Regional Integrations
- Human Resource Management in Europe
- International Economic Policy
- International Negotiation Technique
- Management of Information Resources
- Non-English Foreign Language I
- Non-English Foreign Language II
- Post-1750 International Economic History

Successful completion of the program results in the awarding of a specialized Danish HA degree: Bachelor of Science in International Business.



STEPHANIE HADLER, ADMINISTRATIVE DIRECTOR, AND LAUGE STETTING, CHAIR OF THE INSTITUTE OF INTERNATIONAL ECONOMICS AND MANAGEMENT, DISCUSS CURRICULUM DEVELOPMENT FOR THE NEW BSc IN INTERNATIONAL BUSINESS.

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ERASMUS AWARD TO Lise-Lotte Hjulmand

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In brief:

The Erasmus Award, given to one teacher and one student from each of the countries involved in Erasmus agreements, has only been awarded twice. The recipients are chosen by a committee established by the EU Commission. Commitment and concrete results in internationalization are important. The 1994 recipient Lise-Lotte Hjulmand (a former vice president at CBS) lives up to these demands.

Erasmus Award to Lise-Lotte Hjulmand

At a ceremony in Brussels on December 4, the former CBS vice president, Associate Professor Lise-Lotte Hjulmand, was presented with the 1994 Erasmus Award. This award was originally established by the EU Commission and was given for the second time in the history of the Erasmus program.

Lise-Lotte Hjulmand received the award for her dedication to furthering the spread of information about Erasmus both nationally and internationally. In addition, the award committee cited her work in solving administrative and academic problems that always arise in setting up and operating such an extensive project. The award committee also praised her work in integrating the foreign students at CBS through the offering of professionally taught Danish courses.

"The fact that I was nominated for the award is a sign that Europe has begun to appreciate the achievements that CBS has attained in the international arena," says Lise-Lotte Hjulmand.

Lise-Lotte Hjulmand believes that, to a large degree, the successful results in internationalization at CBS have been due to sound team-

work between the various academic councils, dedicated teachers, and the staff of the International Office.

"The individual's commitment is extremely important, but the results are dependent upon a joint effort."

Since the beginning of the Erasmus program in 1987, Lise-Lotte Hjulmand has been a coordinator for a number of exchange programs, which she has since combined into one large program. She is also the contact person for programs that are coordinated elsewhere.

The Importance of Foreign Language

It was the poor application rate to go on exchange to schools in southern Europe that awakened Lise-Lotte Hjulmand's interest. She saw the need to offer classes in the major foreign languages to CBS economics students. These courses now include five foreign languages. Each language is offered at two levels, and emphasis is placed on reading and listening comprehension and oral competence. Language courses cannot single-handedly bring students up to the necessary levels; however, they do provide a good foundation for later participation in language courses in the relevant countries.

Lise-Lotte Hjulmand has worked energetically to increase the number of courses taught in English at CBS. She feels it is important that CBS offers such courses both for the exchange partners who prefer to send undergraduate students, as well as for CBS undergraduate students. In this way, they have the opportunity to increase their proficiency in English by studying with foreign students and will be in a better position for a later period of study abroad.



LISE-LOTTE HJULMAND RECEIVED THE ERASMUS AWARD FOR HER LONG-TERM DEDICATION AND COMMITMENT TO THE ERASMUS PROGRAM.

Degree Programs Must Allow for a Period Abroad

Lise-Lotte Hjulmand believes that although internationalization at CBS is well established, there are areas where work is still needed.

"We know that the students want to study abroad but that they have a difficult time fitting it into their schedule. I feel that must be changed. It has to be possible to organize the individual degree programs in such a way that the students can study abroad for one semester without prolonging their studies."

"And then there is a more general problem: namely, the difficulties with finding accommodation for the exchange students in Denmark. Schools cannot solve this problem alone. If the Ministry of Education wants to promote opportunities for foreign students to spend a period of study in Denmark, then they must help solve the accommodation problem," concludes Lise-Lotte Hjulmand.

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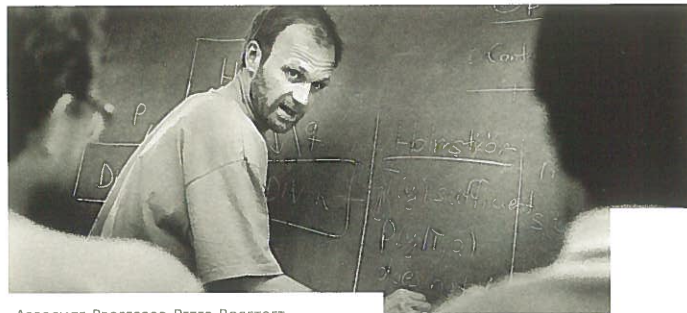
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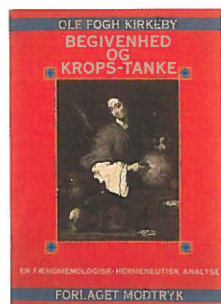
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new DOCTORS



ASSOCIATE PROFESSOR PETER BOGETOFT
WORKS PRIMARILY WITH PRODUCTIVITY ANALYSES AND DECISION-MAKING THEORY.



Management Science. In 1993 he received an award for exemplary teaching at CBS.
"I work with the further development of traditional business economics. What is new about this is that we don't presuppose perfect information. Everyone cannot possibly know what everyone else knows or what their goals are," he explains.

In 1995, he will supplement this interest during a six-month period of study at Yale. During this period, he will investigate the use of theories in modern accounting.

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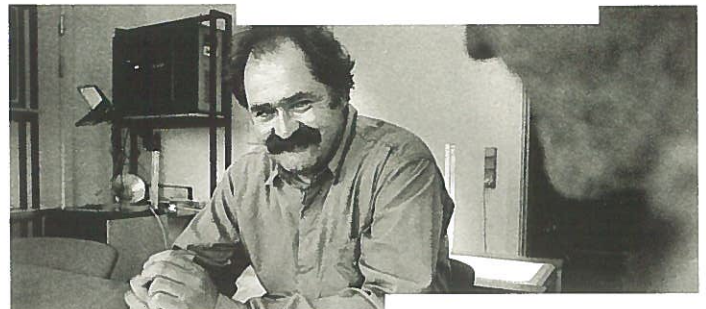
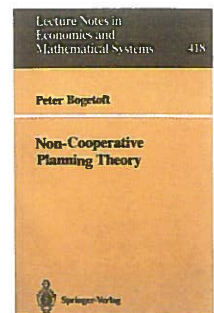
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Further Development of Business Economics and Planning

Associate Professor Peter Bogetoft, Institute of Computer and Systems Sciences (DASY), received his Ph.D. in Business Economics in 1994. In October 1994, his Ph.D. dissertation, "Non-Cooperative Planning Theory," was published internationally by Springer Verlag. His dissertation advances models for the relationship between a principal and agent when goals are to be accomplished by individuals with varying knowledge bases and positions of independence.

Peter Bogetoft has a background in econometrics and operations analysis with one year's supplementary education in business economics at Yale University in 1986-87. In 1988, he came to DASY as a senior Ph.D. candidate. Since then, he has been employed as an associate professor. At the institute, he has been able to combine his interests in operations analysis and business economics. In addition to his work on the theory of agents, he works with productivity analysis and decision-making theory. He has also written a text, in cooperation with Professor Peter Pruzan, entitled "Planning with Multiple Criteria." This was published in 1991 by the international publishing house, North Holland.

Peter Bogetoft teaches planning and business economics in several of the degree programs at CBS. He has been program director and chair of the Academic Council for Business Administration and



ASSOCIATE PROFESSOR OLE FOGH KIRKEBY'S RESEARCH HAS BEEN PRAISED AS "... DASY ... AT ITS PHILOSOPHIC BEST ... A PENETRATING AND REFLECTIVE FOUNDATION."

The World, Words, and Thoughts

Ole Fogh Kirkeby, Ph.D. and Associate Professor, is an untraditional and stimulating researcher employed at the CBS Institute of Computer and Systems Sciences (He is now affiliated with the Institute of Management, Politics and Philosophy, the Institute of Computer and System Sciences has been dissolved.)

The theme of his Ph.D. dissertation was so untraditional for a business school that it lay outside of a field where the school itself could judge it. As a result, he received a Ph.D. from the University of Århus in 1994.

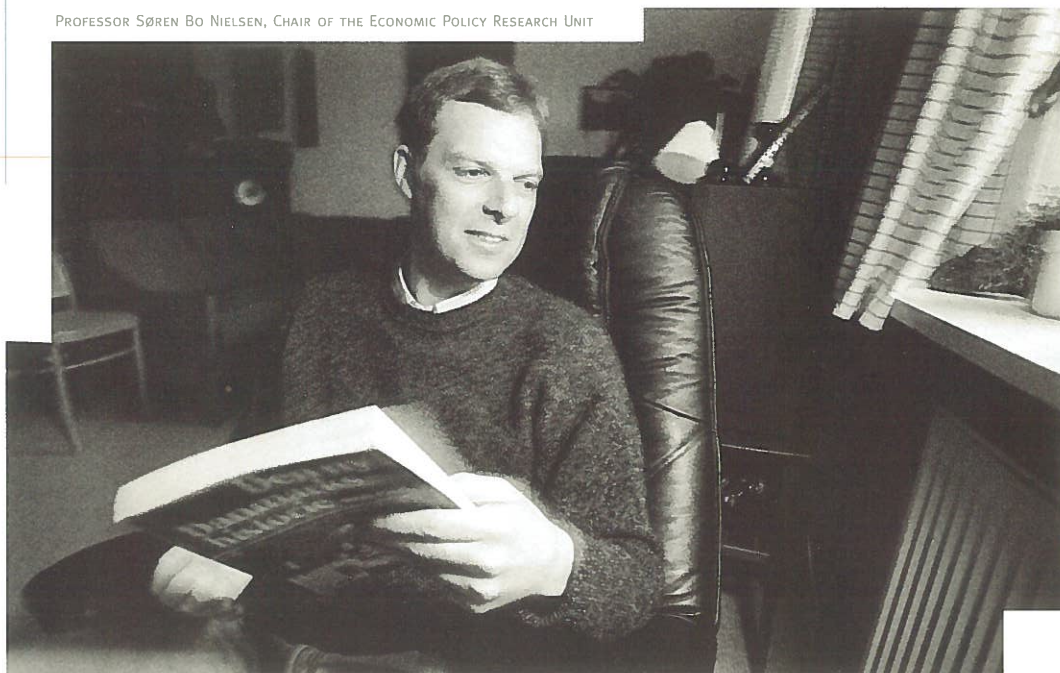
The title of his dissertation is "Circumstances and Body Thought: A Phenomenological-Hermeneutic Analysis." It builds up a conceptual apparatus that describes how an individual thinks and establishes expectations about the world.
"Before you can transfer to machines the ability to recognize and negotiate with artificial intelligence, you must understand this ability in humans," explains Ole Fogh Kirkeby.

His dissertation represents a base of theoretical scientific research, the concepts and models of which can help other researchers adhere consciously to the theories they employ. In this way, the quality in the development of theories within computer science and business economics can be elevated. His work has been highly praised. It is, according to the external, institute evaluation of DASY, *"DASY's research at its philosophic best and gives a penetrating and reflective foundation, also for those teaching the use of cognitive knowledge — artificial intelligence, for example."*

By education, Ole Fogh Kirkeby is a historian of ideas and has been connected to DASY since 1986. He is an active teacher and advisor. In 1994, The Copenhagen Business School Press published an "easy reading" version of the ideas from his dissertation in a book entitled, "The World, Words, and Thoughts. A Linguistic Philosophy and Phenomenology."

new PROFESSORS

PROFESSOR SØREN BO NIELSEN, CHAIR OF THE ECONOMIC POLICY RESEARCH UNIT



Research Professor in Economic Policy

A five-year grant received in 1994 from The Danish Research Foundation (Danmarks Grundforskningsfond) made it possible to establish a center for research in economic policy located at the CBS Institute of Economics. The Economic Policy Research Unit (EPRU) was created in 1991 by a group of economists from CBS and the University of Copenhagen (for more information about EPRU, see the 1993 CBS Annual Report, pp. 29-30.) This grant money made it possible to establish the center, which is led by Søren Bo Nielsen. As such, he was awarded a newly created research professorship.

"What is really interesting is the overlap taking place between areas that were previously treated as separate research fields. The activities in EPRU enrich the Institute of Economics and strengthen and intensify economic research at CBS," emphasizes Professor Søren Bo Nielsen.

He coordinates and administers the work in EPRU. Its core members are six professors and asso-

ciate professors, two from the University of Copenhagen and four from CBS. There are four Ph.D. candidates and five research assistants attached to the center. In addition, the center actively cooperates with a number of international institutions and has had foreign researchers involved for various periods.

Søren Bo Nielsen combines leadership of the center with his own research, which centers primarily on the international taxation of capital, as well as the creation of micro-based simulation models. The most comprehensive model, the "EPRU Model," is used, among other things, to assess the medium term consequences of the Danish Tax Reform of 1993.

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Labor Law and Commercial Law

Danish labor law is in the process of a paradigm shift. Denmark has long operated with the Nordic tradition of establishing collective agreements between parties in the labor market. But the EU has increasingly begun to influence Danish labor law with a continental European tradition for the establishment of individual agreements regulated by legislation. Influence, however, goes both ways. It was a Danish initiative, for example, that caused the entire 'working environment' concept to be included in EU labor legislation.

"The continental tradition has the greatest penetrative power in the EU. As such, it draws particularly upon the expertise of researchers to a greater extent," points out Dr. Ruth Nielsen. In May 1994, Ruth Nielsen was named professor of commercial law specializing in labor law at the CBS Law Department.

As a member of the Council for European Policy and the EU Commission's network for the promotion of sexual equality, she is a scholar in a position to affect development in the EU. These memberships go hand in hand with her research in EU law, labor law, comparative law, contract law, and theory of law. Among other things, she has written about women's labor law, company law, and contract law. Her doctoral dissertation in 1992 dealt with employer management law and the integration of EU law into Danish labor law.

"An emphasis on an integration of economics and law is being placed on the research here in the law department. We should be able to obtain this goal with the next generation of researchers by recruiting from the graduates of our new Master of Science in Business Economics and Law. We already have two new Ph.D. students from this group," says Ruth Nielsen.

SSORS

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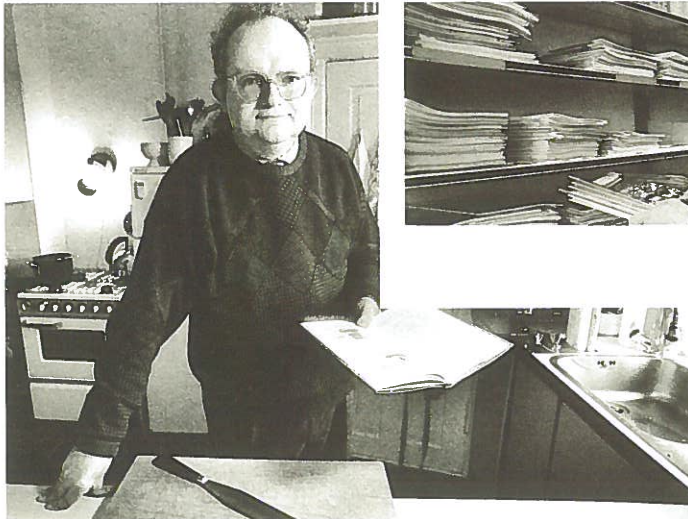
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Securities and Credit Law

Receiving a professorship at the Law Department at CBS is the current high point in a career that has taken Lennart Lynge Andersen from the position of a public official to that of a researcher, teacher, and author. After ten years in the Ministry of Justice, he was made department head and, in that capacity, secretary for the committee that drafted the Danish Securities Law of 1984. This confirmed a life-long interest in the legal aspects of securities. His text on securities law will be published in January 1995.

While at the Ministry of Justice, he was employed as an external lecturer at the University of Copenhagen. In 1985, he graduated from law school at the University of Århus. His dissertation dealt with easements and local planning. Lennart Lynge Andersen's research career began in 1987 when he became leader of research for Provins Bank's Educational Center in Skanderborg. In 1990, CBS employed him as an associate professor.

His research has spread over a wide range of fields within debentures and property law with an emphasis on credit law. This breadth has provided him with the opportunity to delve into a number of exciting fields. As such,



PROFESSOR LENNART LYNGE ANDERSEN'S CURRENT RESEARCH CENTERS ON CREDIT LAW. HIS LEISURE TIME HAS LED TO RECOGNITION AS A EXPERT IN THE ART OF FRENCH COOKING.

he has been involved in customer relations, inspection and organization of financial institutions, appeals committees in banks, and depositors' guarantee funds. This has resulted in a number of articles and books, among which is the basic foundation text in credit law, *Finance and Credit*, which he co-authored with Professor Werlauf.

Lennart Lynge Andersen has a very substantial teaching responsibility — including undergraduates and post graduates in the law department, as well as postgraduates in the Masters of Science in Business Administration and Auditing program. He is known as an energetic project advisor. As program director, he is also chair of the Academic Council for Business Administration and Commercial Law.

In order to relax from these responsibilities, he occasionally escapes to Paris where he stays at a small hotel in Montmartre. In these surroundings he can study French cooking and culture, which he has described in a book about Paris, as well as in articles in the magazine *"Smag og behag"* (Discriminating Taste).



PROFESSOR RUTH NIELSEN IS ONE OF CBS'S MOST ACCLAIMED EXPERTS IN LABOR LAW AND EU LAW.



PROFESSOR MATS FORSGREN HAS RESEARCHED HEAD-QUARTER-SUBSIDIARY RELATIONSHIPS AND THEIR CHANGING CHARACTER SINCE THE 1970's.

Internationalization and the Establishment of Networks

When a large company establishes a subsidiary abroad, an internationalization process begins that concludes with an alteration of the basic power structure in the headquarters as well. Professor Mats Forsgren has ascertained this to be the case via years of investigatory work done for governmental authorities in Sweden, as well as through his research into conditions in large Swedish concerns.

"When a business has large subsidiaries that are also international concerns, we can begin to speak of another power of internationalization, where the business can be seen more as a political arena rather than as a hierarchy," says Mats Forsgren, a professor at the Institute of International Economics and Management as of January 1995.

While markets in the seventies were overwhelmingly characterized by anonymous deals in which price determined transactions, longer-term relationships between buyers and sellers in the industrial market began to appear. These relationships took on the character of a

network. Something equivalent is now taking place between head-quarters and subsidiaries. The internal network disperses power and development, and strategic decisions are more frequently made in the internal market rather than by central decree. In order to control such a group, one must understand the network's development and the tension between headquarters and subsidiary. This is the field to which Professor Forsgren devotes his energies.

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EXTERNAL institute evaluations

In brief:

An evaluation of three institutes at the Faculty of Economics and Business Administration conducted by external, foreign researchers was completed in 1994. The evaluations contained a great deal of praise for three unique environments. However, they found a number of weak points, as well. These evaluations are an integral part of the further development of CBS institutes.

Unique and Problematic Institute Environment

The Institute of Computer and Systems Sciences, DASY was praised for its philosophic research of international consequence. Its connection to teaching in information technology, however, is weak.

After a thorough analysis of DASY, a Swedish and a Norwegian professor presented an evaluation that paints a picture of an excellent institute — in a problematic situation. The institute's group of senior researchers were clearly praised. Four of the six have Danish doctorates, and all six are involved in two noteworthy, international research projects.

"The senior members of faculty are original and productive researchers with a rich output of highly interesting publications of unusual breadth. A most noteworthy element is the philosophic expertise of the senior faculty members. This runs the full gamut of mathematical logic, game theory, ethics, and the theory of knowledge.

"With its project in organizational ethics ... DASY is clearly innovative in the development of practical methods to be used by the relevant organizations in greatly sensitive areas... a project that we expect will be very

important, also internationally.

"We were impressed with the quality and originality and the way in which some of these publications venture into new, uncharted territories. CBS should be proud to have this group in its faculty."

Not Limited to Praise

DASY's responsibilities, however, extend beyond research and systems sciences.

"This institute is a good example of the powerful role philosophy plays in the social sciences in Denmark. But if we look at DASY in connection with its current teaching responsibilities at CBS, its identity becomes more problematic.

"DASY is responsible for two programs ... These programs are intended to educate economists in the use of information technology in modern businesses or in the use of mathematics in economics ... If one looks at the institute's identity in terms of these programs, the current situation is clearly unsatisfactory."

The evaluation report reveals that the research of the senior members at the institute is characterized by a concentration upon philosophy and theory. Teaching applied sciences, however, is relegated to junior faculty members and Ph.D. students. There is, therefore, a need for better integration between computer science and systems sciences in both research and teaching.

Evolution in Progress

The report indicates that there are already projects underway that increase the desired coordination between systems theories and computer science, particularly in a sub-

stantial EU Esprit financed project, Computer Integrated Manufacturing.

The evaluation committee advises against detaching special interests in order to create a more homogeneous institute.

"The question is: Can philosophy also influence research and teaching in the computer sciences in a more productive manner? Our answer is positive, and we believe that CBS has a unique potential in this respect with DASY," concludes the report.

Institute chair, Peter Pruzan, comments on the report: *"It is a good report. But it hasn't told us anything we didn't already know. A great burden is placed on the shoulders of the younger computer scientists — an area where we need inspiring senior researchers. We are working directly toward improvement of the situation, particularly by recruiting from within.*

"The report questions whether a necessary condition for success is homogeneity. DASY is not homogeneous. But the report also acknowledges that the institute functions quite well," says Peter Pruzan.

(The institute has been dissolved. Personnel are now affiliated with other institutes.)

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Exciting but Fairly Isolated Foundational Research in Economics

The Institute of Economics should, according to an external evaluation report, establish a master's specialization program that combines micro and macro economics.

The structure of CBS was a surprise to both a Finnish and a Norwegian professor, who have a great deal of international experience in institute evaluations. This is expressed in a report presented to the Institute of Economics at CBS.

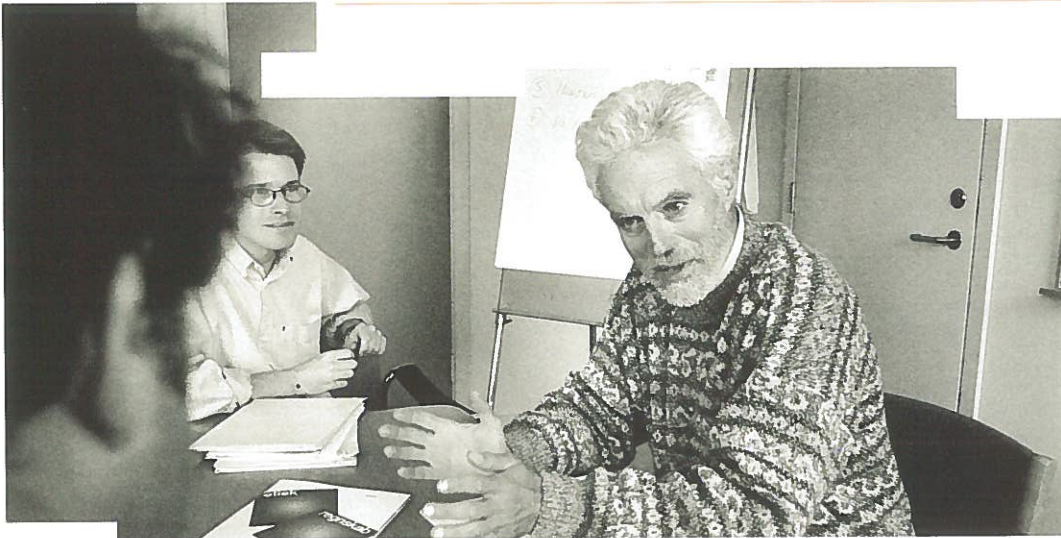
First, CBS is a very large business school by international standards. However, the school is divided into a surprising number of small institutes, and these decentralized institutes and degree programs constitute an extremely complex matrix organization.

Secondly, the Institute of Economics is unusual in that several important economic disciplines are placed at other CBS institutes. Seen internationally, this organization of expertise and interests is curious.

Thirdly, it is unusual that the institute does not have primary responsibility for one degree program but only makes contributions to a number of the educational programs at the school.

As a result, the research at the institute has a less-than-direct connection to teaching and to the economic research at other institutes. The evaluation report suggests that this should be rectified. The problems can partly be counteracted when recruiting researchers and partly by establishing a distinct master's specialization that unites micro and macro disciplines.

EXTERNAL institute evaluations



ACCORDING TO AN EXTERNAL EVALUATION, INSTITUTE CHAIR PROFESSOR PETER PRUZAN LED AN INSTITUTE (INSTITUTE OF COMPUTER AND SYSTEM SCIENCES) WITH A UNIQUE EXPERTISE IN SCIENTIFIC THEORY AND PHILOSOPHY. (THE INSTITUTE HAS BEEN DISSOLVED. PETER PRUZAN IS NOW AFFILIATED WITH THE INSTITUTE OF MANAGEMENT, POLITICS AND PHILOSOPHY.)



ACCORDING TO AN EXTERNAL EVALUATION, INSTITUTE CHAIR PROFESSOR NIELS BLOMGREN-HANSEN (INSTITUTE OF ECONOMICS) SHOULD LINK THE INSTITUTE'S EXCELLENT RESEARCH TO A NEW MASTER'S SPECIALIZATION PROGRAM THAT COMBINES MICRO AND MACRO ECONOMICS.



INSTITUTE CHAIR FINN BORUM (INSTITUTE OF ORGANIZATION AND INDUSTRIAL SOCIOLOGY) FEELS THAT THE EXTERNAL EVALUATION WAS VERY VALUABLE FOR THE DEVELOPMENT OF THE INSTITUTE'S ORGANIZATION AND STRATEGY.

Exciting Research

The most prominent research at the Institute of Economics occurs within the fields of macroeconomics, taxation policy, and economic integration. Most impressive is the research occurring in EPRU, the Economic Policy Research Unit. This is a research network that received funding in 1993 for the creation of a center at the institute. Four senior members of staff along with guest researchers and Ph.D. students participate. *"We are especially impressed by the way in which EPRU combines applied and theoretical work, together with the overall emphasis on relevance and application,"* write the evaluating professors.

At the same time, however, they point out that these activities would be of greater value to a combined CBS research policy if they were coupled with the research in applied microeconomics conducted at other CBS institutes.

Research into the political aspects of European economic integration is highlighted as a good example of research-based teaching in an important field. In addition, there is a high level of research activity into the issues concerning reorganization in the Baltic states and Arctic regions.

"The institute can take pride in the fact that it addresses issues that are not primary fields of research at other business schools," states the report.

Increased Interaction

While the individual researchers are productive in each of their fields, interaction could be greatly improved, and that would lead to a greater degree of inspiration and exchange of information.

Currently, seminar activity at the institute is out of balance in that the establishment of EPRU has created a great deal of activity with its weekly seminars that include prominent international figures. This makes it difficult to create interest in parallel activities where young and old alike can exchange experiences, orient one another on cur-

rent research projects, and comment on international articles.

The institute welcomes the findings of this report. It has provided ammunition to the institute's work in building up research in microeconomics. Two new researchers have been hired, and significance has also been placed on the considerations concerning the need to establish a master's specialization in economics.

"We find ourselves in a period where we must crystallize our identity as a unit and take advantage of certain areas of competence in our internal development process. The evaluation report is a valuable tool," says the institute's chair, Niels Blomgren-Hansen.

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Effective Open Network of Researchers

An external evaluation of IOA, the Institute of Organizational and Industrial Sociology, concludes that the institute functions as an open network of individual researchers with a strong orientation toward implementation and teaching.

Organizational culture, in the broadest sense of the term, is the field where IOA has made its most important contributions to international research.

This is the prime conclusion of a combined evaluation of the institute's work over a four-year period.

The evaluation was conducted by professors Nils Brunnson from the Stockholm Business School and Lars Engwall from the University of Uppsala. The two Swedish professors found research at IOA to be characterized by individual freedom but relatively weak integration. As such, there is no comprehensive management of research. The recommendation is for an increase in professional discussions and information exchange.

In an earlier internal evaluation, the members of the institute expressed a desire to increase international publication of their research. The external evaluation indicates that efforts in this direction have borne fruit. In the period from 1985-1992, a doubling of the average annual output of publications occurred — from approximately 40 to well over 80. International publications, working papers, and conference submissions have shown the greatest growth.

An Outward Orientation

An investigation into researchers' interests and production reveals

"a marked focus on the dissemination of information to students, practitioners, and an interested public. This gives the impression that ... the desires to remain within the parameters of earlier research and for empirical phenomena as well as drawing normative conclusions are higher than the desire to develop theory."

When the evaluation report points out the researchers' preference toward dissemination of information to students and the general public rather than toward theory development, it approximates the institute's own, general opinion of itself. However, the assessment of the institute's organization is considered to be much more problematic. IOA operates to a large degree as an international network. Many foreign associates cooperate on institute projects, but they naturally do not appear on the employee list. Likewise, a sizable amount of work carried out by institute members takes place outside the institute. As such, the evaluators were given an extremely difficult analytical task.

"In our eyes, IOA consists of all the researchers who work at and are connected to the institute, with no distinction made for external or internal financing. The development of internal and international networks makes it particularly complicated if you are trying to place limits on the environment to be evaluated," emphasizes Professor Finn Borum, institute chair of IOA.

An Attractive Process

The two Swedish professors not only delivered a report but also gave ongoing feedback at a two-day conference and faculty meeting with a debate on developments at the institute. These discussions have been included in the institute's strategic plan, which includes a five-year specification of the institute's research profile for 1995-2000. A program for ongoing planning of the individual researcher's contributions to teaching, administration, and research is also included. Strengthening of the academic environment occurs via planned thematic discussions and the establishment of the "IOA Summer School" for the institute's researchers, Ph.D. students, and guests.

"Implementation of some of the report's recommendations would result in the transference of Swedish organizational norms to Denmark — to too large an extent. Because of that, they wouldn't be applicable. However, we are extremely happy with the interaction that took place with our Swedish colleagues. The process as a whole has been very valuable for the development of IOA's organization and strategy," says Finn Borum.

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SOCIETAL DEVELOPMENT

A COS Fulcrum

In brief:

COS is a relatively young research center at CBS that conducts joint research with comparable centers, particularly those located in Scandinavia. Its staff of research associates comes from a number of institutions of higher education in and around Copenhagen and focuses on the current developmental tendencies in society.

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Societal Development – A COS Fulcrum

The Center for Public Organization and Management (COS) is an example of a research unit that has successfully eliminated organizational and research barriers. In a very short time, its research associates have succeeded in drawing attention to the center's activities in national and international education and research. Not only have the eyes of academics and students been opened — politicians, public officials, and the media have also taken notice.

COS was established in 1987 with a research grant, and in the first years it operated as a project group. In 1994, the center obtained more formal status when a board of directors was set up with representatives from each of the participating institutions. CBS President Finn Junge-Jensen acts as chair, and for-

mal regulations have been established for the center. The schools now involved are CBS, the Institute of Political Science from the University of Copenhagen, the Institute of Social Sciences and Business Economics from Roskilde University Center, and the Danish School of Public Administration.

COS is organized as a research network, and a core group of twelve to fifteen researchers is located at CBS. Approximately the same number of external associates work regularly with the center.

The center's chair, Associate Professor Ove K. Pedersen, believes that the concept of a center is an effective way to attract the right people. Associates brought together in a creative environment become extremely committed and thus create a foundation for the comprehensive and professional production of research. If a center can continually renew itself and maintain its level of professionalism, it can also enjoy a long, productive life. However, one necessary condition for this is solid strategic planning.

"Financing can be a problem. It can be difficult to obtain continuous, substantial grants. We have to spend an inordinate amount of time coming up with projects that will attract large grants. When you add to that a deeply committed colleague who gives 110%, you can unfortunately end up with burnout after a period of time." Ove K. Pedersen's experience is that the life expectancy of centers can thus vary greatly.

"For this reason, it is also very important to have a strategic plan for the termination of a center. Too many centers are discontinued before decisions have been made concerning the organization of future work. The

risk is that competencies disappear with the disappearance of the center. It's easy to forget that it can often take fifteen to twenty years to build up expertise. We feel that both our activities and the official statute of regulations at COS put us in a good position to confront whatever the future brings."

Research Profile Provides Optimal Opportunities

Research at the center focuses on the current developmental tendencies in society and the changes in institutional structures in the post-war period. Examples include: Global Denmark; the development and evolution of the welfare society and democracy; alterations in the boundaries between the public and private sectors; the relationship between the state and the market; politicians' new role in the complex national and international societal structure; and the forms of organization and control in the communication society.

Ove K. Pedersen also feels that the center has a great deal to offer to research and education at CBS. *"Societal perspectives are currently shifting away from the traditionally clear delineation between the public and private sectors toward a much closer cooperation. This is, among other things, conditional upon a widespread political demand for solutions to a number of major issues surrounding commercial, educational, and environmental policies. CBS has definitely moved over into 'this gray zone.' Through research, the school must create a foundation so that its students can gain the skills and expertise demanded by the business community. In this way, graduates will be in a position to function appropriately when faced with the demands placed upon the business community by the national and glo-*

bal political systems."

According to Ove K. Pedersen, COS's research profile, with researchers from all the above institutions, provides the ideal opportunity for an integration of research focusing upon the business community, public administration, political systems, and the media. As such, traditional barriers that exist between the social sciences, business economics, and organizational theory can be broken down. Elements from all three disciplines can be taken into account contemporaneously.

"This profile makes it possible for COS to build a bridge between the private and public sectors and thus contribute to the creation of improved cooperative synergy between the sectors. A tendency toward a more integrated cooperation between business schools and universities is also increasingly apparent in Europe, particularly in Scandinavia and in the larger countries such as Germany, France, and Great Britain."

Nordic Network At the Core

Norway and Sweden have long traditions of close cooperation between research in economics and societal conditions on the one hand and the administrative and political systems on the other.

LOS (Ledelse, Organisation og Styring: Management, Organization and Control) and Arena are two Norwegian centers that have been recently established to conduct research into the possible consequences of Norwegian "Europeanization" and internationalization. SCORE (Stockholm Center for Organization and Research) is one of several institutes in Sweden that are similarly engaged. All these centers have close contact with



universities and business schools.

COS works in conjunction with these centers on concrete projects, as well as with a general exchange of knowledge for the purpose of ensuring optimum resource utilization. They cooperate, for example, in research projects concerning the following: organizational change at the central administrative level; changes occurring in political systems; administrative-political relations; and the implications on maneuverability within administrative systems as a result of the European integration. They also have agreements for faculty exchange and a joint Ph.D. curriculum.

Ove K. Pedersen is a member of the steering committee in LOS and a guest professor at SCORE. He finds the build up of this Nordic network a necessity.

"The individual institutions, or for that matter the individual countries, are not large enough to act alone on the international scene. In the entire greater Copenhagen area, there are only about fifteen senior researchers

to cover this entire research field. This is why COS initiated the establishment of a network that makes it possible for us to realize our international goals. We don't want to end up in the situation where both researchers and Ph.D. students start applying abroad because the opportunities are better there."

Teaching for Many a Purpose

COS offers master's level courses for the institutions formally connected to the center. Several such courses are offered at CBS, some of which are CEMS courses in which foreign students participate. The center also offers courses in political science for the MPA program.

At this point, fifteen Ph.D. students are attached to COS. Two of them are from Swedish universities.

Education in the field of research is an important activity at the center, and great efforts have been made to find suitable placements that will enable Ph.D. students to spend a period of study abroad. The center's Ph.D. seminars, "Work in Prog-

ress," have gained great respect within the Danish research community.

COS IS ORGANIZED AS A NETWORK OF RESEARCHERS CENTERED AT CBS. SEMINARS AND WORKSHOPS ARE HELD FREQUENTLY AND ARE AN EFFECTIVE METHOD FOR EXCHANGE OF INFORMATION.

FOR THE BENEFIT of a Good Cause

In brief:
Management in nonprofit organizations differentiates itself in many ways from management in other sectors. These leaders are often elected and must find ways to maneuver effectively in the tension field that exists between dedicated volunteers and the public authorities.

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For the Benefit of a Good Cause

Objectives, organizational form, and managerial competence all change character when one steps outside the confines of both the private sector and the politically controlled public sector. In this outer region is found a third sector: nonprofit organizations. This is a growth area in which CBS can acquire new knowledge and offer additional services that may very well be applicable in traditional business.

"Management is indeed interesting in nonprofit organizations. You can't bully people here ... they're volunteers," states Administrative Director Lars Kolind. His comments come from years of experience as a successful director of Oticon A/S and as a highly placed scout leader. At IOA, the Institute of Organization

and Industrial Sociology, Søren Christensen and Jan Molin have centered their research for years on the organizational and managerial conditions in nonprofit organizations. Their work has resulted in a number of activities that examine *"the tension field that exists between professional administrators and the grass roots democratic history of nonprofit organizations,"* as a leader of the Emergency Fund of the Church of Denmark, Christian Balslev-Olesen, so aptly put it.

Interdisciplinary Research

Søren Christensen, Jan Molin, and Professor Peter Gundelach, a sociologist from the University of Copenhagen, have started a research project based upon studies of several nonprofit organizations in Denmark: the Emergency Fund of the Church of Denmark, the Danish Red Cross, the Danish Association for Intercultural Cooperation, the Danish Scouts, and the Danish Athletic Association. The goal of the project is to analyze conditions transversely across the various organizations. The following are a few of the sub-projects:

Nonprofit Forum: *Politicians and employees from a dozen different nonprofit organizations will meet and discuss problems and experiences. Guest speakers will also provide insights into areas in which they have conducted research.*

"For the Benefit of a Good Cause" (I den gode sags tjeneste): *A book of articles due out in the middle of 1995.*

An institutional analysis of nonprofit organizations: *An empirical study that extends from an analysis of nonprofit organizations' historical roots to the current structural and managerial conditions.*

Elected or Hired

General opinion has maintained that a requirement for professionalism cannot be placed on individuals who, over and above their salaried jobs, accept an elected position in a nonprofit organization. However, as responsibilities expand and the number of employees increases, demands are placed on the elected leader in terms of competence and efficiency.

At the same time, a conflict arises between at least two of the roles the leader must play. On the one hand is the role with the volunteers who have a high turnover rate. On the other hand is the role to be played in relation to the financial, public supporters who demand professional and well-documented teamwork.

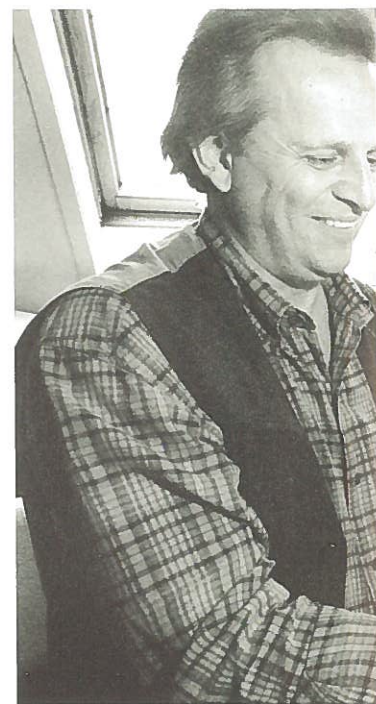
The result of the above demands can take two forms. Either the elected leader must receive a higher salary to compensate for the increased time spent on the job or many of the responsibilities have to be delegated to professionals, who gradually take over an increasing number of the intermediary, political roles.

"We need to do away with the myth that demands cannot be placed on volunteer leaders. An individual has exercised a freedom in choosing to be elected; when that individual takes on the task, he or she has also accepted professional responsibilities," maintains Jan Molin.

A Challenge

The majority of nonprofit organizations were established in the middle of the last century. With time they have grown and acquired rigid structures. Even those organi-

MSO



ASSOCIATE PROFESSORS SØREN CHRISTENSEN
(RIGHT) AND JAN MOLIN CONDUCT RESEARCH
INTO THE UNIQUE DEMANDS PLACED UPON
MANAGEMENT IN NONPROFIT ORGANIZATIONS
— THE THIRD SECTOR.



Danmarks
Idræts-Forbund



zations that were founded in this century have taken on the same basic organizational form.

Nonprofit organizations have recently undergone marked growth. Concurrently, often due to ministerial wishes, they have established modern and professional controls. However, this has taken place with no equivalent changes occurring in the organizations' structure.

In many nonprofit organizations, a chasm of antagonism has developed between the growing number of professionally employed colleagues and the large number of active volunteers. Very few nonprofit organizations have seriously confronted this issue.

"It will be a managerial challenge for those responsible in the third sector to renew the organizational structure. In this way, future nonprofit organizations can, to a greater extent,

acknowledge their broad democratic roots in a form that makes it possible for the voluntary leaders to act professionally and effectively," state Jan Molin and Søren Christensen.

Many Initiatives

This development in the third sector has created a natural opportunity for CBS to strengthen its research efforts in several fields.

The MPA (Master of Public Administration) was established as a degree program that, among other things, is targeted at the educational needs of students with a background in leadership of nonprofit organizations.

At the Center for Public Organization and Management (see page 22), networks with other research institutions have been established concerning general development in the welfare state, a subset of which is conditions in the third sector.

At the Management Research Center and the Scandinavian Academy of Management Science - SAMS (see page 26), a group is working under the leadership of Professor P.O. Berg with analyses of the political conditions relating to the availability of public funds and strategies that are characteristic for nonprofit organizations.

Finally, several projects at the Center for Continuing Education focus upon the third sector, not the least of which is a program led by Jan Molin. The Sports Management Academy (see page 49 of the 1993 Annual Report) is specifically for managers working in athletics.

Close-up One: Understanding Grass Roots

With Søren Christensen and Jan Molin leading the way, students and researchers at IOA conducted a major analysis of the Danish Red Cross. Their research led to a significant restructuring of the organization.

"As a result of the researchers' analysis, we changed our entire organization from one that had been ruled decidedly from the top down. Today, it is a horizontal structure in which the popularly elected have a larger role in the decision-making process," says Christian Kelm-Hansen, president of the Danish Red Cross.

"The researchers demonstrated a well-grounded understanding of activities in grass roots organizations. They were a part of the process from the moment we received the report, which they also participated in presenting to the various organizational leaders around the country. This has been a cooperative effort from which we have benefited with great pleasure," emphasizes Christian Kelm-

Hansen.

Cooperation with CBS has continued: Christian Kelm-Hansen is one of the authors of the book *"For the Benefit of a Good Cause" (I den gode sags tjeneste)*. The Red Cross is also an organizational member of the Nonprofit Forum.

Close-up Two: A Sparring Partner for Development

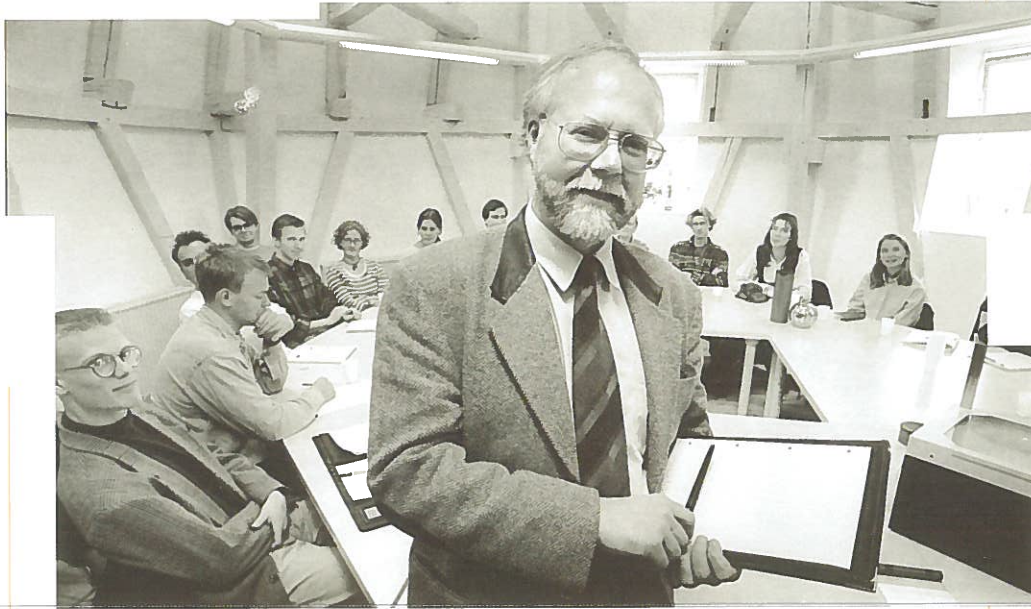
The Emergency Fund of the Church of Denmark is a large organization with many international responsibilities. It is also a member of the Nonprofit Forum, and its leaders are contributors to the above-mentioned book, *"For the Benefit of a Good Cause" (I den gode sags tjeneste)*.

"We have worked with Søren Christensen and Jan Molin from CBS both in terms of organizational development and management education. The process started in the second half of 1993," says Chr. Balslev-Olesen, General Secretary of the Emergency Fund of the Church of Denmark.

This is a nonprofit organization that is supported by both private donations and public grants from sources such as DANIDA. It is necessary, therefore, to ensure that the democratic roots are protected while fulfilling the demand for professionalism that comes from the public authorities.

"In this tension field, it has been extremely worthwhile for us to have these researchers available as advisors and sparring partners. They not only delivered knowledge to us; they also provided us with practical support. Among other things, this included help in recruiting key individuals for the organization," says Chr. Balslev-Olesen.

FROM SCANDINAVIAN MANAGEMENT to Regional Development



PROFESSOR PER OLOF BERG IS IN CHARGE OF A
NUMBER OF PROJECTS FOCUSING UPON DEVELOP-
MENT AND COMMERCIAL COOPERATION IN THE
ØRESUND REGION.

In brief:

Under the leadership of Professor P.O. Berg, the SAMS project involves researchers from both sides of the Øresund (the stretch of water that divides Denmark from Sweden). A number of sub-projects focus upon development and commercial cooperation in the Øresund region.

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From Scandinavian Manage- ment Theory to Regional Development

Researchers from both sides of the Øresund are working together in several projects led by Professor P.O. Berg. P.O. Berg has been a professor at the Management Research Institute at CBS since 1992. (He is now affiliated with the Institute of Management, Politics and Philosophy. The Management Research Institute has been dissolved).

European and particularly Scandinavian management philosophies are in the process of developing a unique profile. This is the focus of activities set in motion by Per Olof Berg.

At the international level, this is taking place in SCOS, a research network that he established in 1981. Since its conception, SCOS has expanded impressively. Four hundred researchers from Europe

and the USA now cooperate in an exchange of knowledge on organizational culture and symbolic behavior in companies.

At the Scandinavian level, this takes place in SAMS, the Scandinavian Academy for Management Studies that was established by Berg in 1992. In this network, the current and future development of the Øresund is studied by a network of researchers from the Lund School of Economics and Management, University of Lund (Sweden) and the Copenhagen Business School.

At the Danish level, this is taking place at CBS where P.O. Berg, among his other responsibilities, is in charge of the master's specialization in strategy, organization, and management.

Transnational

SAMS is an international research center with headquarters in Copenhagen. The Board of Directors is made up of representatives from the Copenhagen Business School, Danish Industry, Det Danske Handelskammer (the Danish Chamber of Commerce), and The Danish Society for the Advancement of Business Education (FUHU), as well as from the University of Lund, and Sydsvenska Handelskammaren (the Southern Swedish Chamber of Commerce) in Lund. The board is co-chaired by Professor Berg and Associate Professor Hans-Henrik Hansen from CBS.

At their headquarters in Nyhavn in Copenhagen, Swedish and Danish researchers can be found every afternoon between 3pm and 8pm. They work on various projects that are either related to their personal research or are part of specifically funded research projects.

Regional strategy is one such program that will develop knowledge on the conditions and principles with which to profile and position commercial regions. A dozen researchers and students from the Lund Business School and CBS are involved in this project. The initial research results of transnational business cooperation in the Øresund region have shown marked institutional and cultural barriers for cooperation between Danish and Swedish businesses.

Other research investigates the feasibility of municipal and regional profiling based on research in 265 Swedish municipalities.

Swedish and Danish researchers plan to investigate the Øresund region at the regional, industrial, and company levels. Ten Swedish and ten Danish companies within five selected industries will be studied. Among those employed to undertake the research will be sixteen students and two Ph.D. candidates, both of whom are writing their dissertations on the subject.

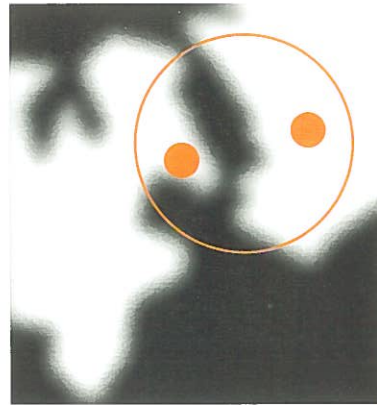
In addition to the regional projects, SAMS researchers are involved in projects concerning the mana-

gement of technology and cross-national investigations into the management of non-profit organizations. Finally, SAMS has been in the process since 1992 of developing a program that will increase the understanding of managing environmental problems in terms of theories of organization, strategy, and management. At this point, one Ph.D. candidate is working on a dissertation in this area, and six master's students are working on theses.

A Research Bridge

For his numerous research initiatives, P.O. Berg received the esteemed 1994 Jorck's Award from the Reinholt W. Jorck Foundation.

"My own research interest lies first and foremost in organizational culture and symbolic management behavior. However, the work in SAMS has forced me to put most of my effort into current regional developments. Our investigations show that there is currently no well-defined 'Øresund region.' However, a harmonization is occurring due to the fact that both Sweden and Denmark are members of the EU. Concurrently, the fact is that physical barriers are being reduced due to the construction of a bridge over the Øresund that will connect Sweden and Denmark. A regionalization process is underway. We are carefully following this development," emphasizes Per Olof Berg.



RESEARCH

Across the Øresund

In brief:

Hans Cavalli-Björkman, former bank president and a Swedish Ph.D. in economics, believes that research must play an integral role in creating the conditions for a competitive Øresund region. A region that is able to compete with, among others, the strong regions in Germany surrounding Hamburg and Berlin.

Research Across the Øresund

Hans Cavalli-Björkman: *"With the regional research taking place at SAMS, we are preparing for the dynamic Danish-Swedish metropolitan region that will arise in conjunction with the construction of the bridge linking Sweden and Denmark in the near future."*

In the last two years, businesses and educational institutions in Denmark and Sweden have established two institutions that span an academic bridge over the Øresund. CBS is a co-founder of both.

SAMS, the Scandinavian Academy for Management Studies, is involved primarily with regional research (see page 26), while CIMI, the Copenhagen International Management Institute, has established an executive MBA program for Swedish and Danish managers.

"I see this as a sign that there is a boom underway in Swedish-Danish cooperation," says Dr. Hans Cavalli-Björkman, Chairman of the Board of SAMS and a member of the board of CIMI.

Hans Cavalli-Björkman was the director of the Scandinavian Enskilda Bank until 1989. For a number of years, he was also, as chair of Sydsvenska Handelskammern (the Southern Swedish Chamber of Commerce), a consis-

tent proponent for the construction of a permanent bridge between Sweden and Denmark. He is the former chair for a reference group at the Political Research Institute in Lund, Sweden, an institute that raises money for research that falls outside of the university framework.

It was therefore an obvious choice for him to support Professor P.O. Berg from the University of Lund, who was up for professorship at CBS and drafting plans for regional research cooperation.

"The timing was perfect. An investigatory group indicated that Copenhagen needed three things: a connection from the city center to the airport; an expansion of the Copenhagen harbor; and a permanent connection over the Øresund to Sweden. The findings of this investigation created a new climate for discussing research across borders," states Hans Cavalli-Björkman.

A New Power Center

The result was the establishment of SAMS. The center was offered a prime location in Nyhavn by CBS's Center for Continuing Education. Positions were created for ten to fifteen researchers from both sides of the Øresund. The first years produced a marked financial loss, which drastically reduced the organization's capital. However, the board can now affirm that activities are in full swing and the financial situation has turned around.

"We are in the process of investigating what the implications will be for the entire Øresund region when a permanent link across the sound is established. We had to begin planning on both sides of the Øresund. This is, after all, a totally new situation in which a region will be created that can compete with the regions of Hamburg/Kiel and Berlin as one of

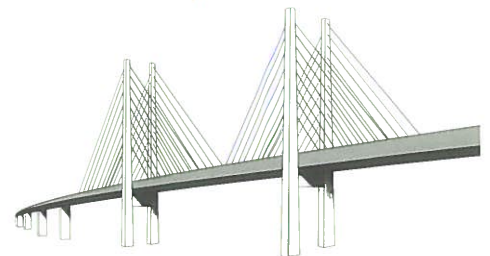
three large development areas in Northern Europe," says Hans Cavalli-Björkman.

"I believe that we will see a very rapid regional development. Berlin, Hamburg/Kiel, and Copenhagen/Malmö will become three power centers north of Europe's 'booming banana.' Up here in southern Scandinavia, two nations will live together as one region. A comparable situation is not found anywhere else in the world. This is a development that SAMS will follow closely."

It is important that we have six years until the bridge is finished. Therefore, with the researchers help, we can assist in planning cross-border cooperation, which, if established incorrectly, could easily be full of conflict. SAMS can be of great importance in that we, through correct planning and knowledge, can take advantage of a situation that is for the most part entirely new and unpredictable," concludes the Chairman of the Board for SAMS, Dr. Hans Cavalli-Björkman.



DR. HANS CAVALLI-BJÖRKMAN IS ONE OF THE INITIATORS OF A BROADLY BASED RESEARCH COOPERATION THAT SPANS AN ACADEMIC BRIDGE OVER THE ØRESUND TO CREATE A DYNAMIC DANISH-SWEDISH REGION IN NORTHERN EUROPE.



TRANSPORTATION SYSTEMS and New Forms of Production

In brief:

The Danish Transportation Council has granted 7 million DKK to the Institute of Logistics and Transport (ILT) for an investigation into how modern services and production influence the transportation system.

Transportation Systems and New Forms of Production

To an increasing degree, modern services and production function as initiators of transportation. This occurs both to-and-from and internally in the production company. With the introduction of trimmed production, many functions are contracted out to a cooperative network of suppliers and co-producers, and just-in-time systems turn transportation into an active component of the production apparatus.

For the first time in Denmark, the above issues will be the combined subject of a research project at the CBS Institute for Logistics and Transport (ILT). The three-year project has been made possible by a grant of 7 million DKK from the Danish Transportation Council. ILT has a well-established history for research in logistics and regional economics, and several of its faculty members have worked to couple these areas by investigating how transportation is influenced by production systems. The Italian regional networks and the Japan-

ese just-in-time systems are examples of two such systems.

As a result, ILT was approached in 1993 by the Danish Transportation Council, which had ascertained that research in this field was spread very thinly across various institutions in Denmark.

The council desired a coordinated Danish effort for transportation research that would be on an equivalent scale with research efforts found in many other countries.

Transportation and Business Economics

At CBS, transportation research is naturally seen through the eyes of business economists. The increased national and international division of labor influences the company's organization and financial situation, as well as the interaction between the public and private sectors. At the same time, production — and the resultant transportation — generates environmental consequences. The three-year research project will examine these consequences in light of the demand for transportation with increased carrying capacity.

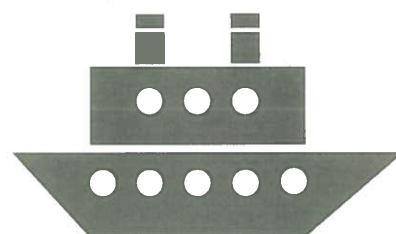
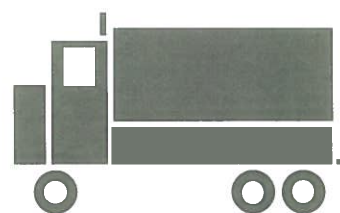
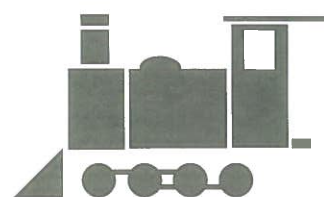
"A product incorporates more transportation than ever before. We intend to map out how transportation enters into the Danish commercial structure, but that's not the end of our task. At the end of the three-year period, we will undertake an

evaluation to determine the degree of success of the project, as well as to determine the direction the school should go in this area," explains ILT's institute chair, Associate Professor Lise Drewes.

Large Group of Researchers

The project is aimed at a combined increase of research capacity at ILT. In February 1995, the internationally recognized Norwegian professor, Dag Bjørneland, will take over as project director. Dag Bjørneland was chair of the Institute of Transport Economics in Oslo and has worked as a consultant and researcher in the field of international correlation of transportation within the EU. Five associate professors, three research assistants, and eight Ph.D. students will also participate in the project group.

This program therefore launches a long-term build-up of research expertise that, with time, will enable ILT to work with future issues in the field of transportation. Researchers will analyze the transportation sector in Denmark and incorporate international aspects as well. Seminars will be held; reports and newsletters will be issued. Articles will be published in international journals that are in touch with the development of theory and methods in the research fields of transportation and business economics.



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STATOIL AWARD

Given to Specialist in Small

In brief:

Through many years of dedicated research, Associate Professor Peer Hull Kristensen has documented that smaller and medium-sized companies show the greatest growth potential and the most rapid adaptability. They produce financial results that far surpass the doctrines of prevalent economic theories.

Statoil Award Given to Specialist in Small Companies

Associate Professor Peer Hull Kristensen received the 1994 Statoil Award for his research into the role of small and medium-sized companies in Danish and European economics.

Both research and industrial policy focus on large concerns, which, according to prevalent theory, should be the means to growth and prosperity. However, systematic investigations over many years have shown that greater growth and more rapid adaptability to changing conditions exist in small and medium-sized companies.

Associate Professor Peer Hull Kristensen, Institute of Organization and Industrial Sociology, was given the 1994 Statoil Award for his extensive research that has spanned several years. Despite prevalent economic theories purporting the contrary, he has stubbornly fought for a greater understanding of the importance of smaller companies.

As early as 1983, he began a research project on Danish industrial structure. Conducted in cooperation with Professor Charles F. Sable from the Massachusetts Institute of Technology, the research project was entitled "Denmark — An Experimental Laboratory for New Industrial Models."

Since then, he has been able to demonstrate that a high level of flexibility and technological competency exist in a great number of companies with 200-1000 employees. To a large degree, this competency is more evident among workers on the shop floor rather than among the professional and managerial staff members.

"The individual departments, actually the individual laborer at his or her machine, often functions as a mini-factory, which, via an internal market, acts as a low-level supplier for the company's contracts," explains Peer Hull Kristensen.

International Research

The adaptability of small and medium-sized companies, linked to local and regional networking, has produced financial results that surpass expectations based upon the tenets of prevalent economic theory.

International investigations point toward a comparable situation in regions with traditions for entrepreneurialism and cooperation, such as is found in Northern Italy and the German area of Baden-Württemberg. The relationships vary not only from country to country, but also from region to region, depending upon the local traditions and interaction with authorities.

These relationships are the subject of a new five-year research project, EMOT (European Management and Organizations in Transition). Approximately 100 scholars in five theme groups are working to illuminate national differences in business development.

Companies

Peer Hull Kristensen is participating in this project along with Professor Risto Taino from the Helsinki School of Economics. He is the coordinator of a major topic of research: "Changing Forms of Economic Organization: Firms, Markets and Work Organization." This theme was the topic in a preliminary workshop in Berlin in April 1994 and will be followed up by one in Helsinki in April 1995.

Peer Hull Kristensen has described his findings and their consequences for theory and business policy in articles, lectures, and text books. Together with Richard Whitley, he is editing a text, "The Changing European Firm: Limits to Convergence", which will be published by the London publishing house of Routledge in 1995-96.



ASSOCIATE PROFESSOR PEER HULL KRISTENSEN HAS DOCUMENTED THAT SMALLER AND MEDIUM-SIZED COMPANIES SHOW THE GREATEST GROWTH POTENTIAL AND THE MOST RAPID ADAPTABILITY — CONTRARY TO PREVALENT THEORY.

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A SUMMER SCHOOL IN LOGIC, Language, and Information

In brief:

Recently both senior and junior members of faculty have begun to realize the importance of summer research schools. ESSLLI's goal is to strengthen doctoral students' education in the fields of logic, linguistics, and computer science. In 1994 the program at CBS consisted of more than fifty courses, workshops, and symposiums.

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ESSLLI: A Summer School in Logic, Language, and Information

Internationally, the powers-that-be are increasingly seeing the need for improvements in the education of young researchers. Summer research schools are a powerful medium that serve the purpose of equipping younger researchers with better research tools while also ensuring exchange of knowledge among senior researchers.

A summer school in logic, language, and information is held every year, and in 1994 the Department of Computational Linguistics hosted the Sixth European Summer School in Logic, Language, and Information (ESSLLI 94). ESSLLI was initially started by the Dutch logician Johan van Benthem in cooperation with an inner circle of

colleagues. Originally, logic was the vital core of the program. More recently, interest appears to have shifted away from logic and centers more on computer science and linguistics.

An Interface of Disciplines

ESSLLI's primary goal is to strengthen doctoral students' education within the fields of logic, computer science, and language. Students have shown a growing interest in the interface between disciplines: logic/linguistics (semantics), logic/computer science, and computer science/linguistics (datalogistics).

The choice was obvious when finding an organizer for the 1994 summer school: The Department of Computational Linguistics at CBS has noteworthy competence in this field. Institute members in the committee organizing ESSLLI 94 were associate professors Per Anker Jensen (chair), Finn Sørensen, and Steffen Leo Hansen. Faculty members from the University of Copenhagen and the Center of Language Technology also participated in this committee. Past summer school hosts have been Groningen, Leuven, Saarbücken, Colchester, and Lisbon. ESSLLI takes place every year and lasts two weeks.

A Horn of Plenty

Both Ph.D. students and senior faculty members have shown great interest in ESSLLI. It is also very encouraging that interest is not limited to the European continent — it extends around the world. In 1994, participants from the US, Canada, Brazil, Japan, and Australia joined the European participants. This appeal is quite understandable when you consider that 51 courses, workshops, and symposiums were offered — each lasting



ASSOCIATE PROFESSOR FINN SØRENSEN, MEMBER OF THE ESSLLI 94 ORGANIZING COMMITTEE, WAS PLEASED WITH THE SUCCESS OF THE PROGRAM'S ORGANIZATION AND ACADEMIC CONTENT.



ESSLLI CREATES THE OCCASION FOR AN EXCHANGE OF IDEAS AND INFORMATION IN MANY FORMS.



PREPARING FOR THE NEXT PRESENTATION.

ESSLI PRESENTS A VALUABLE, ALTERNATIVE
FORUM FOR SENIOR RESEARCHERS TO TEACH AND
ADVISE JUNIOR RESEARCHERS.



SIXTH EUROPEAN SUMMER SCHOOL
in logic,
language and
information



PROGRAMME

33

one or two weeks.

More than sixty leading researchers taught at the school. The group included Hans Kamp, Gerald Gazdar, Robin Cooper, J. Groenendijk, Stuart Shieber, J. Higginbotham, J. Seligman, Manfred Bierwisch, Paul Kiparsky, Erhard Hinrichs, Hassan Ait-Kaci, Ivan Sag, John Nerbonne, Tony Hunter, Franz Pfenning, A. Von Stechow, and Iain Stewart.

Tailor-made for the Individual

Both introductory and advanced courses are offered within each of the six areas. Examples include: **Logic:** *Introduction to Model Theory*; **Language:** *Aspects of Formal Semantics*; **Computation:** *An Introduction to Object-Oriented Programming*. The more advanced courses in Datalinguistics included: *Evaluation of Natural Language Systems*; *Robust Parsing*; *Dynamic Semantics*; *A Situation Theoretic Approach to Dialogue Interpretation*; *Presupposi-*

tions; The Semantics and Syntax of Event Reference; *Lexical Knowledge Representation*.

"The courses offered reflect the extensive effort currently being expended to tackle problems in connection with the formalization of knowledge," says Associate Professor Per Anker Jensen, chair of the summer school.

According to Per Anker Jensen, the advantage of separating the courses into various levels is that each participant is given the opportunity to obtain a fundamental insight into areas outside of his or her specialization. At the same time, up-to-date insight is provided into areas with which participants are already familiar.

In the workshops, Ph.D. students have an opportunity to present their research in a forum in which they can receive critical evaluation from leading researchers in the field. Symposia offer the pre-

sentation of the latest and most advanced research within the selected fields. ESSLI 94 included the following symposia: Interface Syntax-Semantics; Lexical Meaning and Conceptual Structure; and Situation Theory and Situation Semantics.

Satisfied Customers

Such a cornucopia of possibilities presents, of course, a problem when participants have to choose between the options. Each participant would like to benefit from as many options as possible. The evaluation of the program indicated a high level of satisfaction with the organization and the academic content.

Impossible without Sponsors and Active Initiators

Such an arrangement for more than 500 participants and sixty teachers from around the world

normally demands a large registration fee. Many would thus be prohibited from participating if it were not for companies, organizations, and foundations that provide financial support. Frederiksberg Sparekasses Fond, SAS, the Danish Research Academy, The UK Economic and Social Sciences Research Council, The Dutch Network of Language, Logic, and Information, and The Danish Society for the Advancement of Business Education (FUHU) were among the sponsors of ESSLI 94. Grants were also obtained from several EU programs, the University of Copenhagen, and from CBS President, Finn Junge-Jensen. He was also responsible for the official opening of the summer school along with Department Head Knud Larsen from the Danish Ministry of Research and Information Technology. Ole Helmersen, Dean, CBS Faculty of Modern Languages also actively supported the extensive planning that took place throughout 1993.

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EVALUATING THE QUALITY OF Educational Programs

In brief:

Quality development projects were characteristic of the year 1994 at CBS. Some of these projects were a direct result of the school's central strategic plan, while others were not. Common to them all was their contribution to the creation of a high-quality structural core at CBS.

Evaluating the Quality of Educational Programs

With the enactment of the 1993 Danish University Law, each university and business school in Denmark was given the responsibility for the quality of its educational programs. CBS has prioritized quality development.

1994 brought a focus on quality development in many ways. The various academic councils at the school are all in the process of systematically developing internal evaluation methods. This includes evaluating curriculum planning and a renewal of the pedagogical process. To enhance teaching skills, both faculties have established obligatory pedagogical training for all newly employed assistant professors.

Internal evaluations have been supplemented with externally conducted evaluations of selected courses and degree programs. German, the B.Sc. in Economics and Business Administration, the B.Sc. and M.Sc. in International Business and Modern Languages, and the Sign Language Interpreter degree program are all being externally evaluated by The National Evaluation Center.

There are also several centralized and decentralized projects that will assist in quality improvement of various CBS services. Special

importance is attached to the newly begun Management Development Program. Its goal is to give all those in leadership positions the opportunity to develop skills and enhance their awareness of the leader's role.

CBS's Vice President, Bente Kristensen, was extensively involved with quality development in the past when she served as chair of both the Advisory Board for the Humanities and the National Educational Advisory Board. She now has overall responsibility for the quality development taking place at CBS.

"The numerous initiatives taken and the great interest and commitment that has been shown please me greatly. Primarily, I see my role as a facilitator for a strengthening and further development of the work underway, as well as to ensure that the many individual activities are compatible with the current strategy at CBS."

Bente Kristensen believes that a link with the strategic process has occurred with the establishment of the methodological development project, as well as with the expansion of the school's cooperation with various national and international networks. All of these networks are involved with quality development and maintenance.

The Methodological Development Project is the Foundation

Without a solid methodological foundation for quality development, it would be difficult to make the decisions necessary for fortifying a high-quality structure. This is vital, since it is CBS's overall, strategic goal. The project includes a general process and development oriented methodological project,

four sub-projects, and a number of seminars.

The first phase began in August 1994 with the visit of Professor Lee Harvey. Harvey, who is employed at the University of Central England in Birmingham, has participated in several major quality development projects in Britain and is known for his comprehensive knowledge in the field. His extensive international experience was a good starting point for the meetings that were held with all those individuals who are involved in quality management at CBS. Representatives from the business community also participated in a number of the meetings, as they are the direct "end users" of the product CBS delivers: the CBS graduate.

Projects Create Common Background

Lee Harvey's visit resulted in a report that contained a number of recommendations concerning how further work in quality development should be undertaken. Currently, four projects are underway. The purpose behind them is to create a more commonly applied systematic method and a more unified background for the faculties' projects and other quality development projects. The projects will also contribute to a better utilization of the students' resources in the learning process.

Comparison of CEMS Institutions

The first project is a comparative analysis of the undergraduate studies at the individual CEMS schools (see more about CEMS on page 8). Questionnaires have been sent to all participating institutions. Danish CEMS students



on exchange have been interviewed, as have foreign CEMS students attending CBS. The report will be finished during the spring of 1995. The ongoing results indicate that there is still a large degree of discrepancy between the schools in terms of curricula, contact hours, types of examinations, and cost per student. The results of the project will be used by the committee currently working on the reforms of the B.Sc. in Economics and Business Administration at CBS.

Tracking the Learning Process

"From Teaching to Learning" is a project that will contribute to exchanging positive experiences between the various educational programs at CBS. Via this project, examples of successful teaching methods and student environments will be brought into focus, where the students' motivation and



PROFESSOR LEE HARVEY FROM THE UNIVERSITY OF CENTRAL ENGLAND IN BIRMINGHAM — SEEN HERE WITH VICE PRESIDENT BENTE CHRISTENSEN (RIGHT) AND COORDINATOR LENE CLEMENS — PREPARED A REPORT AFTER HIS VISIT TO CBS RECOMMENDING EFFECTIVE METHODS FOR THE CONTINUATION OF QUALITY DEVELOPMENT AT THE SCHOOL.

individual development are at the core. These examples will be used for a transfer of knowledge — the goal being to strengthen methodology and quality in CBS programs. The project will run for the whole of 1995.

Consumers

The "end users" of CBS's product are the target group for a project on experiments in curricula. A number of investigations over the past two to three years show rather clearly that the business community has changed its desires about what qualifications it wants to see in business school graduates. This project will gather all the data and produce proposals for experiments in curricula that can provide the students with more hands-on experience.

Generation of Empirical Data

Another project will ensure a comprehensive overview of the evaluation and follow-up method utilized in the internal and external evaluations at the school. It should also inspire new procedures. The project is the result of the many internal evaluations currently taking place at the school and of the external national and international evaluations in which CBS has participated or will participate.

CBS Participating in CRE Program on Promotion of Quality

CRE, the Standing Conference of Rectors, Presidents, and Vice Chancellors of European Universities, decided in 1994 that CBS will participate in their international audit of schools. Internationally recognized experts in the quality field are cooperating in this venture. Parti-

cipation in this program provides CBS with an excellent opportunity to affect the formulation of a common European concept of quality and to assess its own efforts in the field, seen in the context of European developments.

The primary goal is to investigate the strategic processes, management, and procedures for maintaining and developing quality within each institution, as well as to ensure that the participating universities' goals are attained.

The second phase of the program in which CBS will participate will begin in the spring of 1995. Participants conduct self-evaluation reports, after which the institution is visited by a steering committee. This is followed by an in-depth dialogue and several rounds of interviews. Thereafter, reports are pro-

duced concerning the school's status.

Further Perspectives

Bente Kristensen believes that a greater degree of awareness concerning the quality of education has become noticeable in several areas at the school: in the strategic process, in the distribution of resources, in the academic councils, and among teachers and students.

"However, in order for this positive development to continue, it will be necessary to expand the interaction and cooperation between the various levels and environments and to involve more employees and students in the process. This would be a further step toward the creation of a distinct quality structure — the primary goal of CBS's multi-faceted initiatives regarding quality."

PHILOSOPHY AND ECONOMICS

The Core of a New Degree Program



In brief:

In the past few years, an interesting environment has developed at CBS — one that is characterized by the presence of both philosophers and theoreticians. As a consequence, the establishment of a degree program is now underway in which philosophy is a core element.

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Philosophy and Economics — The Core of a New Degree Program

It is very likely that CBS will have a new degree program in 1996 that is not normally associated with a business school. A working group now centered at the Institute of Management, Politics and Philosophy is in the process of planning a program in philosophy and economics. It is the direct result of work that is currently underway on the reform of the undergraduate programs in economics at CBS.

When one thinks of education at a business school, one generally thinks in terms of accounting, finance, and organization. Does a course of study in philosophy even belong at a business school? The institute believes it does. It is an institute in which philosophers, historians, and sociologists have created a particularly lively environment — one that was highly praised in 1994 by a group of external evaluators. They found

that this environment was so unique and that the research in philosophy and scientific philosophy was so strong that a degree program should be established with an emphasis on philosophy.

Increased Interest in Philosophy

Hans Siggaard Jensen is the man behind the idea, which was quickly taken up by the institute chair, Professor Peter Pruzan. He felt that both teaching capacity and the potential to attract students existed — both of which would be necessary to set such a degree program in motion. The interest in philosophy is increasing rapidly in society, and the business community has shown great interest in the concept of ethical accounting that was developed by the institute. At a future hearing, the business community will have the opportunity to express its opinion concerning the appropriateness of combining philosophy and economics in an educational program.

"There has proven to be an increased interest in philosophy courses at the secondary school level. Our desire is to give that group of students an educational opportunity that is broader than the traditional philosophy degree at the university level," says Hans Siggaard Jensen.

"We are talking about a group of students that is not usually attracted to a business school. If you want to attract such a group, one that probably doesn't feel quite at home either at a university or at a business school, then you have to offer quality and an exciting combination of courses. We have both the expertise and the dedication needed to attract bright students with an interest in economics and philosophy."

The Focus: Collective Rationality

Peter Pruzan emphasizes that there is a need in business for individuals who are more than just academically gifted. They must also be able to think critically, be socially committed, and be able to add a philosophic dimension to their academic talents.

"In this degree program, the economic elements will be perceived in the light of the new reality in which economics must not focus exclusively on the individual and his or her desire to maximize total utility. The program will focus instead on a collective rationality. Companies' problems are more than just economic, and the problems of the future cannot be solved by narrow economic thinking. A foundation must be created that combines strategy, management, and philosophy and incorporates the notion that obligations exist to the environment, society, and the individual."

Key terms in the curriculum are value-based management, environmental accounting, and economic sociology.

There are plans to establish a master's program at a later date that can also attract students from other disciplines who are interested in the topics the study offers.

It is expected that graduates of the program will find employment in personnel, general management, strategic management, and education.

DANISH CULTURE AND Language on CD

In brief:

It has taken four years to develop an interactive, CD ROM video program about Denmark. Target group: foreign students. Those interested can obtain a great deal of information about Denmark and, in particular, the Danish educational system.

Danish Culture and Language on CD

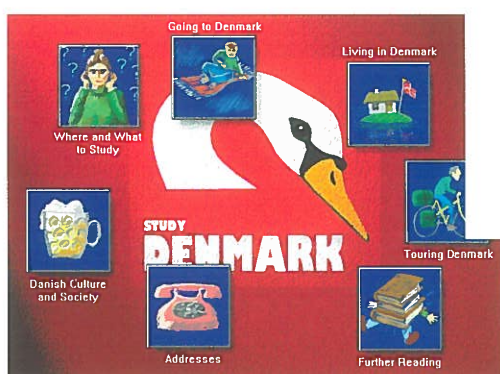
Project Europe-Denmark introduces foreigners to the Danish language and culture with an interactive video on CD ROM. It can be used either as self-study or as a medium for distance teaching.

Young foreigners considering a period of study in Denmark can now learn about the Danish institutions of higher education and the Danish language, culture, and standard of living. All of this can be done while sitting in front of a PC — clicking back and forth between graphics, sound, and photographic sequences.

In the beginning of 1995, after four years of development by Project Europe-Denmark, all this will be a reality when the finished material is transferred to CD ROM.

"With this material, foreign students will be able to learn about Denmark and follow a relatively high-level language course. This can be done in their own country or after they arrive in Denmark," explains Vibeke Rechnitzer.

Vibeke Rechnitzer, MA in English and French, has worked in languages and computers for ten years. Since 1988 she has worked with distance teaching and interactive videos at the CBS Department of English. As a project associate at the school, she participated in Project Europe-Denmark from the ini-



STUDY DENMARK IS THE FIRST INTERACTIVE CD ROM AVAILABLE ABOUT THE DANISH EDUCATIONAL SYSTEM.

tial phases in 1991. Thereafter, she was given responsibility for the program "Study in Denmark." Two teachers from a foreign language school in Denmark, Studeskolen, were brought in to develop the language program, "Danish for Ducklings." Experts from the Danish Teachers' College and IBM took care of "The Electronic Network."

Extensive Program

In the section, "Where and What to Study," students are presented with the Danish educational system and institutions of higher education. They can study an institution's profile and course curricula and see photographs and locations on a map of Denmark. Another section, "Going to Denmark," gives information about the preparation necessary for a period of study in Denmark: visas, residence permits, national health insurance, expected costs, etc.

With a special video card in a PC, it is possible, for example, to see

sequences of a student packing his suitcase, experiencing Danish weather, and biking to school in Denmark. The rest of the sections in the video deal with language, life in Denmark, and Danish culture. The video is illustrated with approximately 1000 photographs in all.

The language program is composed of fifteen lectures, as well as three exams and repetition exercises all on CD ROM. The students can see video episodes, practice listening comprehension, and do homework assignments. A grammar program and dictionaries are included. In addition, the students can be linked to LEARN, an on-line, distance teaching network. This gives them the opportunity to send finished assignments to a teacher in Denmark and communicate with other students in the Danish course. With the CD comes a text book that includes dialogues from the video sequences, texts, exercises, grammar, and word lists.

"It will be wonderful to have such an



CLICKING THROUGH THE SIGHTS AND SOUNDS OF DENMARK. THIS SCREEN SHOWS THE PANTHOMIME THEATRE IN TIVOLI.

extensive video available," says Vibeke Rechnitzer.

Extensive Cooperation

Project Europe-Denmark was the result of cooperation between a number of national and international partners. The Danish partners were the Institute of Nordic Philosophy at the University of Copenhagen, the Faculty of Modern Languages at CBS, Project INFA at the Danish Teachers' College, IBM Denmark A/S, and Waves Information Technology.

The foreign partners were Universiteit van Amsterdam, University of Lancaster, Universidad De Santiago De Compostela, and the Aristotle University of Thessaloniki. This extensive network made it possible to test the program realistically.

The combined program was sponsored by the participating institutions, by the EU program LINGUA, and by the research department of the Danish Ministry of Education.

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CCE

Targets the International Market

In brief:

CCE is a commercial venture at CBS that offers tailor-made courses, as well as long-term programs in continuing education for businesses and organizations in Denmark and abroad. CCE is a particularly flexible organization. One of the reasons for its success is that responsibility and commitment are delegated to the teachers.

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CCE Targets an International Market

CBS's Center for Continuing Education continues to prosper, and in 1994 it added an international dimension to its portfolio of activities.

New and Old Clients Behind the Prosperity

1994 activities brought in 5 million DKK, and the center made a profit of approximately 450,000 DKK.

"Over and above the new activities we have begun, it is gratifying that we have such a large number of satisfied, permanent clients. It is proof that we have been able to uphold the goals we have set to provide consistently high quality courses," says CCE's Director, Peter Stolt.

Decentralized Organization Provides Flexibility

CCE's central administration consists of only two part-time employees. It is the individual project chairs that are responsible for customer contacts, academic planning, and course development within the framework of CCE's general organizational philosophy and strategies. Peter Stolt and Annie Nonfjall, CCE's bookkeeper, are in charge of "keeping the wheels properly greased" so that the activities proceed without a hitch — and without the heavy hand of bureaucracy.

According to the chair of CCE's board, CBS President Finn Junge-Jensen, this organizational structure is deliberate. *"Part of the board's strategy is to place as much responsibility and involvement with the teaching staff as possible. By doing this, we can operate with fewer fixed costs and create a flexible organization. And that makes us particularly competitive in terms of both quality and price."*

International Dimension Strengthened

Increased internationalization has been evident in CCE's activities in the last few years. The development of market economies in the Eastern European countries, in the republics that make up the former Soviet Union, and in the Third World has produced a tremendous need for education in business economics and management development.

Management training for state-owned companies in Bulgaria will continue through 1996 via the European consortium, SOFIA-TRAIN. (See the 1992 CBS Annual Report.) Teachers from Kazakhstan

are also being trained in Copenhagen as a part of CCE's involvement in the establishment of a new business school and an MBA program in Almtý, and CCE will evaluate this MBA program during the course of 1995. The development of the financial sector in China and Indonesia has also resulted in new activities. Finally, CCE's LINGUA project, run by Associate Professor Dorte Westrup, CBS Italian Department, has produced a program combining Danish language and knowledge about market conditions for members of the Italian business community.

The three Nordic CEMS partners in cooperation with Helsingfors Business School and a number of the largest Scandinavian companies (ABB, Tetra-Laval, Nokia, Norse Hydro, Danfoss, to name but a few) are in the process of planning a management program in St. Petersburg for the companies' Russian subsidiaries and business partners. Nearly 5 million USD have been provided by the Scandinavian governments to finance the project. Finally, CCE has also expanded its international network with leading foreign universities by developing and conducting courses in biotechnological research management and management development in the Scandinavian foodstuffs industry.





CCE EXPERIENCED INCREASED INTEREST IN ITS ACTIVITIES FROM BOTH PUBLIC AND PRIVATE COMPANIES IN SOUTHEAST ASIA. ASSISTANT PROFESSOR LARS BO JØRGENSEN IS SHOWN HERE WITH SOME OF THE PARTICIPANTS IN FINANCIAL COURSES TAILOR-MADE FOR THE PHILIPPINES AND THAILAND.

Integrating Culture, Market Conditions, and Foreign Language

The learning of a language inherently contains an international dimension, and CCE offers tailor-made courses in nearly all of the major languages. However, the center has also expanded significantly in the less widely spoken languages with the development of courses that integrate language and culture.

All the new courses include the following elements: insight into current market conditions, electronic media support for language instruction, cases, and role play. Distance teaching modules are also included and demand active participation from the students. All courses are both developed and conducted by business people who are familiar with the relevant countries' market conditions.

There is no doubt that companies consider a knowledge of foreign languages and cultures to be a decisive competitive parameter. CCE has a number of clients that want the majority of their employees, systematically and over time, to have full command of a foreign language.

Management in Nonprofit Organizations

Recognition of the need to improve management skills in nonprofit organizations is growing. In the sports world, CCE has been involved for some time now in the Sports Management Academy (see the CBS Annual Report of 1993) and in a series of seminars for the board of the Danish Football Association. In 1995, CCE will initiate a Nonprofit Forum for politicians and public servants in ten nonpro-

fit organizations. (See page 24 of this Annual Report.)

Close-up One: Bankers from Developing Countries

Top and middle managers from the financial sector in two of the world's most populous countries participated in two specially developed courses in Denmark in 1994.

Eleven managers from the Indonesian central bank took a six-week course on "Development Banking" as a continuation of the bank's long-term cooperation with the consulting firm Carl Bro International A/S. The modules on financial markets in Denmark and Europe, bank management, credit, and development economics were supplemented with excursions to companies and research institutions involved in the field of food-stuff preparation.

Denmark and China recently entered into an agreement to provide low interest loans to projects aimed at the purchasing of Danish products. As a result of this, CCE developed a course for eleven managers from the China Investment Bank. They were introduced to Danish financial markets, export credit conditions, and visited relevant Danish businesses and institutions. Areas such as the environment were highly topical and the working environment was examined thoroughly. The Financial Institute for Industry and Trade (FIH), which is the Danish administrator of the loans, was responsible for part of the course.

Both courses provided theory and practice and emphasized active learning in order to strengthen the participants' chances of utilizing the knowledge upon returning home. Danida financed these Indo-

nesian and Chinese projects.

Similar projects are underway. One instance concerns the development of the financial sector in Ghana. Loan agreements have recently been signed by India, Thailand, and the Philippines, and these have led to courses developed in cooperation with DANIDA and FIH. CCE, in cooperation with companies such as Carl Bro International A/S, will function as quality controllers assessing the impact of education.

Close-up Two: The Postal Services Diploma

"Managers from various levels in the Danish postal system (P&T) who need to deal with comparable managers in their clients' companies must have an education that adequately prepares them for this. As a supplement to the 'postal' side of things, we need an education that is suitable for executives," says Kirsten Ludvigsen, Department Manager in Personnel and Development for P&T.

For this reason, CCE worked together with P&T to develop a two-year education for 25 department managers in the postal system. The program began in the autumn of 1994 and will end in the spring of 1996 when the course participants deliver their theses. Classes are one day a week, and the education combines relevant elements from the HD studies with appropriate adjustments for managers in a large, service-oriented company.

The Postal Services Diploma is based upon lectures, exercises, cases, and seminars, and it integrates HD specializations in a new and constructive manner. Previous positive experience gained from other programs developed for large, public sector companies

created the foundation for the Postal Services Diploma.

Project chairs are Jens Aaris Thisted, associate professor at the Institute of Informatics and Management Accounting, and Eric Bentzen, associate professor from the Institute of Theoretic Statistics.

Close-up Three: Active Learning in Management Education for the Service Sector

Five service companies are participating in a joint program produced by CCE. Sixteen managers from ISS, Krüger, Falck, PFA Pension, and TeleDanmark go through a six-module management development program that lasts a little over a year. Areas such as Management and Organization, Company Culture and Cooperation, and Marketing and Sales are included in a program that incorporates significant elements of active learning: systematic, experience-based learning in the work situation.

"The participants interact with course consultants as well as individual tutors at their own company. This provides a broad perspective that creates the opportunity for a more dynamic exchange between theory and practice," say CCE's project leader Hans-Henrik Hansen and Personnel Director Poul Bjørnsholt from I Krüger Systems A/S.

It is expected that the program will run for the fifth time in 1995/96.



RAPID ECONOMIC DEVELOPMENT IN SOUTHEAST ASIA HAS CREATED THE NEED FOR A MODERN FINANCIAL SECTOR. PROFESSOR MICHAEL MØLLER IS SEEN HERE WITH A NUMBER OF PARTICIPANTS FROM ASIA WHO HAVE JUST COMPLETED A COURSE ON THE DANISH FINANCIAL SECTOR.

CCE CLIENTS 1991-1994

AKADEMIKERNES CENTRALORGANISATION
AMTSRÅDSFORENINGEN
ARBEJDSMARKEDSNÆVNENE; FREDERIKSBORG,
ROSkilde,
KØBENHAVN
BLÅGÅRD SEMINARIUM
CARLSBERG A/S
COWICONULT RÅDGIVENDE INGENIØRER A/S
DANIDA
DANMARKS IDRÆTSFORBUND
DANSK FLYGTNINGEHJÆLP
DANSK SKUESPILLERFORBUND
DANSK BOLDSPIL UNION
DANSK MAGISTERFORENING
DEN DANSKE BANK A/S
DEN KOMMUNALE HØJSKOLE
DISSING & WEITLING ARKITEKTFIRMA A/S
ERHVERVSFREMME STYRELSEN
ERHVERVSUDVIKLINGSRÅDET
ERHVERVSSPROGLIGT FORBUND
EU-KOMMISSIONEN
FALCKS REDNINGSKORPS A/S
FREDERIKSBORG AMT
GENERALDIREKTORATET FOR P & T
GORRISSEN & FEDERSPIEL
GROTHEN & PERREGAARD A/S
HOVEDSTADSOMRÅDETS TRAFIKSELSKAB
I. KRÜGER AS
ISS KONCERNEN
KOMMUNERNES LANDSFØRING
LANDBRUGSMINISTERIET
LEGO DACTA A/S
MAGISTRENE'S JOBSERVICE
MOGENS BALSLEV RÅDGIVENDE INGENIØRER
A/S
MÆRSK OLIE & GAS A/S
NORDISK SPRÅK- OCH INFORMATIONSCENTER
OECD - PHARE-PROGRAMMET
OXFORD UNIVERSITY
PFA PENSION
PKA A/S
RH&H CONSULT; RAMBØLL, HANNEMANN &
HØJLUND A/S
RIBE AMT
SOCIALMINISTERIET
TEAM DANMARK
TELEDANMARK EDB
UNDERSVINGSMINISTERIET
UNIBANK A/S

THE MBA PROGRAM

Now Fully Established

In brief:

The MBA Program at CBS has had a propitious start. Tremendous interest in the program shows the need for a highly qualified academic education for experienced and well-educated Danish managers. The CBS MBA Program provides managers with optimal qualifications for taking on tasks at a general, international management level.

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MBA Program Now Fully Established

With sixty participants separated into two groups, the MBA Program got off to a promising start. CBS's determined goal to provide an internationally oriented management education has proved to be viable.

One of the primary goals of the program is to provide Danish managers with the best possible tools for working at a general, international management level as part of a life-long educational and professional career. The MBA program can create a basis for a less problematic and more qualified transition from the role of functional specialist to generalist. In the past, this transition has frequently created problems for many managers because of their highly specialized education at the master's level.

Synthesis of Experience and Competence

The teaching is not based upon one particular method, which is so often the case at other business schools. CBS has chosen to draw on the skills and international experience of the school's own research staff as well as the international research staff associated with the program. According to the oldest MBA participant, the 53 year old vice-president of East Asiatic Company, Hans P. Holst, this gives the study breadth and a high academic standard.

"With my long experience in company management, I find that this program is a unique opportunity. I have not only had my own self-taught experience acknowledged; I have also received academically-based insight into the psychological and economic powers at play. It has far exceeded my expectations."

The Goal: A High International Standard

In the planning stages of the MBA program, it was decided that the education must meet international standards. This is reflected in the demanding entry requirements, course content, the depth and degree of difficulty of the curriculum, types of examinations, and the requirement that teachers are highly qualified and committed. The director of the CBS MBA program, Laurids Hedaa, is certain that the CBS MBA Program can stand its ground in comparison with the best foreign MBA programs. It is anchored at one of Europe's largest business schools with a well-developed network that includes teachers from the best foreign business schools and universities.

Overwhelming Interest

Since the program's launch in April 1993, there have been nearly 4000 requests for the MBA brochure. Nearly 1250 individuals have requested applications forms. After undergoing a thorough and demanding application process, sixty students were divided into two groups for the two-year, part-time program. Women make up approximately 25% of the group that will start in January 1995.

It is primarily the mature, experienced, and especially well-educated managers from the Danish business community who show interest in the MBA education.

"Just the fact that it is so difficult to get in attracted me. Many of the participants are competitive. The fact that we are given challenges other than those we normally find at work is also difficult for many of us. It's definitely character building. Life-long education is important in that you are given the continuous opportunity to broaden yourself," says HD civil engineer Michael Kandel, ICL Data.

Age Distribution A Strength

The participants are generally older than most students at a university. However, they consider their experience and past education to be a valuable resource base that is used productively in both class discussions with the teachers and in group projects.

"In the beginning, I was rather suspicious of the extent of the age difference. But I have to admit that it works quite well. I've learned a great deal from the older members of the group, and the mixture provides dynamic energy in the classroom," says Lars Blauenfeldt, M.Sc., marketing

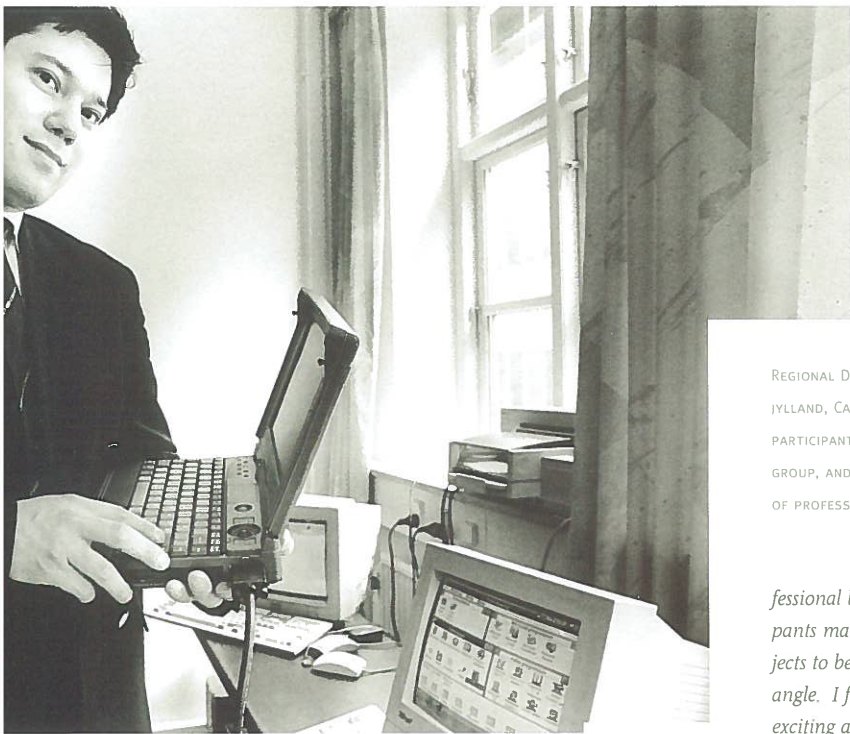


director and senior consultant at Hewlett-Packard.

International Strategy

In the first part of the program, the participants work with global and regional conditions for company management and international relations. The second part centers on handling the most important and newest aspects of a company's typical functions, such as marketing, finance, operations, technology, organization, and human resources. The final part of the study integrates the environmental analyses and functional courses in international company management and strategy with major project work.

"So far the education has been a positive experience. It is a very generalist education that covers nearly every area of business. Even though each course takes only seven weeks, we cover an extensive syllabus. The widely diverse educational and pro-

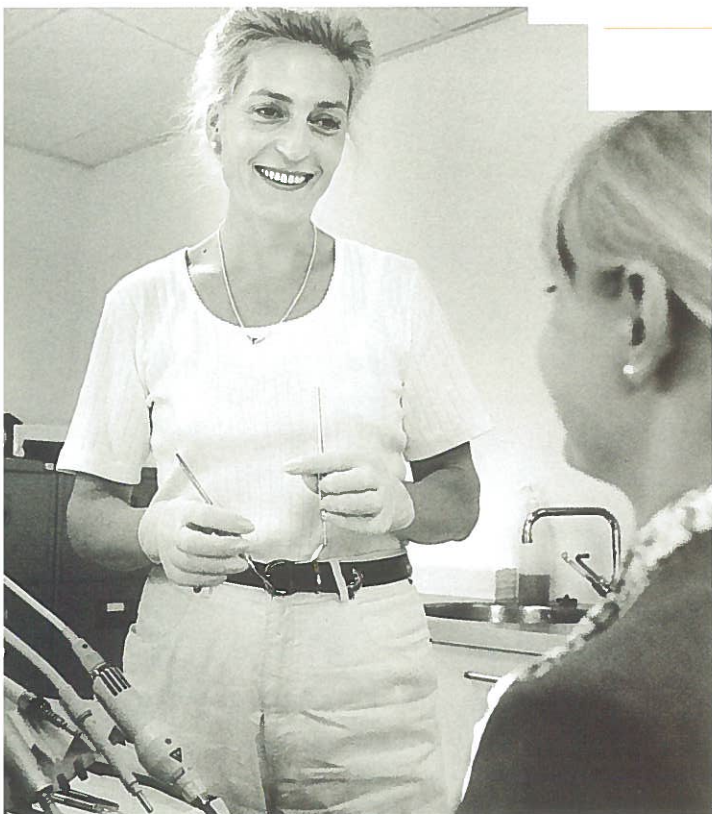


REGIONAL DIRECTOR IN SPAREKASSEN NORDJYLLAND, CARLO CHOW, BELIEVES THE MBA PARTICIPANTS ARE A DYNAMIC AND GIFTED GROUP, AND HE HAS EXPANDED HIS NETWORK OF PROFESSIONAL CONTACTS AS A RESULT.

professional backgrounds of the participants make it possible for the subjects to be viewed from every feasible angle. I feel I am surrounded by exciting and gifted people in this program. My own network of professional contacts has greatly expanded as a result. It is very valuable," states Carlo Chow, M.Sc. and regional director at Sparekassen Nordjylland.

The curriculum was designed after consultation with more than 100 business managers and 50 personnel directors from the Danish business community. The program's continued development will occur via dialogue with the business community and will hopefully provide a background for future research projects on concrete issues developed in close cooperation with Danish businesses.

"The market has had and still has a great deal of influence in the development of this educational initiative at CBS. It is a viable idea and we intend to keep it that way!" says Laurids Hedaa.



IATASHIA INGEMARSSON, PH.D. IS A DENTIST WHO HAS INVENTED A PRODUCT THAT SHE WILL PERSONALLY MARKET AND DEVELOP. SHE BELIEVES THE MPA PROGRAM IS PROVIDING HER WITH THE NECESSARY SKILLS TO ENSURE THE PRODUCT'S COMMERCIAL POSSIBILITIES IN THE GLOBAL MARKETPLACE.

ARTHUR ANDERSEN
A/S DANSK SHELL
AT & T INFORMATION SOLUTIONS DENMARK
BERENDSEN TEXTIL SERVICE
BIKUBEN
BIOLOGIC
BONDUELLE DENMARK
BP AVIATION
COMPUTER RESOURCES INTERNATIONAL
COWICONSULT
DANAPAK FLEXIBEL
DANSK ARBEJDSGIVERFORENING
DANSK DATASTYR ØST
DANSK INDUSTRI
DANSK OLIE OG NATURGAS
DANSK TIPSTJENESTE
DANSKE SLAGTERIER
DANTRANSPORT
DEN DANSKE BANK
DRIFTSKABET IDRÆTSPARKEN
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EGMONT MAGASINER
FINANSIERINGSSKABET GEFION
FLS AUTOMATION
HEWLETT-PACKARD
IBM DANMARK
ICL DATA, SUN DIVISIONEN
KGL. BRAND
KLINIK FOR IMPLANTOLOGI
KOMMUNEDATA
KORT OG MATRIKELSTYRELSEN
KVADRAT BOLIGTEKSTILER
LOTUS HEATING SYSTEM/ØSTERGAARD MASKINFABRIK
LØVENS KEMISKE FABRIK
MÆRSK OLIE OG GAS
NELLEMANN, NIELSEN OG RAUSCHENBERGER
NESCON SOFTWARE
NKT ELEKTRONIK
NKT TELCAP
OLIVETTI
PATENTDIREKTORATET
PBS
RANK XEROX
RAVENHOLM COMPUTING
ROCKWOOL
SAS
SELECTION INTERNATIONAL
SK ENERGI, AVEDØREVERKET
SPAREKASSEN NORDJYLLAND
SSB STOREBÆLT
SUNCHEMICAL - KVK
3M
UNIBANK
ØK

Facts about CBS MBA Students

Represented Fields

General management:	20%
Computers:	10%
Production:	3%
Sales/Marketing:	17%
Finance/Accounting	25%
Other:	25%

20% are employed at the director level. Nearly all specializations are represented — from operations to production to finance and marketing.

Age Distribution

Under 30:	15%
30-34:	33%
35-39:	27%
40 and over:	25%

Average age is 36.

Business Experience in Number of Years

Fewer than 4:	17%
4 - 7:	35%
8 -12:	15%
Over 12:	33%

On average, the participants have worked just under nine years following the completion of their bachelor degree.

Educational Background

Engineering:	25%
HD:	30%
M.Sc.:	15%
B.Sc.:	10%
Other masters:	20%

Nearly half have a master's degree, and nearly one-third have a technical or scientific background. Approximately half come from a background in business economics.



VICE PRESIDENT HANS P. HOLST, EAST ASIATIC COMPANY, SEES THE MBA PROGRAM AS A UNIQUE OPPORTUNITY FOR DEVELOPING FUTURE MANAGERS WITH THE SKILLS NECESSARY FOR SUCCESS IN THE GLOBAL BUSINESS COMMUNITY.

Adjusting to Changes in the Environment

In brief:

The interest in CBS's MPA program has exceeded all expectations, clearly showing the need that exists for such an internationally oriented, part-time education. Many applicants had to be turned down after an extremely thorough selection process, which helps to ensure that the group has as broad an educational and professional profile as possible.

FOR FURTHER INFORMATION,
PLEASE CONTACT:

MPA PROGRAM

BLAAGAARDSGADE 23B
DK-2200 COPENHAGEN N

TEL: (+45) 3815 3640

FAX: (+45) 3815 3635

MPA – Adjusting to Changes in the Environment

The basic concept behind the MPA program is change. During a two year program, the students obtain the knowledge and tools necessary to be able to function as agents of change in a world undergoing constant transformation.

The MPA Program (Master of Public Administration) has been running for one year. With 42 new students starting in January 1995 and 37 students continuing their second and final year, clearly there is a need for a part-time education at the international level for leaders in the public sector. The MPA is also aimed at leaders in voluntary and academic organizations, as well as businesses that work with government at the local and federal levels.

Unique Combination of Core Courses

The core courses of the MPA Program are what tie it together: economics, political science, organizational theory, as well as strategy and change. Together they make up the discipline of general management. It is precisely this combination that enables the graduates to function as agents of change in a world where all organizations are affected by rapid change.

In 1994, the first-year students completed courses in economics, political science, and organizational theory with high marks. In 1995 they will begin courses in strategy and change. These integrate the core courses with far-reaching and unifying analyses, the purpose of which is to develop tools for strategic change.

The classes of MPA students are set up in such a way as to provide as much breadth as possible since the students have vastly different backgrounds in terms of education and career. This also means that they have widely divergent needs. Therefore, in the second year, a number of elective courses are offered to broaden and supplement the core courses. These can also remedy any variation in academic qualifications.

Theory and Practice Combined

To ensure that the education keeps up with the current demands for future leaders in the various sectors, an advisory group has been established with representatives from the public and private organizations where students are most often employed. An internal steering committee is composed of teachers from the Management

Research Institute (now Institute of Management, Politics and Philosophy), the Institute of Organization and Industrial Sociology, and the Center for Public Organization and Management. This committee has the responsibility for the MPA curriculum and continued evolution of the program.

The choice of teaching methods also reflects the attempt to combine theory and practice. Workshops are a common form of teaching. In this way, students can deal with issues specific to their profession. It is here that they need help in problem formulation, analysis, and problem solving. The dialogue with other students and teachers is an important part of the workshop and an extremely effective mechanism for learning.

International Dimension Attracts Many

In their applications and obligatory interviews, the students cited the international dimension of the studies as a principle reason for choosing the MPA Program.

Built into the program in the first year is a week-long international summer school in Denmark. In 1994, foreign researchers, trainees, and students from other, similar degree programs participated as well. The working language was English, and the year's international theme was "The Changing Welfare State." In addition to giving the participants insight into and understanding of other countries' organizations and cultures, the goal was to establish a student network that could be used during and after the education.

During the second year of the program, the students either work or

study abroad for a two to three week period. During this time, they must finish project work. They must also use their own foreign contacts to figure out how, among other things, they will organize the work and set up groups.

National Insight Also Important

The MPA Program's international dimension is much more than summer schools, study tours, and foreign guest professors. Internationalization is integrated into the entire program. Among other things, this is achieved by including an international element in all the core courses. By doing this, Denmark is seen as part of a broader picture. Emphasis is placed upon the students being well-versed in conditions in Denmark and the other Nordic countries. In this way, it is easier to relate international phenomena to national conditions.

International Network

The steering committee has established an international network, to ensure that there is an international dimension in the program. There are multiple goals behind this: to guarantee that the program is at a level equivalent to programs in other countries, to create contacts and networks with similar foreign institutions, and to find the human resources necessary for the various activities in the MPA Program. In addition, it will create international contacts for the students.

Adjusting to Changes in the Environment

Some of the universities involved in this network are:

LONDON SCHOOL OF ECONOMICS, ENGLAND
 SOUTH BANK UNIVERSITY, (LONDON) ENGLAND
 UNIVERSITY OF NOTTINGHAM, ENGLAND
 GEORGE WASHINGTON UNIVERSITY,
 (WASHINGTON, DC) USA
 HARVARD UNIVERSITY, J.F. KENNEDY SCHOOL,
 USA
 STANFORD UNIVERSITY, USA
 ERASMUS UNIVERSITEIT, (ROTTERDAM) THE
 NETHERLANDS
 LINDENBURG UNIVERSITEIT, (MAASTRICHT) THE
 NETHERLANDS
 UNIVERSITÀ COMMERCIALE LUIGI BOCCONI,
 (MILAN) ITALY
 UNIWEKSYTY GDANSK, POLAND
 UNIVERSIDAD DE ALICANTE, SPAIN

One of the steering committee's tasks is to establish additional contacts with universities in the BENELUX countries and to maintain existing contacts, not the least of which are in Scandinavia.

Adaptations

Both the teachers and the students are guinea pigs when a new education is created. All parties reap benefit from experiences, both academic and pedagogical. In a number of areas, the next group of first-year MPA students will encounter changes in the program. Among other things, a number of mini-projects will be undertaken in the first year to ensure an even greater integration of the core courses. Method teaching will thus be intensified.

Facts about MPA Students

Breakdown Per Sector

Federal Government:	11%
City/Municipal Gov't:	37%
Private companies:	13%
Academic Organizations, etc:	9%
Other:	9%

Positions

Management:	74%
Non-management:	15%
Consultants:	11%

Educational Background

Post graduate:	45%
3-4 yr. of higher education:	23%
Nursing:	15%
Other:	17%

Age Distribution

Under 30:	0%
30-34:	6%
35-39:	26%
40-44:	32%
Over 45:	36%



MPA STUDENT KARSTEN MACH IS PRINCIPAL OF THE HELSINGØR MUSIC SCHOOL.



MPA STUDENT ULLA KUSK IS EDUCATIONAL DIRECTOR AT HVIDOVRE HOSPITAL.



MPA STUDENT DORTE DAUGAARD JUSTESEN IS AN ADMINISTRATIVE DEPARTMENT HEAD IN THE DANISH NATIONAL ASSOCIATION OF PUBLIC EMPLOYEES.

AMPHION	KØBENHAVNS AMT
ARBEJDSMARKEDSSTYRELSEN	KØBENHAVNS KOMMUNE
ARBEJDSMARKEDETS ÅNKENÆVN	KØBENHAVNS KOMMUNE, ARBEJDSDIRECTORATET
BEDRIFTSUNDHEDSTJENESTEN, RIBE ÅMT	KØBENHAVNS KOMMUNE, SOCIAL- OG SUNDHEDSDI-
BEREDSKABS-FORBUNDET	REKTORATET
BERLINSKE TIDENDE	KØGE KOMMUNE, SOCIALFORVALTNINGEN
BISPEBJERG HOSPITAL	KØGE KOMMUNE, KULTUR- OG FRITIDSAFDELINGEN
CIVILØKONOMERNES Å-KASSE	KOMMUNEDATA
DANMARKS SKOLELEDERFORENING	KOMMUNEHOSPITALET I KØBENHAVN
DANSK HANDEL OG SERVICE	KTAS
DANSK RØDE KORS	LANDBRUGS- OG FISKERIMINISTERIET
DANSK SYGEPLERÅD	LANDSSAMMENSLUTNINGEN AF HOSPITALSLABORANTER
DIAKONISSESTIFTELSEN	LEVNEDSMIDDELSTYRELSEN
DRAGSHOLM KOMMUNE	MERCURI URVAL
ERHVERVSSPROGLIGT FORBUND	PATALOGISK LABORATORIUM
FORBUNDET AF OFFENTLIGT ANSATTE	P&T, DRIFTSSTYRINGSKONTORET
FORBRUGERSTYRELSEN	RELIGIONSPEADAGOGISK CENTER
FREDERIKSBERG HOSPITAL	RIGSARKIVET
FREDERIKSBERG KOMMUNE	RIGSHOSPITALET, HIERTECENTRET
GENTOFTE KOMMUNE, KULTURFORVALTNINGEN	RIGSHOSPITALET, FINSEN CENTER
GLADSAXE KOMMUNE, MILJØKONTORET	RIGSHOSPITALET, PSYKIATRISK AFDELING
GRÆSTED-GILLELEJE KOMMUNE	ROSKILDE AMTS SYGEHUS
HELSINGØR KOMMUNALE MUSIKSKOLE	ROSKILDEEGNENS ERHVERVSUDVIKLINGSRÅD
HELSINGØR KOMMUNE, SOCIAL- OG SUNDHEDSFOR-	RØDBY KOMMUNE
VALTNINGEN, "GRØNNEHAVE"	SKATTEMINISTERIET, TOLD- OG SKATTESTYRELSEN
HERLEV KOMMUNE, BIBLIOTEKERNE	SKOVBO KOMMUNE, BORUP SKOLE
HILLERØD SYGEHUS	SOCIALPEADAGOGERNES LANDSFORBUND
HVIDOVRE HOSPITAL	STORSTRØMS AMT
HØRSHOLM HOSPITAL	TELENOR INTERNATIONAL
IMC- INTERAKTIVT MEDIECENTER	TORNVED KOMMUNE
INGENIØRFORENINGEN I DANMARK	UNDERVISNINGSMINISTERIET
KARLEBO KOMMUNE, TEKNISK FORVALTNING	VUC, ÅRHUS AMT
KOMMUNERNES LANDSFØRING	

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DANISH SEXUAL EQUALITY

Seen through Foreign Eyes



FOR MARY JO HATCH, ANNE LOFT, AND HEATHER HAZARD (LEFT TO RIGHT), THE DANISH UNIVERSITY SYSTEM STILL MAINTAINS SURPRISING INEQUALITIES FOR THE FEMALE ACADEMIC.

In brief:

The Danish university system has not achieved as much in terms of sexual equality as common belief indicates. In the Anglo-Saxon countries, for example, relatively higher numbers of women are employed in management positions. Universally, however, women have difficulty obtaining academic recognition and getting their research published.

Equality of the Sexes in Denmark — Seen through Foreign Eyes

Foreign, female researchers probe a sore spot. Have Danes come as far in terms of sexual equality among Danish academics as they believe they have?

When a female academic from either Great Britain or the US comes to Denmark, her first impression is that sexual discrimination is happily not an issue here. Unfortunately, it does not take long for the problem to rear its head. The reality as far as this

issue is concerned, however, is diametrically opposed to the Danes own perception of themselves, and this is possibly one of the reasons that it is never adequately discussed.

"When I lectured about sexual and cultural differences for the first group of MBA students at CBS, it was the first time I had found myself discussing the issue with a group of students in which only one sex was represented," tells Heather Hazard.

Heather Hazard was educated at both MIT and Harvard. She specializes in international economics and negotiation and has been employed for the past three years as an associate professor with the CBS Institute of International Economics and Management.

The MBA students patiently explained to her that there is no sexual discrimination in Denmark. But Heather Hazard had to ask what reasons lay behind the lack of female participation in the MBA program. What was the significance in terms of Danish women's willingness to get a management

degree and in terms of companies' willingness to financially support such an education for their female employees?

Development on the Way

The MBA Program is new at CBS. The first students were, therefore, pioneers. Of the students in the following year, approximately 20% were women. Nonetheless, the occasion arises for a critical evaluation of Danish perceptions on this subject.

"It has surprised me to find that comparatively fewer women are in top positions in Denmark than is the case in the US, both in academia and in business," says Heather Hazard.

This provokes comments from the other two participants in this discussion about sexual equality, careers, and research at CBS as experienced by a foreign, female teacher.

"I research in the sociological and professional ramifications of accounting and accountancy. Accountancy is male dominated, both in academia and in the business community — much more so in Denmark than in Great Britain," says Anne Loft, Ph.D. from London Business School. She has been attached to CBS for nine years as an associate professor with the Institute of Accounting and auditing.

Only three percent of all practicing, certified public accountants in Denmark are female. To a large degree, the reason for this is the fact that the education concludes with a three-year period of practice in an accountancy firm. As a result, the average student is well over thirty years of age before finishing the degree. Many women who want a family and children are thus excluded. They exclude themselves from the education, despite the fact that they are as capable and as interested in the subject as men are.

The Role of Mentor

"We have a special role to serve as role models and mentors. Several times, I have had female students thank me — just for being a woman in my position," tells Mary Jo Hatch, Ph.D. from Stanford University. She is a professor at San Diego State University and is a guest professor for the second time at the Institute of Organization and Industrial Sociology.

Mary Jo Hatch points out the unique career problems that internationalization creates. In order to maintain an international career, she has had to publish in both the US and Europe. Danish researchers have the additional problem that they must live up to Danish research traditions while simultaneously understanding international rules. Internationally, less emphasis is placed upon theoretical discussion, and greater emphasis is placed upon statistical documentation. While Danes are used to having articles published almost unaltered in Denmark, the international publishing houses plague them with repeated demands to revise their writing.

"A foreign woman has a particular career problem. It is very difficult to see your way through the Danish educational system. Much of it is decided according to a 'word of mouth' principle. When you don't have a network of contacts, as men and Danes do, a woman must make extremely lucid decisions about how she can improve her career path. 'The Glass Ceiling,' the invisible barrier that hinders a woman's progress up the career ladder, is a subject that is open to public debate in the US. Maybe we should let it see the light of day in Denmark," says Heather Hazard.

To date, the Statoil Award, which is given to younger researchers for exceptional research, has only been awarded to two women: Anne Loft and Heather Hazard!

Toward a

VIRTUAL LIBRARY

In brief:

The Virtual Library will soon be a part of everyday life at CBS. A further step in that direction has been taken by developing a system that provides access to a growing number of CD ROM bases. In line with CBS's information technology strategy, more opportunities will follow in the years to come.

FOR FURTHER INFORMATION,
PLEASE CONTACT:

CBS LIBRARY
ROSENØRNS ALLÉ 31
DK-1970 FREDERIKSBURG C

TEL: (+45) 3815 3666

FAX: (+45) 3815 3663

Toward a Virtual Library

The current development of electronic, net-based service facilities is in a phase of explosive development. For this reason, the area has been given a high priority in strategic planning at the CBS library.

In the autumn of 1994, the library was able to provide access to external data bases on the school's network. The name of this new service is HermesCD. Via CBS's computer network, every one of the school's departments now have direct access to the library's CD ROM data bases.

Access from Every PC

Though the library has had CD ROM data bases for several years, it has been a problem in the past that these bases have only been available in the library itself. The CD ROM stations have been utilized by many students, as well as individual teachers; however, since

many researchers at CBS do not have offices in the library buildings, the services have not been easily accessible.

"The library's goal has always been to provide researchers with as direct access as possible — preferably via the individual PC in each office. We have now fulfilled that goal by providing access over the net," states HB-Info departmental leader, Lars Nondal, who has the responsibility for the library's CD ROM service.

Gopher is Next

Many American and European universities and business schools already provide advanced network services, often called CWIS (Campus Wide Information Systems). HermesCD is only the library's first service to researchers in terms of advanced access capabilities via the net. New ones will be available in

the near future. The number of available CD ROM bases will also be expanded.

"Our next project will be the establishment of a gopher in the beginning of March 1995. This is a menu program with which the user can find routes through the nearly anarchistic and rapidly expanding Internet. A little later in the spring, we expect to be able to offer all departments access to World Wide Web," says Lars Nondal.

Extensive Systems Development at the Forefront

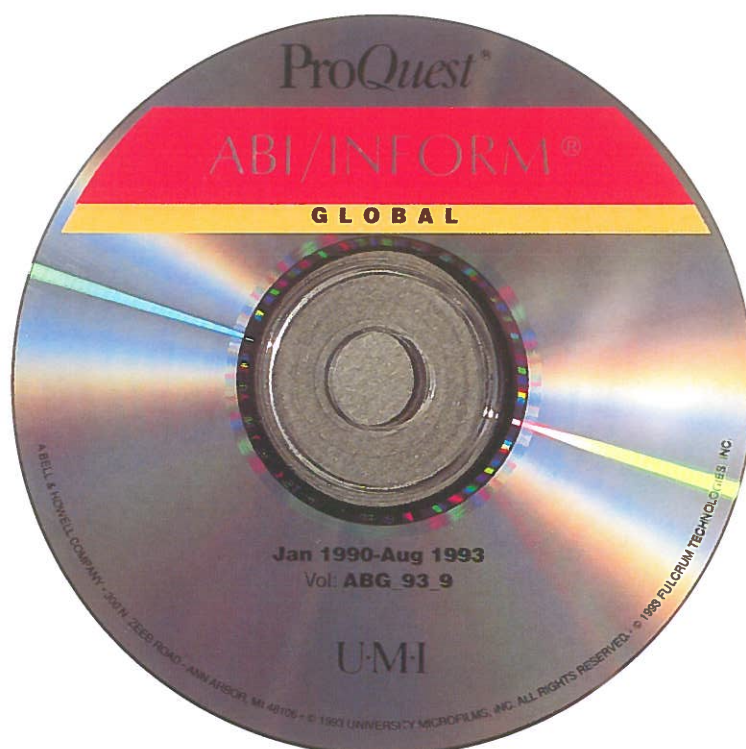
According to Lars Nondal, the library's existing network had so many limitations that extensive systems development was necessary before the HermesCD could be set in motion.

"In short, it was about getting the DOS-based CD ROM programs in the PC network to function via the school's TCP/IP-based net. Since we couldn't use or develop the existing systems, we had to develop the system ourselves. It has been a challenging, but exciting task."

The prototype was developed by the firm Datamist Group, while the final development was accomplished by the library's Systems Administration under the leadership of Peder Lærke Nielsen.

Thus far, three bases are available on the net: ABI/Inform, Predict's F&S Index, and ECONLIT. However, Lars Nondal expects that by the end of Spring 1995 the number will be up to about twenty.

"There will be something for everyone: everything from newspaper articles to extensive company information to legal terminology."



CBS PRESS

Continued Internationaliz

In brief:

In 1994, the Copenhagen Business School Press, published 32 new titles — one per week during the book season. Almost a third of the new titles were in English, reflecting our continued commitment to international publishing. Among the international titles published in 1994 were also language textbooks in French, German and Italian.

Our business development relies strongly on our production and distribution partnership with Munksgaard International Publishers Ltd, a fully owned subsidiary of Blackwell. Our international marketing is greatly increased by this cooperation with Blackwell Publishers.

Specialization

The CBS Press specializes in professional books and texts in the fields of economics, management, business law, and modern languages. This specialization is our strength in the international marketplace where we aim at international oriented business schools and specialized university departments.

Economics and Management

Our most recent international books include the new textbook *Pricing in Theory and Practice*, by Bjarke Fog, and a new text on organizational changes, *Organisation, Power and Change*, by Finn Borum. A selection of instructive cases, *Internationalizing the Medium-sized Firm*, is edited by Per Jenster and J. Carlos Jarillo.

Another promising new international textbook is *Managing the Global Supply Chain* by Philip B. Scharj and Tage Skjøtt-Larsen.

An important new book on theory building is *European Research Paradigms in Business Studies*, edited by Tom Elfring, Hans Siggaard Jensen, and Arthur Money. *On the Art of Doing Field Studies* by Ib Andersen, Finn Borum, Peer Hull Kristensen, and Peter Karnøe will be ready for publication in 1995.

One of the many research reports from the Danish Summer Research Institutes is the new book *Outsiders' Response to European Integration*, edited by Seev Hirsch and Tamar Almor. Near completion is *Internationalizing the Cost of Capital while Maintaining Control*, edited by Arthur Stonehill and Lars Oxelheim.

A new contribution to the political economics of development reform is *Strategies for Human Development* by Paul Streeten.

Business Law

Two new editions in this field are still among our international best sellers. They are *European Community Case Law: Summaries of Leading EC Court Cases* by Hjalte Rasmussen and *The Social Dimension of the European Community* by Ruth Nielsen and Erika Szyzszak. A new book in the field of business

law is *Anti-Competitive State Measures in the EC*, by Ulla Bøegh Henriksen.

Modern Languages

A new textbook concerning translation is the German text *Einführung in das Übersetzen* by Gyde Hansen. New editions of other textbooks continue their success. They include *La théorie du roman* by Kathrine Ravn Jørgensen and *Pierre, Paul, Fatma et les autres...* by Jacques Berg-Compère.

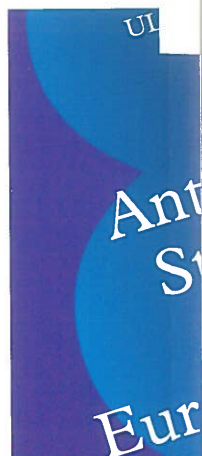
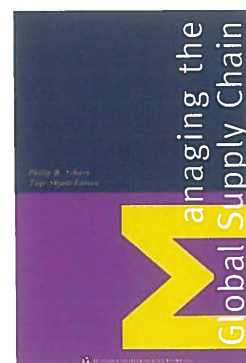
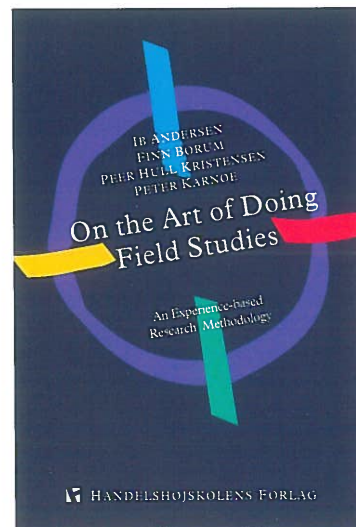
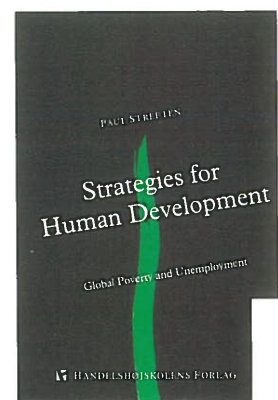
Up-to-date Teaching Material

The rapid development of new knowledge and the need for up-to-date case material in the business school classroom have created a need for rapidly produced textbooks in specialized fields. Hence, CBS Press has created four new series of specialized texts. They are:

- Business Studies: Readings
- Business Studies: Case
- Business Studies: Teaching Notes
- Language Studies: Readings

Danish Titles

Danish titles are still the backbone of our activities, although they are challenged by an increasing competition from texts in English created by the internationalization of both

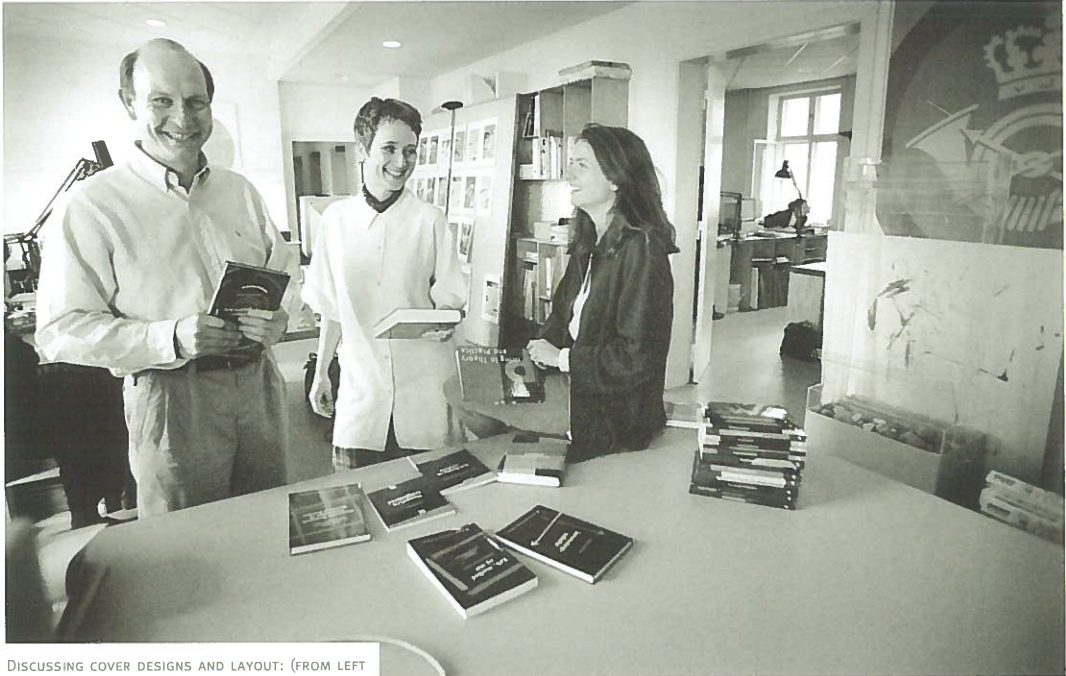


teaching and research in Danish universities and business schools.

Bestsellers among our new Danish titles and new editions are *Driftsøkonomi* (Business Economics) by Peter Lynggaard and *Scener fra dansk erhvervsliv* (Cases from the Danish Business Community) by Svend Hollensen and Marcus J. Schmidt.

In law, best sellers are *Erhvervsjura* (Business Law) by Børge Dahl and *Erhvervsretlige love* (Commercial Legislation) by Børge Dahl and Jan Kobbervagel.

Approximately 25 to 30 other new Danish titles demonstrate such growth potential that they might very well be among our future bestsellers. A second, improved edition is many times the basis for take-off.



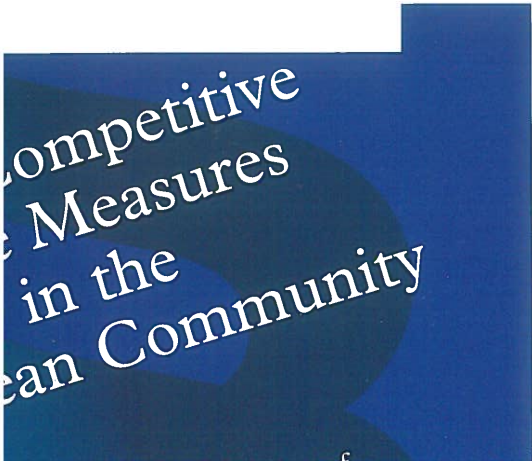
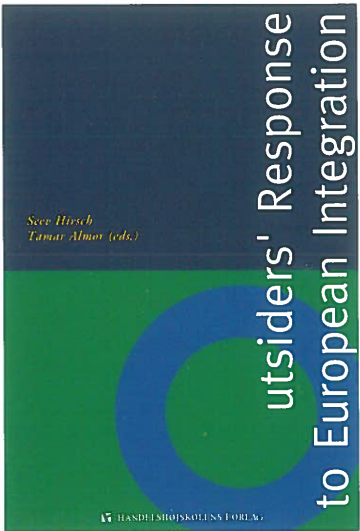
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FAX. (+45) 3815 3962



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Statistics

Personnel: By Area and Gender

	MALE	FEMALE	TOTAL
ACADEMIC PERSONNEL	200	128	334
ECON.*	159	32	191
LANG.**	30	86	116
IKL***	11	10	21
LIBRARY	5	1	6
ADMINISTRATIVE PERSONNEL	40	212	285
ECON.*	11	119	130
LANG.**	4	38	42
IKL***	1	11	12
LIBRARY	17	34	51
CBS ADMINISTRATION	21	29	50
TECHNICAL PERSONNEL (JOURNALISTS INCL.)	15	2	17

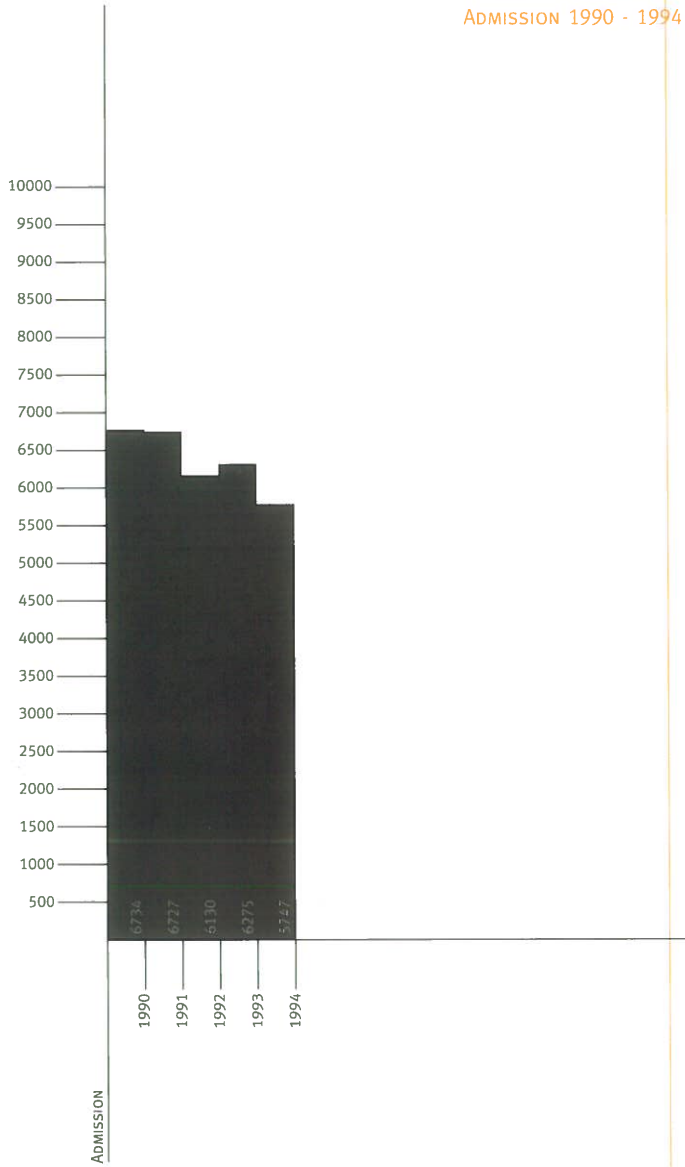
* FACULTY OF ECONOMICS AND BUSINESS ADMINISTRATION

** FACULTY OF MODERN LANGUAGES

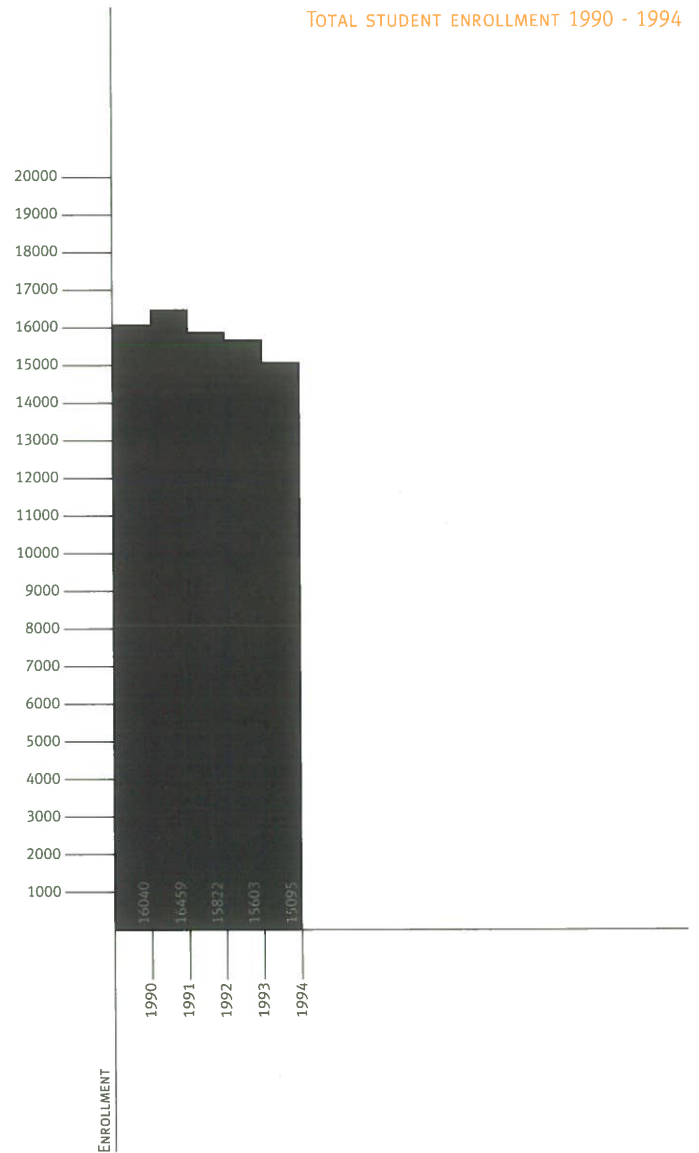
*** DEPARTMENT OF INTERCULTURAL COMMUNICATION AND MANAGEMENT

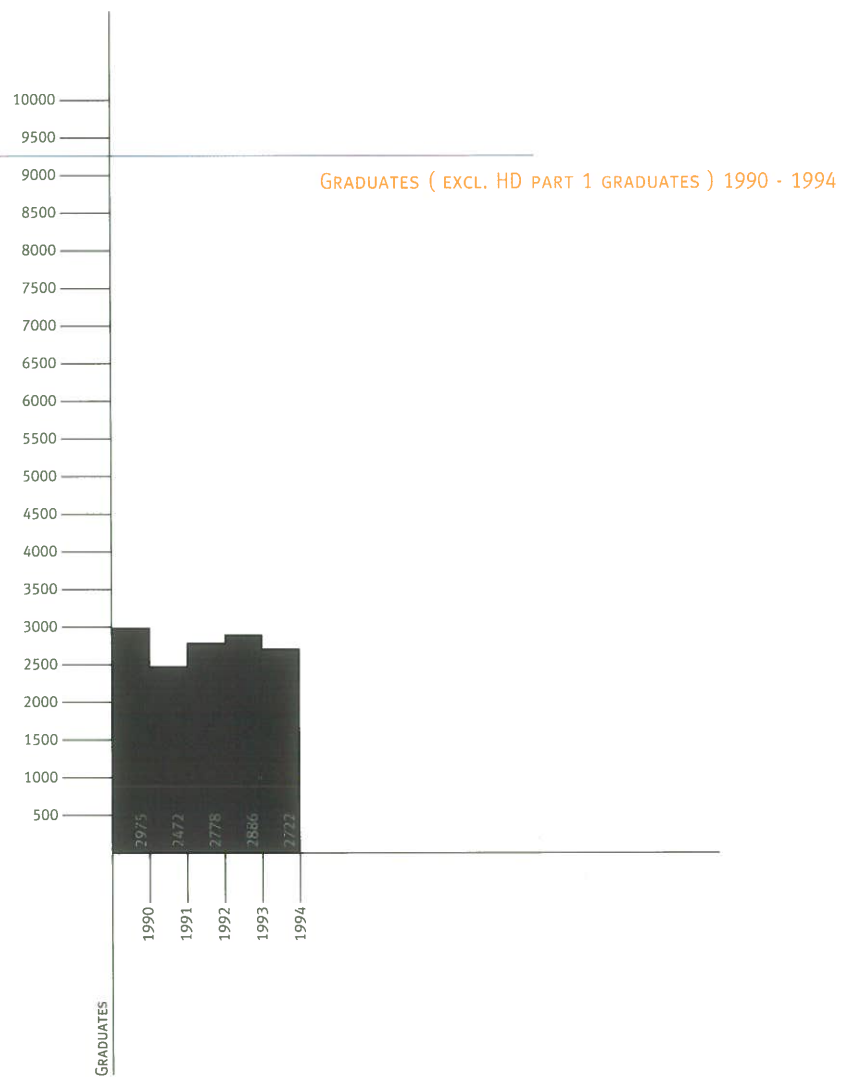


ADMISSION 1990 - 1994

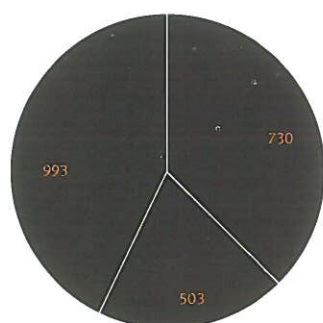


TOTAL STUDENT ENROLLMENT 1990 - 1994





Enrollment in Full-time Programs Total : 2920



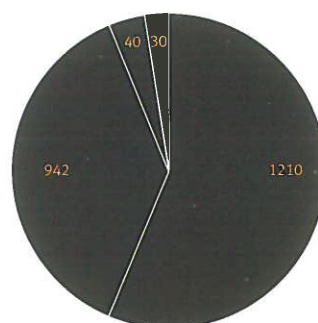
ECONOMICS AND BUSINESS ADMINISTRATION PROGRAMS

B.Sc : 730
B.Sc. SPECIALIZATIONS* : 503
M.Sc.** : 993
TOTAL : 2226

LANGUAGE PROGRAMS

B.Sc : 469
M. LING.MERC.*** : 201
SIGN LANGUAGE : 23
TOTAL : 693

Enrollment - Open University Total : 2898



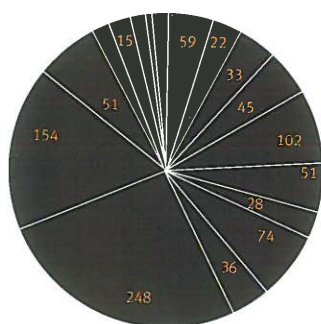
ECONOMICS AND BUSINESS ADMINISTRATION PROGRAMS

HD- PART 1 : 1210
HD- PART 2 : 942
MBA : 30
MPA : 40
TOTAL : 2222

LANGUAGE PROGRAMS

BA LING. MERC. (ONE LANGUAGE) : 473
ED : 203
TOTAL : 676

Number of Foreign Students
Total : 758



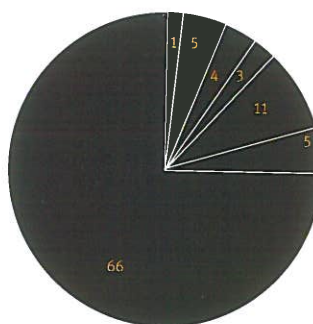
BREAKDOWN BY COUNTRY

FRANCE : 59
HOLLAND : 22
ICELAND : 33
ITALY : 45
NORWAY : 102
SPAIN : 51
SWEDEN : 28
GERMANY : 74
USA : 36

OTHER COUNTRIES : 248

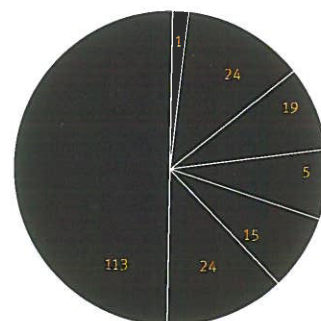
EUROPE : 154
ASIA : 51
AFRICA : 5
NORTH AMERICA : 15
SOUTH AMERICA : 12
AUSTRALIA : 2
UNKNOWN : 9

Academic Personnel



FACULTY OF MODERN LANGUAGES

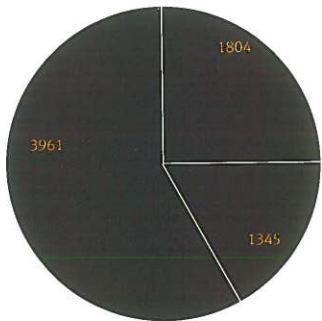
TOTAL 95
PROFESSORS : 5
SENIOR ASSOCIATE PROFESSORS : 4
ASSOCIATE PROFESSORS : 66
HEADS OF SECTIONS : 1
ASSISTENT PROFESSORS : 11
PH.D. STUDENTS : 5
RESEARCH ASSISTANTS : 3



FACULTY OF ECONOMICS AND
BUSINESS ADMINISTRATION

TOTAL 201
PROFESSORS : 24
SENIOR ASSOCIATE PROFESSORS : 15
ASSOCIATE PROFESSORS : 113
HEADS OF SECTIONS : 1
ASSISTENT PROFESSORS : 24
PH.D. STUDENTS : 5
RESEARCH ASSISTANTS : 19

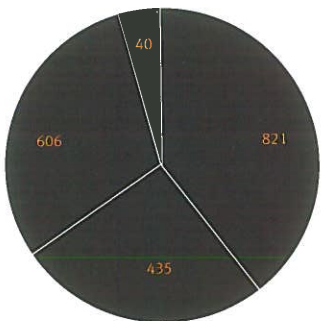
Total Number of Students
in Full- time Programs
Total : 9012



ECONOMICS AND BUSINESS
ADMINISTRATION PROGRAMS

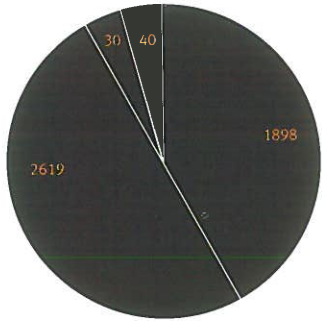
B.Sc. : 1804
B.Sc. SPECIALIZATIONS* : 1345
M.Sc.** : 3961
TOTAL : 7110

Total Number of Students
in Open University
Total : 6153



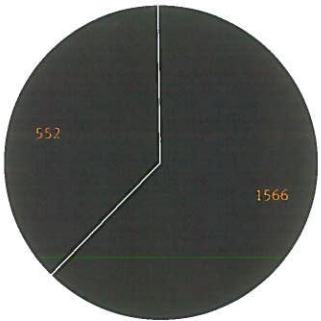
LANGUAGE PROGRAMS

BA : 821
BA LING.MERC. : 435
MA LING. MERC. : 606
SIGN LANGUAGE : 40
TOTAL : 1902



ECONOMICS AND BUSINESS
ADMINISTRATION PROGRAMS

HD- PART 1. : 2619
HD- PART 2. : 1898
MBA : 30
MPA : 40
TOTAL : 4587

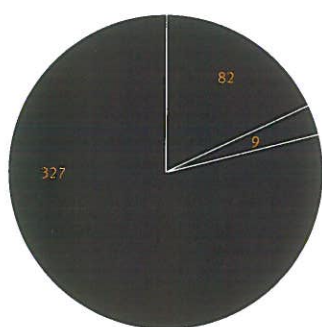


LANGUAGE PROGRAMS

BA LING. MERC.
ONE LANGUAGE : 1014
ED : 552
TOTAL : 1566

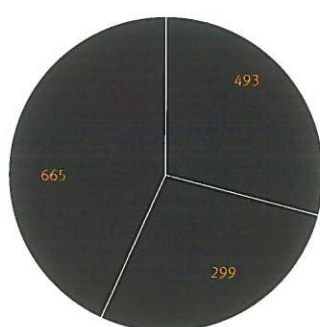
Full - time Programs
Total Graduates : 1875

Open University
Total Graduates : 847



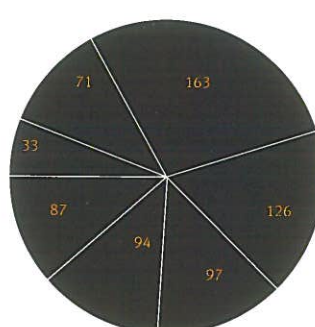
LANGUAGE PROGRAMS

BA LING. MERC. : 327
MA LING. MERC : 82
SIGN LANGUAGE : 9
TOTAL : 418



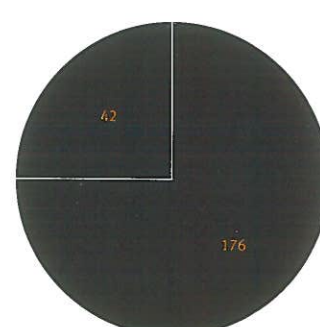
ECONOMICS AND BUSINESS
ADMINISTRATION PROGRAMS

B.Sc. : 493
B.Sc. SPECIALIZATIONS* : 299
CAND. MERC.** : 665
TOTAL : 1457



ECONOMICS AND BUSINESS
ADMINISTRATION PROGRAMS

HD PART 2 : 671
- MARKETING : 87
- FINANCE : 97
- INFORMATICS : 71
- LOGISTICS : 33
- ORGANIZATION : 94
- MANAGEMENT ACCOUNTING : 163
- INTERNATIONAL BUSINESS : 126
TOTAL : 671



LANGUAGE PROGRAMS

BA LING. MERC
ONE LANGUAGE : 134
ED**** : 42
TOTAL : 176

* B.Sc. IN BUSINESS ADMINISTRATION AND COMPUTER SCIENCE - B.Sc. IN BUSINESS ADMINISTRATION AND COMMERCIAL LAW - B.Sc. IN BUSINESS ADMINISTRATION AND MANAGEMENT SCIENCE - B.Sc. IN BUSINESS ADMINISTRATION AND MODERN LANGUAGES.

** M.Sc. IN ECONOMICS AND BUSINESS ADMINISTRATION - M.Sc. IN BUSINESS ECONOMICS AND AUDITING - M.Sc. IN BUSINESS ECONOMICS AND COMPUTER SCIENCE - M.Sc. IN BUSINESS ECONOMICS AND COMMERCIAL LAW - M.Sc. IN BUSINESS ECONOMICS AND MANAGEMENT SCIENCE - M.Sc. IN BUSINESS ECONOMICS AND MODERN LANGUAGES.

*** INCL. MA LING. MERC. (COMPUTATIONAL LINGUISTICS)

**** ADDITIONALLY, 723 CERTIFICATES OF PARTICIPATION ISSUED FOR VARIOUS SHORT COURSES.

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DESIGN: FINN NYGAARD MDD
11 DANES DESIGN © 1995

PHOTOGRAPHER: JØRGEN SCHYTTE

REPRO: EXPERTYPE

PRINT: INTERPRINT, DRY OFFSET

TYPOGRAPHY: JANTE, META

PAPER: ROYAL DONSDIE SILK TINT

COVER: 300 GRAM DONSDIE SILK TINT

INTERIOR PAGES: 130 GRAM DONSDIE TINT

PREPARED AND EDITED BY:

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STEPHANIE W. HADLER, TRANSLATION FROM
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