

**A STRATEGIC ANALYSIS FOR THE CREATION OF A GLOBAL MBA IN  
TECHNOLOGY MANAGEMENT**

By

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# Approval

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## **Executive Summary**

In a time where globalization and technology are shaping the future of management education, the faculty of business at Simon Fraser University has engaged in talks with the Grenoble Graduate School of Business (GGSB) to create a joint MBA degree. The intent of this partnership is to leverage SFU's experience in technology management and international business training with Grenoble's strengths in implementing international business education in order to create a major destination program for both institutions.

The viability of entering such a partnership with Grenoble to develop a Global Management of Technology MBA program is examined here. An external survey of existing partner programs for graduate level international management and for technological management education provides evidence of existing demand for these offerings. However, there are few schools \* that have attempted a combination of two areas of study into an international technology management degree.

An internal analysis determines that a partnership between SFU and Grenoble is feasible based on compatibilities of strategic objectives, curriculum, and key strengths. However, there are some potential challenges. Primarily, the operational differences between the two institutions need to address in order to ensure smooth program delivery. In particular, SFU's trimester system and Grenoble's modular course format need to be harmonized so that joint courses can be delivered to cohorts from both schools.

\*Details on the specific programs can be found in section 3.6 (Market Feasibility)

The decision to enter into, and develop, a partnership with Grenoble should be made based on the following criteria:

- **Brand Enhancement:** How each institution's reputation and standing will benefit from the partnership
- **Cost/Revenue:** The cost to each partner to develop, implement, and maintain the joint program and the expected financial rewards
- **Relevance:** Whether a Global Management of Technology MBA will ultimately benefit the students and make a contribution to the larger community
- **Strategic and Academic Objectives:** Whether a joint program serves the strategic objectives of both schools
- **Transparency and Competence:** How a joint program leads to increased transparency between partners, and leads to a higher level of performance for both faculties
- **Exchange Benefits:** Whether the resulting partnership promotes and increases the exchange of student and faculty between schools

Based on the internal and external analysis, as well as the criteria listed above, it is recommended that a partnership with Grenoble be pursued with the ultimate objective of creating a dual degree program. A phased approach is advised as it allows for addressing potential problems without immediately committing the resources required for a full dual degree program. If the joint program proves successful, options should be explored to create a consortium to address the growing market for technology management education

in India. If the program proves unsuccessful, then the phased approach would allow for a retreat option to less intensive program.

**Keywords:**

Globalization; master's of business administration (MBA) programs; management of technology (MoT); Simon Fraser University (SFU); Grenoble, France; post-secondary education; business education; multi-cultural experience.

## **Dedication**

I dedicate this work to my wife, Rency, whose patience and love has made the completion of the MBA all the more meaningful.

I also dedicate this to my daughter Lauren and our youngest (still in the oven) — you have been my inspiration to push through the hardest parts of this program.

I finally dedicate this to the Father, to Jesus the Son, and to the Holy Spirit. You have put this goal in my heart and mind my Lord... and never let me let go of it. This has only been possible with You, and through You.

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## **BACKGROUND AND OVERVIEW**

Over the past several years, the results of globalization have been felt in all sectors, including the area of higher education. As technology continues to connect the world, the internationalization of higher education highlights the growing need for culturally informed students and faculty in Canada. Higher education must keep pace with the universality of knowledge in the Information Age, the competitive nature of world trade, and the need for cultural exchange. The education of global citizens at the university level now requires real international experience in the form of an understanding of international business processes, cultures, and complex global transactions. This requires an immersion in foreign cultures and their academic institutions. In order for Simon Fraser University (SFU) to fulfill its mandate to innovate and share knowledge in an environment that prepares students, faculty, and staff for an increasingly integrated world, internationalization has become an essential part of its long term strategy.

To this end, the faculty of business administration at SFU has initiated this study of the creation a Global Master's of Business Administration (MBA) in the Management of Technology, specifically in North America and Europe. Data has been collected on existing international MBA programs offered between North American and European universities. A feasibility study examines the possibility of a SFU partnership with a similar program abroad, the Grenoble Graduate School of Business, to create a joint Global MBA program. A balanced scorecard (BSC) analysis looks at the external factors for the creation of a successful Global MBA program, and provides the metrics to measure them.

## **History and Background**

Simon Fraser University, commonly referred to as SFU, is a Canadian public research university in British Columbia with campuses located in Vancouver, Burnaby, and Surrey, British Columbia. SFU has consistently been rated as Canada's best comprehensive university in Maclean's Magazine's issue of annual rankings of Canadian universities ( 1993, 1996, 1997, 1998, 2000, 2008 and 2009). Similar to most public Canadian universities, SFU receives more than half of its funding from taxpayers with remaining resources coming from student tuition fees.

Over its history as a degree granting institution, Simon Fraser University has heavily promoted and supported international collaboration. SFU has worked hard to raise its international profile, hence the slogan, “*Thinking of the World.*” Through partnerships with institutions such as the Salzburg Management Business School (SMBS) for their tourism MBA, and Zhejiang University for the dual degree computing program, SFU has progressed in its international mandate. These international programs have been well received by students and cooperative partners. Through these efforts, SFU has developed and delivered successful undergraduate and graduate-level professional programs while building international relationships.

## **International Collaboration at SFU**

SFU has sought to foster global citizenship and bring the world to its campuses by providing international opportunities for students, faculty, staff, and alumni.

Internationalization has become integral to the research, teaching, and service functions of the university. *Table 1-1* provides a sample of the international partnerships with

which SFU is currently involved at a graduate level in order to illustrate the importance of internationalization in its current strategy. SFU graduates who have participated in international activities already have the academic, language and cultural skills that would not have been possible from studying at SFU in Canada alone. With a formal internationalization strategy, these attributes would be enhanced through the increased frequency and duration of academic and everyday life experienced outside Canada.

Most student exchange programs are typically one or two semesters long, and field schools are normally one semester in duration. In both cases, field schools do not usually provide an opportunity for prolonged interaction between SFU students and the host country. A more integrated international experience would include a Simon Fraser University program in cooperation with a like-minded institution of similar academic quality, in which Canadian and host country students would study in the English.

**Table 1-1 SFU International Profile**

<b>BILATERAL EXCHANGE RELATIONSHIPS: graduate students</b>			
<b>Location</b>		<b>University / Institution</b>	<b>Discipline</b>
Argentina	(Belgrano)	Universidad de Belgrano	Various disciplines
Belgium	(Brussels)	Université Catholique de Louvain	French Cohort Program in Public Administration and Community Services, Engineering, various disciplines
Brazil	(Curitiba)	Federal University of Parana	Various disciplines
Chile	(Santiago)	Pontificia Universidad Católica de Chile	Various disciplines
China	(Beijing)	Tsinghua University	MOT, SMBA
Czech Republic	(Prague)	University of Economics	Business
Denmark	(Copenhagen)	Copenhagen Business School	Business
England	(Manchester)	Manchester Business School	Business
Finland	(Helsinki)	Helsinki School of Economics	Business, Master of Science
France	(Grenoble)	Grenoble Ecole de Management	MBA
	(Paris)	ESCP-EAP European School of Management	MBA
Germany	(Baden-Württemberg)	Universität Mannheim	MBA
	(Konstanz)	Universität Konstanz	PhD, Economics
Hungary	(Budapest)	Corvinus University of Budapest	Business
Italy	(Milan)	Università Commerciale Luigi Bocconi	Business
Korea	(Seoul)	Seoul National University	Business
Netherlands	(Amsterdam)	Universiteit van Amsterdam	Communication
Poland	(Warsaw)	Warsaw School of Economics	Business
Sweden	(Malmo)	Malmo University	Interactive Arts
Taiwan	(Taipei)	National Chengchi University	MBA
	(Taipei)	National Taiwan Normal University	Mandarin Training Centre
	(Taipei)	National Taiwan University	Chinese Language & Culture

\*Source: [http://students.sfu.ca/international/pdf/FacultyStaffPDF/International\\_Profile\\_january2010.pdf](http://students.sfu.ca/international/pdf/FacultyStaffPDF/International_Profile_january2010.pdf)

## **Value Proposition – Global MBA in Management of Technology**

Effective global operations management is paramount in today's global business environment. Consequently, managers will need to master global operations and possess an understanding of technology and the role it plays in organisational strategy. SFU has the capability to offer a program to prepare candidates to understand issues and find solutions to effectively design, deploy, and manage transnational operations. A Global MBA in the management of technology would provide the latest knowledge of these challenges and develop the organizational competencies required to respond to them in an international context. It would also prepare students to effectively manage the interface between information systems and business functions.



Establishing a joint degree program would provide the following advantages for SFU and participating institutions. If successful, the joint degree program would offer an additional revenue stream and enhance SFU's brand along with the Segal MOT MBA brand. A joint degree program would also stimulate multinational teaching collaborations at a high level and strengthen existing relationships between programs, leading to improved educational and research collaboration. Increasing transparency between educational systems would also be another benefit as it will increase the competence of partner institutions through cooperation and with the implementation of a best practice system. The increased transparency proceeding from a joint degree program would promote further competency between the partner institutions. Lastly, a joint degree program offers students an expanded and innovative arena for learning to help increase candidate employability and mobility in a global labour market (Girotti 2010).

## **EXTERNAL ANALYSIS**

In creating a new MBA program that combines both technology and international management specializations, it is necessary to do an initial survey of the external environment to assess the viability of offering such a program. This section examines the existing market for the two specializations separately before examining the options for establishing a partnership with a sister institution. The external analysis also covers the advantages of selecting a partner institution in Europe as well as investigating possible differentiation strategies and identifying potential challenges to developing and maintaining the joint programme.

### **Global MBA Market**

Globalization has had a huge impact on the graduate business education market. While many Western economies have entered a period of recession, other parts of the world continue to prosper and grow, notably in Asia. The major trend business schools are facing is the economic ascendancy of the BRIC countries (Brazil, Russia, India and China) in international business. Many schools have launched Global MBA programs in partnership with these BRIC countries. Globalization has been the primary driver of this demand. This trend has been further accelerated by the rise of emerging economies (China and India, most notably), and by the falling barriers-to-entry in numerous countries. As a result, many business schools have started to offer shorter courses to meet student demand (Banister, 2008).

Universities throughout the world have extended their offerings to provide an array of International MBA programs. Delivery of an international MBA has extended to

part-time programs, allowing students to earn an MBA in the evenings, on weekends, or through distance learning. European MBA programs have become an unquestioned force in their own right—with high-quality programs at leading schools like École des Hautes Études Commerciales de Paris (HEC-France), Instituto de Estudios Superiores de la Empresa, Navarra (IESE), International Institute for Business Development, Lausanne (IMD), European Institute for Business Administration (INSEAD), Ecole Supérieure de Commerce de Paris (ESCP), London Business School, Rotterdam School of Management, and the Grenoble Graduate School of Business (Danko 2005).

### **Technology Management Education Market**

An emerging form of management education for the technical professional is the Graduate Degree in Technology Management. This degree is often a second professional degree to complement a more technical master's degree. However, this graduate degree also emphasizes management as applied to technical subjects. The ratio of technology to management content varies from program to program, with anywhere from a 50 percent technology and 50 percent management to a full management focus. Because of the perceived technical focus of this course of study, professional management is more likely to fund an employee enrolled in a technology management master's degree program regardless of the actual ratio. A program in technology management introduces business acumen and learned management skills, as well as deepens industry knowledge. As a result, such a program brings about added competency commensurate with added managerial responsibilities enhancing the technical professional's self-image and self-esteem (Fortino, 2007).

## **Strategic Alternatives**

In order to enhance a domestic curriculum, some institutions utilize the traditional semester abroad or integrate short-term faculty-led study tours into their full-time and part-time graduate classes. However, several universities have created cooperative full-time MBA programs with foreign institutions, which typically fall into one of following categories:

### **Traditional Semester Abroad**

Traditional semesters abroad are simply a one-way exchange of students from one institution to another overseas. The semester abroad program requires a relatively small start-up cost, and is normally limited to determining course equivalencies and administrative details for these exchanges. An example of this model includes Suffolk University (Delaunay and Blodgett 2006). In this program, full-time students participate in a one-week travel seminar to experience global business first-hand in one of five countries, and complete a three-month professional summer internship outside their home country.

### **Joint Study Programs (Between Two Institutions)**

There are two main definitions/models of joint study programmes. First, a joint study programme refers to situations where two or more institutions collaborate on a study programme, but each institution is responsible for admission and the awarding of degrees to its own students. The programme is developed and managed jointly, but each institution “owns” its students.

Alternatively, a joint study programme can also refer to situations when two or more institutions cooperate on a study programme that leads to a degree at one of the partner institutions. One institution is responsible for the degree and issues the degree diploma. This institution has academic responsibility for the contents of the study programme. The course descriptions must be approved by the institution that issues the degree, and this institution is responsible for assessing the basis for the diploma in relation to the learning outcome as outlined in the programme description. The institution issuing the diploma is responsible for academic approval of the course and for the quality of the programme. If one or more of the institutions that are part of the collaboration is not accredited for the programme of study in question, this institution is not required to apply for accreditation. It is a precondition that the institution issuing the degree has been accredited for courses at the relevant degree level.

While collaboration on a joint study programme is less of a commitment for participating programs than a joint degree (see section 2.3.3), many of the same academic, administrative and practical challenges must be discussed and solved by the partner institutions.

### **Joint Degree (Consortium of Three or More Institutions)**

A joint degree refers to collaboration between two or more institutions on a cooperative study programme leading to a shared degree. This means that all partner institutions are responsible for the entire programme and not just their own separate parts. A joint degree should be understood as referring to a higher education qualification issued jointly by at least two or more higher education institutions (e.g. universities) on the basis of a joint study programme.

A joint degree may be issued as:

- A joint diploma in addition to one or more national diplomas
- A joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma
- One or more national diplomas issued officially as the only attestation of the joint qualification in question.

Depending on the governing bodies involved, the definition of a joint degree can be more narrowly defined as two or more nationally recognized diplomas issued officially by two or more institutions involved in an integrated study programme. A joint degree may also be defined as a single diploma issued by at least two of the institutions offering an integrated study programme.

These programs are generally shorter, ranging between eleven and fourteen months, with students spending at least fifty percent of their time abroad while earning one degree, the MBA, from the coordinating institution. A variation on this model is The Consortium Institute for Management Business Analysis (CIMBA), in which students study in Italy and earn a degree from the University of Iowa.

*Table 2-1* below compares several programs across ten important criteria. It includes all full-time programs having at least two participating partners located in different countries and specifically described as “International MBA,” “Global MBA,” or “International Management” programs on the one of the institutions’ websites. Given the variety of existing models, a group of institutions seeking to develop its own cooperative degree program must determine which model best suits its needs.

**Table 2-1. A Comparison of Full-Time International MBA Programs**

Schools	Web Address	Program	Duration (Mths)	Program Type	Bilingual	# Degrees Offered	Countries Involved	Delivery Model	Fees and Tuition	% of Pgm. Abroad
University of North Florida, University of Provence University of Applied Sciences Cologne	<a href="http://globalmba.unf.edu">http://globalmba.unf.edu</a>	Global MBA	15	Consortium	No	3	3	Combination: classroom and communication through technology	<u>Instate</u> \$ 24,040  <u>Out of State</u> \$ 79,811	50
University of South Carolina Vienna University Of Economics and Business	<a href="http://www.wu-wien.ac.at/inst/imba/">http://www.wu-wien.ac.at/inst/imba/</a>	International MBA	15	Joint Program	No	2	2	N/A	\$40,229- \$68,805	40
Long Island University, European Business School-London, The American University of Paris	<a href="http://www.cwpost.liunet.edu/cwis/cwp/colofman/mba/mba1.html">http://www.cwpost.liunet.edu/cwis/cwp/colofman/mba/mba1.html</a>	Accelerated International MBA	12	Consortium	No	3	3	Full Time	\$47,136	67
Graduate Business School at the Sorbonne, COPPEAD Graduate School of Business, Federal University of Rio de Janeiro	<a href="http://www.cba.gsu.edu/gpmba">http://www.cba.gsu.edu/gpmba</a>	Global Partners MBA Program	14	Consortium	No	4	4	Full Time 14 mths	\$55,000	50
Texas Christian University Universidad de las Américas (UDLA)	<a href="http://www.mim.tcu.edu">http://www.mim.tcu.edu</a>	Master of International Management	24	Joint Program	Yes	2	2	Full Time 2yrs (1yr @ each University)	\$37,400	50
Tippie School of Management of the University of Iowa  The Consortium Institute for Management and Business Analysis (CIMBA)	<a href="http://www.cimba.it/index.jsp">http://www.cimba.it/index.jsp</a>	CIMBA	11 FT 24 PT	Consortium	Yes	3	3	Full Time and Part Time	\$43,500	60

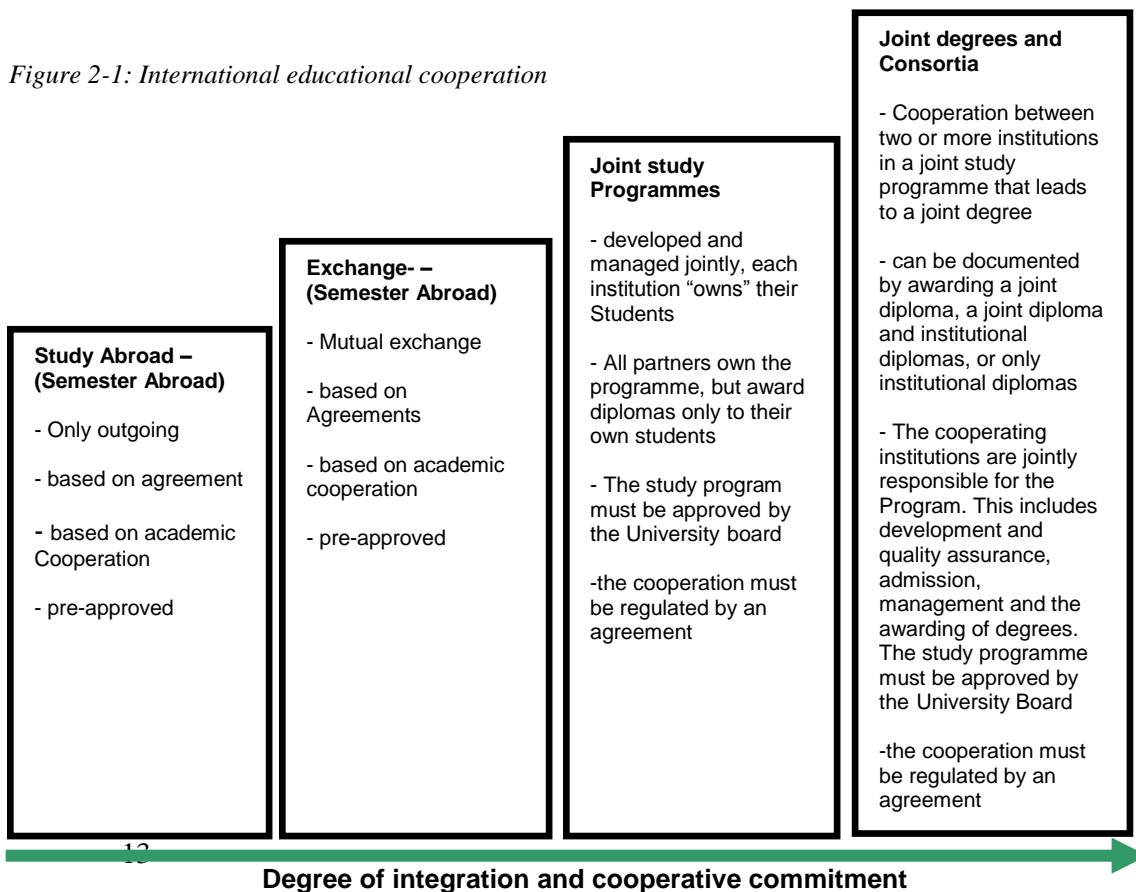
Tilburg University, The Netherlands Turku School of Economics, Finland IAE Aix Graduate School of Management, Université Paul Cezanne Aix-Marseille III	<a href="http://www.immit.eu/">http://www.immit.eu/</a>	International Master in Management of Information Technology	24	Consortium	Yes	3	3	Full Time 2yrs (3 Sem @ each University)	4.000€/ year for EEA-students  9.500€/ year for non-EEA students	67
Lappeenranta University of Technology, School of Business (LSB) in Finland St. Petersburg State University	<a href="http://www.gsom.pu.ru/en/graduate/mitim">http://www.gsom.pu.ru/en/graduate/mitim</a>	Master in International Technology and Innovation Management	24	Joint Program	No	2	2	2 yrs full time 1st semester@ at the GSOM in St. Petersburg, 2nd semester, @ LSB in Lappeenranta	Federally-Budgeted (tuition-free) for RF citizens  N/A	50
Université Paul Cézanne Aix-Marseille III Jenkins Graduate School of Management (North Carolina)	<a href="http://www.mgt.ncsu.edu/mgim/">http://www.mgt.ncsu.edu/mgim/</a>	Master of Global Innovation Management  University Jenkins MBA	12	Joint Program	No	2	2	Fall Semester in France  Spring Semester in US  Summer internship in US, France, or other locations	\$26,598	N/A



## Level of Cooperation

Another practical way to look at the different types of joint degree programs is to measure the level of cooperation between institutions. In developing a global MBA degree, the level of collaboration by the institutions dictates the planning and assessment required in creating the program. The time and financial resources that can be devoted to program development are critical. At one extreme is the traditional semester abroad. As listed above, this model requires little start-up cost, and does not call for extensive planning beyond determining course equivalencies and working out the administrative details of student exchanges. A full joint degree, also known as a consortium, represents the polar opposite, to the point where the program runs almost outside the normal operating parameters of the partners (Delaunay and Blodgett 2006)

Figure 2-1: International educational cooperation



## **Europe as an International Degree location**

Europe may be one of the best places to find a partner institution in creating a Global MBA programme. The European Union has made great strides in an attempt to make itself the centre of a dynamic knowledge-based economy. Moving towards this goal, the European Council instituted a number of policy initiatives intended to deal with low productivity and economic stagnation in the EU. One of the key initiatives instituted was the Erasmus Mundus (European Region Action Scheme for the Mobility of University Students) scholarships and academic cooperation programme, which, according to the Programme proposal, Erasmus World (2002) aims to: “contribute to quality education in the European Union, in particular by fostering co-operation with third countries” (*Erasmus Mundus* 2002).

The Erasmus Mundus programme contributes to the development of human resources and the international cooperative capacity of higher education institutions by increasing mobility between the European Union and those countries. The programme has offered scholarships for students (from the undergraduate to post-doctoral levels) and academics to encourage exchange between European and certain non-European higher education institutions.

SFU has had a strong relationship with European institutions in several undergraduate and graduate programmes. Although the total number of exchange students is not high, SFU has several collaborations on-going with French universities. *Table 2-2* provides a sample of the international activities SFU has undertaken with partner institutions in France.

Table 2-2 SFU Interactions with France

<b>Visa students from France (by fall term)</b>					
	2005	2006	2007	2008	2009
undergraduates	18	11	7	8	22
graduates	5	8	8	6	3
<b>totals</b>	<b>23</b>	<b>19</b>	<b>15</b>	<b>14</b>	<b>25</b>

\*Source <http://students.sfu.ca/international/pdf/FacultyStaffPDF/France.pdf>

**Institutional Relationships**

- **ESCP Europe**— undergraduate and graduate student exchange programme in business
- **Grenoble Ecole de Management (Grenoble)** — graduate student exchange programme for eligible MOT/MBA students
- **Institut d’Etudes Politiques (IEP) de Lille** — undergraduate student exchange programme in Political science

**Consortia**

- **Trans Atlantic Science Student Exchange Programme (TASSEP)**
  - Université Joseph Fourier, Grenoble
  - Université Paul Sabatier, Toulouse
  - Université de Poitiers

**AMIE (Action et mobilite internationale en enseignement)** – Letter of Intent signed in 2010 in support for a student exchange and mobility project.

- : Campus Saint-Jean, University of Alberta, Canada
- : Faculty of Education, University of Ottawa, Canada
- : Institut de formation des maîtres Midi-Pyrénées, Toulouse, France
- : Universidad Complutense, Madrid, Spain
- : Coïmbra Universitade, Coïmbra, Portugal

*International Field School (Université François Rabelais)* — This field school is offered by the French department in French language, literature, civilization and culture in Tours, during the summer semester.

## **Differentiation Strategies**

There are several areas where SFU distinguishes itself from other educational institutions and is able to capitalize on its established reputation. Nationally, SFU has been recognized for its strengths in the liberal arts and sciences, as well as for its innovative interdisciplinary and professional programs. Part of SFU's strength lies in its excellence in research and its ability to build research capability. Currently, SFU's research capacity is being built in five strategic areas: (1) communication, computation and technology; (2) culture, society and human behaviour; (3) economic organization, public policy and the global community; (4) environment; and (5) health (AUCC 2009). Given its rich history and status, SFU has earned national recognition.

Another distinguishing feature that sets SFU apart from the other universities is its unique programme offerings, particularly in its business school, that specialize in areas not normally served by the standard MBA degree offered by other institutions. As it stands, SFU holds the singular distinction of providing the first executive MBA programme in Canada, as well as being the only Canadian university that offers a dedicated MBA degree in the Management of Technology. This serves to illustrate SFU's ability to develop programmes that are able to anticipate the needs of both the business and student marketplace.

As mentioned previously, SFU is differentiated in its global focus. Internationalization has been an important part of SFU's academic strategy for some time. Its 2010 -2013 academic plan mentions internationalization in some key areas as listed in *table 2-3* below (Simon Fraser University 2010).

*Table 2-3 Internalisation Mandate: SFU Academic Plans 2010 - 2013*

<b><i>Goal 1.5 – Increase our International, First Nations and interdisciplinary exposure</i></b>
<i>Supporting objectives and actions:</i>
✓ <i>Increase the number of field schools and international internship opportunities</i>
<b><i>Goal 4.3 - Provide opportunities for students to learn and apply knowledge in local and global communities.</i></b>
<i>Supporting objectives and actions:</i>
✓ <i>Increase learning opportunities within local communities</i>
✓ <i>Increase number of international learning opportunities</i>
✓ <i>Encourage graduate student research in local and international communities</i>

This emphasis in its international relationships also serves as key differentiator for many of its programmes. The ability to present itself as a global institution provides SFU with a competitive advantage in the minds of companies looking for a global perspective in potential employees, and of students who are looking for opportunities to learn at an international institution.

## **Challenges**

Developing the Global MBA is a complex process, requiring the melding of educational cultures. Differences between student and faculty expectations, as well as those of European and North American partners may prove difficult to overcome. A first step is to identify these challenges.

In many cases, Global MBA programmes in Europe have been evolving for over a decade. During this time, the European Union (EU) has committed to the so-called

“Bologna Process,” to harmonize EU educational processes. In particular, degree programmes are based on the Bachelor’s-Master’s degree model of the United States. The Global MBA is among the first Master’s degree products in that process. Negotiating new cooperative programmes will likely be simpler once the Bologna Process has been completed. It should be noted, however, mandating maximum classroom size by limiting the number of cohorts may create a suboptimal student mobility model.

There are a number of other possible issues that may complicate the development of a truly international joint MBA programme. First, there are differences in structures and governance between institutions (e.g. tuition rates, academic calendars, administrations, etc...). For SFU and Grenoble, this means negotiating the differences between the trimester system utilized in SFU and the modular course structure being offered in Grenoble. Also, students must complete admission paperwork for all three institutions (admissions applications, transcript evaluations, etc.). In terms of admissions, high GMAT scores are difficult for even the brightest European students due to issues such as cultural bias and unfamiliarity with techniques for taking objective tests. There are also possible concerns about how faculty qualifications abroad should be viewed and accredited.

### **External Analysis Summary**

From the analysis provided in this section, it is apparent there is a potential market to be served by providing a Global MBA in technology management. The rise of the BRIC countries and impacts of globalization on business education have led many business schools to bring an international component to their programs in one form or another. On the other hand, the rise in demand for graduate-level management training aimed at

technology professionals has led to a number of programs to satisfy this need. An overview of existing international MBA programs is provided. This section also reveals some potential challenges to bringing a combined program to market since the risks involved with creating such a program increase as the collaboration and relationship between participating institutions become more involved.

## **INTERNAL ANALYSIS**

This feasibility study evaluates a possible partnership between SFU and Grenoble's graduate business programmes to determine the difficulty in carrying out the design and implementation of joint MBA degree. Further feasibility studies are advised preceding further program development and implementation.

### **Academic Feasibility**

The first issue to address is how to ensure the Global MBA is a coherent, holistic programme of study and not just a curriculum consisting of separate, loosely compounded modules. The second issue is how to implement learning outcomes in agreement with modules, student workload, and teaching units as defined by the consortia.

Two factors play into the academic feasibility of creating and running a joint MBA technology program:

#### 1) Complimentary Academic Objective

Establishing a unified set of goals and objectives for both institutions is essential to keep the development process on track, and to help navigate around any potential proprietary issues. The result of the collaboration would be a program that neither institution can offer on its own.

In general, however, a collaborative degree program should have the following goals in mind:

- Be relevant to society and working life.



- Find accordance with the strategic and academic priorities of the university and its academic communities within an academic field where the university has relevant competence.
- Stimulate increased mobility and strengthen collaboration on research and development projects among the university's own students and among teachers.
- Be supported by the academic community and by the institution as evidenced by the availability of academic, administrative and economic resources.

## 2) Complimentary curriculum

Of concern is how to negotiate core courses between the two institutions. The core of the joint program is the unique curriculum it delivers. Between Grenoble and SFU, this is a combination of the technology and international specialties. It is important to structure the core curriculum to avoid redundancies between the two schools, while capitalizing on the elements within each individual program and institution. Courses common to all MBA programs may be covered from the perspective unique to each individual program (e.g. MOT would cover strategy from a technological point of view, and the MIB program would focus more on strategy from a more global perspective). *Table 3-1* below serves to show the courses that are shared, similar, and are unique to each program. As mentioned above, the common or similar courses can be taught in the host institution provided there a level of transparency between partners to ensure cohorts from both institutions work from a common base. The courses unique to each program can then be taught jointly. Specific delivery methods for the joint courses will be discussed further in this paper.

*Table 3-1 A Curriculum Comparison: SFU MOT and Grenoble's MIB*

SFU MOT MBA CURRICULUM	GRENOBLE MIB CURRICULUM
<b><u>COMMON COURSES</u></b>	
<p><b>Financial and Managerial Accounting</b>            This course explores concepts and principles in financial accounting from the user perspective and use of accounting information for managerial decision making.</p>	<p><b>Financial Accounting</b>            This module is designed to be an introduction to accounting and financial reporting in a multinational environment. Accounting information, in the form of financial statements, is used for planning, control and decision making. This module looks at the analysis of accounts and financial information from the point of view of the users (manager and investor) rather than the preparer (accountant) of information and emphasizes the international dimension of financial reporting.</p> <p><u>Managerial Accounting</u>            Managerial accounting information, like financial accounting information, is used for planning, control and decision making. Managerial accounting information is dedicated to internal decision makers who need to analyze and understand where and how profits are created in the company (or in part of it), and who needs to compare profits according to different scenarios.</p>
	<p><b>International Accounting -</b>            Accounting within any particular country is now affected by international developments, and multinational companies are moving toward international standards.</p> <p>The aim of this course is to broaden students' understanding of accounting by setting study in an international context. International accounting is primarily concerned with:</p> <ol style="list-style-type: none"> <li>1. Accounting for international transactions</li> <li>2. Comparison of accounting principles in different countries and,</li> <li>3. Harmonization of diverse accounting standards worldwide</li> </ol> <p>By considering topics such as the factors influencing the development of accounting and reporting around the world; as well as the format and content of financial statements, students should develop an ability to effectively read and interpret financial statements.</p>
<p><b>Managerial Economics</b>            Students are introduced to basic concepts in microeconomics, and explore the relevance of economic reasoning to managerial decision-making, both tactical and strategic. The importance of economic concepts, models and quantitative applications will be emphasized and applied to problems regularly encountered by technology managers.</p>	<p><b>Economics</b>            To introduce students to the fundamental concepts within micro-economics related to markets demand, production, costs and market structure.</p> <p>To enable students to understand the interaction of companies and their market.</p> <p>To introduce students to the fundamental concepts within macro-economics related to economic output, growth, capital accumulation, fiscal and monetary policies, and international trade.</p>

### **Strategy**

How technology-based firms develop and implement strategies to create renewable advantage is the basis for this class. The module treats strategy as a complex phenomenon needing to be viewed through different lenses in the light of the challenges of the fast-moving knowledge economy.

### **Marketing**

What differentiates high-tech markets from more traditional ones is the environment - shrinking product life cycles, rapid changes in information and knowledge, and great uncertainty about competitors. This course teaches techniques for developing and executing marketing strategies in technology-intensive markets.

### **International Management**

Technology firms today are "born global" in terms of markets, production, and research and development. Topics include cultural intelligence, comparative management and international business.

### **Applied Finance**

### **Business Strategy**

Develop principles of strategy, strategic planning, strategic management, and a framework for strategic analysis and decision-making, through intensive class discussions of articles, textbook readings, videos and short lectures.

Acquire and strengthen strategic management skills through application to real life business challenges and opportunities presented in business cases and articles

### **Marketing Management**

In this module students will learn and apply the basic concepts, practices and principles of marketing, and understand the role of marketing in the company and its relation with other functions. Students will learn how effective marketing based on an understanding of the customer and the customer's needs, creates value for customers and therefore profits for the company.

On completion of this course the student should be able to:

1. Understand the major challenges of marketing today.
2. Understand the elements of the marketing mix.
3. Design a Marketing Plan and apply the elements of the marketing mix which correspond to the company strategy.

### **International marketing - INTERNATIONAL FOCUS**

In this module students will build on the basic principles of marketing from the marketing management module and learn to apply the concepts, practices and principles of marketing in an international context. On completion of this course the student should be able to:

1. Understand the major challenges of international marketing environments.
2. Understand the adaptation which may be required to the international marketing mix.
3. Apply the marketing concepts in the international marketing context.

### **Cross-Cultural Communication**

The objectives of this module are to help participants develop greater awareness and sensitivity towards the cross-cultural idiosyncrasies and issues involved in today's international business arena and to challenge the opportunities and perceived threats encountered when managing and negotiating in an increasingly complex multicultural environment. A theoretical framework will be provided whilst drawing upon students' personal cultural experiences.

### **International Negotiation - INTERNATIONAL FOCUS**

The objectives of this module are to make the students sensitive to cross-cultural problems in negotiation situations while developing their basic negotiation skills.

Students will be prepared for working in multicultural environments and for conducting business internationally.

### **Corporate Finance I AND II**

The basics of applied finance as it relates to raising capital are the main point of discussion. Other topics include business valuation techniques, evaluating merger and acquisition opportunities and evolving Internet business models.

The investment/financing decision is important to all sectors of the economy and perhaps the single most important decision faced by managers of corporations is the selection and the financing of investment projects that maximize the shareholders' wealth. This seminar will provide the students with the elementary financial techniques used to evaluate the opportunity of investing.

#### **International Financial Management - INTERNATIONAL FOCUS**

The international financial environment is increasingly complex. Multinational firms, as compared to purely domestic ones have greater opportunities in terms of diversification, scale economies, and larger cost effective financing sources. On the other hand they also face greater risks: political instability, exchange rate fluctuations, and complex fiscal regulations. Since, multi-nationality is an increasing feature of modern business, managers of firms (be they international or domestic) must have some of the knowledge and skills required by multinational business. The rapidly increasing integration of capital markets renders this even more imperative. This course is, therefore, intended to expose students to the concepts, techniques and instruments of international financial management.

#### **Ethics**

How to navigate the moral quandaries, issues and debates raised by direct participants and stakeholders in the high-tech economy are explored. Topics include character building practices, moral stages in the high-tech career, corporate social responsibility, the role of reputation capital in the high-tech firm, and the moral and legal obligations of the expert.

#### **Business Ethics**

Course overview coming soon!

### **CURRICULUM SIMILAR TO MOT and MIB**

#### **Strategic Use of Information and Knowledge**

This course will demonstrate through cases and discussions how information can be used to support decision making, monitor operations, and enable global communications. Topics include knowledge management and information technology to support a learning organization.

#### **Managing Technology**

The objective of this module is to analyze the interplay and relationships between management and technology within the full spectrum of the corporation: strategy, organizations and people.

The specific objectives of this course are:

1. to help participants in acquiring the main conceptual frameworks and practical tools related to technology and management,
2. to develop participants' skills in mastering the dynamics of technological change.

The technology-management interplay will be explored from two perspectives: (1) the management of high-tech firms and (2) the impact of technology on business processes, whatever the technological intensity of the company.

#### **Information Systems**

Information Systems (IS) and their associated technologies are critical to the provision of business opportunities and the achievement of business objectives. The design, implementation and management of such systems are a challenging process which requires strategic planning and management. IS applications will become complex as they will need to cross organizational and international boundaries as a result of the continued development of electronic digital data transmission, globalization of trade, the growing sophistication of Internet based systems and the need to deliver e-business systems.

### **Managing Self and Others**

This is an intensive three-day experience where students discover what they would actually do when confronted with the reality of working in a company with multiple interdependencies, financial and geographical constraints, and a complex and changing environment.

### **Organizational Behaviour**

The module aims to provide participants with knowledge of how organizations function to achieve effective and efficient performance and of the managerial approaches to encouraging, motivating and leading employees to enable them to perform effectively.

## **CURRICULUM UNIQUE TO EACH RESPECTIVE PROGRAM**

### **Product Management**

New product development, strategy and processes, including customer-based research methods are covered.

### **International Business Law**

To provide the students with in-depth knowledge of the legal aspects of international business.

To examine how legislation and regulations impact on international business worldwide and how the international manager can develop international strategies which take into account foreign legislation.

To develop the skills of legal research, organization of the researched material, team work, public speaking, through group oral presentations of GATT related and trade areas (NAFTA, E.U.) topics.

### **Regulatory Affairs in Biotechnology**

Aimed at individuals seeking a big picture of the regulatory process, this course focuses on FDA regulatory requirements as they pertain to biotech and pharmaceutical companies.

### **International Business**

The objective of this module is to understand the general environment of international business.

Through discussion of cases the module aims to improve the student's ability to identify and resolve business problems related to the international environment and to become intelligent consumers of the business news.

### **Business Development in Biotechnology**

Examines the concept of development with a description of the stages, milestones, time requirements and costs associated with developing new drugs. Regulatory perspectives will be examined. The course also examines the strategic alliances and partnerships that are critical to a successful biotech business, as well as intellectual property protection.

### **Global Trade Development**

Part 1 presents the international trading environment and the relations between developed and developing economies at a macroeconomic level. There will be a particular focus on trade blocs, a major and fast-evolving influence on international trade activity. Other issues include the role of institutions such as the WTO, and the continuing use of protective policies in various states.

The overall aim is to provide the platform needed to follow Part 2 of this module, 'Business Operations in Emerging Economies' which will examine operational or microeconomic questions in a number of countries.

### **Innovation**

### **Corporate Web Communications**

This course examines successful product and process innovations in industry, as well as the effective organization and management of the technological change process in new ventures, multi-divisional and multinational enterprises.

### **Business Operations Design**

This course uses systems theory and process design as key elements to explain fundamental choices in organizational design.

### **Leadership for the Technology-Driven Enterprise**

This course teaches developing and balancing critical management competencies at the individual, interpersonal, team and organizational levels. Focus is on effective organization, motivation and leadership.

### **Project Management**

In high technology firms, projects are a way of life. The introduction of a new product or service, the redesign of an information system, and the opening of a new warehouse, are all examples of projects that the technology-driven manager may encounter. This course demonstrates how complexity can be managed in a manner that increases the probability of project success.

This course is designed to allow the students to plan an effective company web presence.

Identify what an "effective company web presence" should be

Analyze the characteristics of an effective company web presence

Understand internet terminology for analysis and communication

Communicate and justify technical needs for an effective web presence.

### **Business Statistics**

The major objective of this course is to help you to learn how to collect, summarize and interpret data to make more effective decisions. In addition, by participating in the class and completing work you should become familiar with the use of computers to assist you in performing a variety of statistical analyses

### **International human resource management**

The objective of this module is to understand the HRM issues and problems linked to the internationalization of business (including expatriation and repatriation).

### **Foreign Languages**

#### Level 1

To introduce the total beginner to the French language. Students should learn how to manage in every day situations and also understand aspects of French culture through the language.

#### Level 2 / 3

To reactivate high school French for "false beginners," to increase fluency, gain confidence and continue to consolidate the basics. Acquiring skills related to specific business language and situations.

#### Level 4

To develop oral and written communication in professional situations. Business French will be acquired by focussing on activities such as presenting and comparing results, figures, negotiation, expressing opinions, presenting an argument. The discussions in class will illustrate wherever possible various aspects of French culture and topics in the news.

## **Technology and Systems Feasibility**

Technological feasibility at this point is necessary to determine whether the joint program MBA has the capability, in terms of software, hardware, personnel and expertise, to handle the completion and implementation of the program.

In terms of course delivery, a number of technologies that can come into play:

- **Videoconferencing**

Interactive videoconferencing allows students and faculty at multiple locations to see, hear, and communicate with one another. Because these courses require access to specialized equipment, students must go to a videoconferencing site. SFU has video conference facilities available in both its Burnaby\* & Vancouver campuses. Particularly for the Segal campus, classrooms can be outfitted with video conferencing capabilities as needed\*\*.

\*WMC 2522 (Capacity: 30)

\*\* *Meeting, Event and Conference Services* can be contacted to arrange the setup (<http://www.sfu.ca/mecs/>)

- **Internet**

Courses delivered over the Internet often, but not always, use the World Wide Web. They may include material to read online, exercises to complete online using interactive forms, discussion forums to exchange ideas with the professor and other students in the class, and many other types of instructional activities. Most Internet courses are asynchronous, meaning there are no live sessions or fixed meeting times, which makes this method especially attractive to working adults with busy schedules. Students can participate from any computer with an Internet connection. For SFU, WebCT is used as a means to deliver online content

and may be used in conjunction with existing technologies used by Grenoble.

While WebCT has met with mixed reviews, it is possible for full utilization of this technology as it matures.

- **Live Video Streaming**

Video streaming is a common method for distributing live or stored video over the Internet. For live streaming, the instructor's lectures or presentations are digitally encoded and distributed over the network in real time. Class members can watch and listen to the instructor using a networked computer and media player software, such as Windows Media Player or RealPlayer. Some video streaming classes have a toll-free telephone number so students can call in with questions. Live streaming classes adhere to a fixed schedule of meeting times. Some are also archived, which means you can watch the video at a later date and time if you happen to miss a session. For delivering a joint program with Grenoble, SFU can use its existing *Illuminate Live* as an online synchronous audio/visual platform to deliver courses in real time. This particular technology has been well received in the current MOT MBA program and would hold a strong potential for use in courses where student mobility would be desired but prohibitive.

## **Operational Feasibility**

Depending on the level of collaboration between institutions, issues related to teaching and grading are the responsibility of the institution with the academic responsibility for the module. Appeals about grading or technical errors in connection with exams will be the responsibility of the respective authority in the country



responsible for examination coordination. It is likely that the collaborating institutions use different grading systems. It is desirable that the grades are stated in both the original system and converted by common agreement. SFU must be aware of the fact that the use of the grade scale A-F is qualitative/criterion-based. It is important to provide the students with detailed information about any differences in grading and assessment.

### **Schedule Feasibility**

A project will fail if it takes too long to implement beyond the planning stage. Schedule feasibility is a measure of how reasonable the project timetable is. Given the current calendar between the different programs, are the project deadlines reasonable? More importantly, is support for an extended partnership dependent on any dates or milestones that need to be met?

Another part of the schedule feasibility examination should include course delivery dates. While courses common to each program can be delivered asynchronously, courses offered to a joint cohort must fit the overall program delivery scheme for both institutions. For SFU & Grenoble, this may provide some additional challenges owing to the differences between SFU's trimester versus Grenoble's modularised course format. This issue can be resolved if the joint courses are offered as intensives wherein they are taught over a full weekend or over the course of a student residency.

### **Economic Feasibility**

Economic analysis is the most frequently used method for evaluating the effectiveness of a program. This is also known as cost/benefit analysis, and the procedure

is to determine the benefits and savings that are expected from a candidate system and compare them with costs. If benefits outweigh costs, then the decision is made to design and implement the system.

### **Cost to Set-up Infrastructure and Hire Staff**

The first step in this process is to identify what the costs would be for developing and delivering the entire program to one cohort. Estimates in *table 3-2* are calculated based on alternative cohort sizes of 15, 20, 25, and 30. A presentation of these data allows decision-makers the opportunity to examine the array of alternatives and determine an appropriate course of action. While further cost & revenue calculations will be necessary as the program moves towards implementation, *table 3-2* shows that enrolment must go beyond 15 students per cohort in order for the program to break even.

*Table 3-2 Cost Analysis table*

<b>Cost Per Cohort</b>	<b>Cohort = 15</b>	<b>Cohort = 20</b>	<b>Cohort = 25</b>	<b>Cohort = 30</b>
Faculty salary*	\$175,000	\$175,000	\$175,000	\$175,000
Course development	\$92,000	\$92,000	\$92,000	\$92,000
Program coordinator **	\$55,000	\$55,000	\$55,000	\$55,000
Student services	\$98,000	\$98,000	\$98,000	\$98,000
Marketing	\$50,000	\$50,000	\$50,000	\$50,000
Subtotal	\$470,000	\$470,000	\$470,000	\$470,000
Administrative overhead	\$16,500	\$16,500	\$16,500	\$16,500
<b>TOTAL COST</b>	<b>\$486,500</b>	<b>\$486,500</b>	<b>\$486,500</b>	<b>\$486,500</b>
<b>Projected Revenue***</b>	<b>\$465,000</b>	<b>\$620,000</b>	<b>\$775,000</b>	<b>\$930,000</b>
<b>Projected Profit/Loss</b>	<b>\$ -21,500</b>	<b>\$133,500</b>	<b>\$288,500</b>	<b>\$443,500</b>

\*This assumes program director salary, benefits and percentage of time allocated to a single cohort for life of program (22 months), and also includes part-time faculty salaries.

\*\*This assumes program coordinator salary, benefits, and percentage of time allocated to a single cohort for life of program (22 months).

\*\*\*Projected revenue is based on the number of students in the cohort times the tuition rate (MBA MOT -> \$31,000/ student).

The resource requirements for new program offerings are estimated from a variety of data sources. Faculty and staff salary calculations are straightforward and derived from the workload projections. In *table 3-2*, faculty and staff salaries represent the portion of time that will be dedicated to a single cohort (over the life of the cohort) and prorated accordingly. All of those costs are based on an established per course figure. Some other costs are calculated as a percentage of a unit's total budget. Once the marketing effort level is established, the marketing director provides estimated costs based on the type of advertising required for the new product, such as direct mail, brochures, web, and print media. The administrative overhead represents the costs associated with the percentage of time others spend in support of the program. This cost includes deans, department chairs, and other administrative staff. The university typically does not underwrite the start-up costs of new programs. In large part, this is a business decision based on the limited state funding that the institution receives annually. The funding pattern, as well as the institution's entrepreneurial culture, requires that new programs provide evidence of both scalability and profitability.

Joint Programmes may require to institutions to provide supplementary investments to cover the additional costs for the organisation and implementation of programmes. These investments can be either in the form of additional human resources, additional services and scholarships, or direct monetary support.

### **Tuition Fees**

Between North America and Europe, there is great diversity in national legislation concerning tuition fees. In some countries, such as the United Kingdom, the Netherlands,

and Portugal, all students pay tuition fees; whereas in others, such as some Scandinavian countries, tuition charges have not been introduced. This variation is also reflected in the fees being charged in Joint Programmes. Legal constraints are the main explanation for not charging tuition fees. This occurs in countries where these fees are either not legally possible, or are the result of a long tradition of “free” university education. Some examples include Norway, Germany (some Federal States), Austria, the Czech Republic, and Sweden.

Not all partners in the consortia charge the same tuition fees. In some cases differences are explained by the legal restrictions in some countries. One existing model to overcome this obstacle consists of one member (co-ordinator) of the consortia collects fees for distribution to all the partners. However, in some cases this policy is forbidden by national legislation, e.g. Norway. Some proposed consortia partners charge very low fees or none at all. This means that institutions have to invest their own resources or rely on government grants. From the programme’s perspective this leads to a growing dependence on the institutions. This may be a positive development, however, as investments made out of non-financial motives may have a positive impact on the quality of the programme. Also, such sources of funding may prove to be more stable when facing difficulties with external funding.

### **Scholarships**

Public sources (Federal, state, university) should be prevailed upon over non-public sources. However, the programmes should be encouraged to consider contact with business sponsors as well. This could have positive side effects on the employability of their graduates and curriculum design. Merit should always be the dominant criterion to

register a student and award a scholarship. For MOT students, the current scholarships available\* may need to be expanded to reflect on the new global nature of the program.

\*A list of available scholarships for MBA MOT students can be found in <http://business.sfu.ca/mot/at-a-glance/scholarships.php>

## Market Feasibility

On their own, there is already an established demand for international and technology focused MBA programs (TOPMBA, 2010). Separately, they already cater to a niche market, but together the whole may prove to be greater than the sum of its parts. There are currently only two other joint programs that combine both international and technology management training. The lack of these combined international technology graduate programs demonstrates the challenges faced in developing and implementing a specialized program this broad in scale.

## International Technology and Innovation Management (MITIM)

Country:	<u>Finland</u>	Duration:	24 Months
City:	Lappeenranta	Start Date:	August
Educational Form:	✔ Taught	Languages:	English
Education Variants:	✔ Full Time		
Special:	✔ Joint		

MITIM programme is a result of co-operation between two business schools: Lappeenranta University of Technology, School of Business (LSB) and *The Graduate School of Management (GSOM) of St. Petersburg State University*. The MITIM programme is designed to provide future managers with the analytical and managerial skills necessary to succeed in the international field of business technology and

innovation. The programme leads to the degree of Master of Science in Economics and Business Administration at LSB, and a Master of Management at GSOM. Hence, students admitted into the programme receive a degree certificate from both universities.

The co-developed courses emphasise the cross-border nature of the programme. The students of the programme take classes at the GSOM during the first semester and at LSB during the second. During the third semester, all of the students may choose to study at LSB or at the GSOM.

**IMMIT: International Master in Management of Information Technology**

Country:	<a href="#">Netherlands</a>	Duration:	20 Months
City:	Tilburg	Start Date:	September
Educational Form:	✔ Taught	Languages:	English
Education Variants:	✔ Full Time		
Special:	✔ <a href="#">Erasmus Mundus</a>		
	✔ Joint		
Application Deadline:	Pls check our website: <a href="http://www.immit.eu">www.immit.eu</a>		
Annual Tuition Fee:	€ 4000 € 9500 (non-EEA)		

The IMMIT program is designed to prepare students with a background (bachelor) in either business and/or information technology/computer science to become "hybrid" managers between Information Systems and business functions within an increasingly international business context. The program aims to prepare candidates to understand the issues and to find the solutions that are needed to effectively design, deploy and manage the necessary global operations. In the program, all participants are gathered in a cohort. In addition to the contribution provided by third-country scholars, executives from several European Firms contribute to IMMIT as guest speakers at the three universities to reinforce the cross-cultural aspects of the programme

## **Resource Feasibility**

Joint degree programmes are more demanding in terms of resources than ordinary study programmes. The costs relating to joint degree programmes are considerable in connection with the planning and running of the programme. The costs depend on whether or not the institution is a coordinator, the number of partners, and access to external funding. Operating expenses relating to a joint degree programme are expected to be covered by the faculty/department operating budget, and alternatively by the consortium operating funds (not tuition fees) or other external funding sources. It is therefore important that the financial consequences and the need for administrative resources are clarified as early as possible.

It is possible to apply for operational funding from the Erasmus Mundus II program. It grants operational funding to the collaborating institutions, and scholarships to European students and third-country (i.e. countries outside the E.U.) students. Financial support for an Erasmus Mundus programme presupposes that the programme has already been developed and can be started shortly.

## **Internal Analysis Summary**

In this chapter, several criteria were laid out to assess the viability of entering a joint partnership to create a Global MOT MBA. While a relationship with Grenoble is certainly feasible based on the existing exchange program with SFU's MBA MOT, the factors listed in this section help assess the level of difficulty that will be encountered as well as bring to light any potential issues moving forward.

## **OPTIONS SUMMARY and ANALYSIS**

With previous examinations of the external market and the internal feasibility study on collaborating with institutions in France, possible options for partnership are outlined below. The options available with SFU for the partnerships follow from the strategic alternatives presented in the external analysis. The decision tree depicted in figures 4-1 to 4-3 outlines the options available and decisions that have to be made. The key decision nodes are 1) whether to partner with Grenoble on a Global MOT MBA, 2) whether to begin a partnership with a part-time program only, or a part-time and full time, and, 3) whether to begin with a joint degree program, or whether to begin with a joint study program, and migrate to a joint degree program if that would add extra value. Beyond that, the decisions that need to be made will depend on how successful the program is in terms of the level of enrolment. This is represented in the chance nodes in figures 4-2 and 4-3. Thus, the five options are: 1) Abandon, 2) Joint Study (part-time), 3) Joint Degree Program (part-time), 4) Joint Study (part-time and full time), and 5) Joint Degree (part-time and full time). Note that the “abandon” option leaves us with the status quo of an exchange program with Grenoble.



Figure 4-1 Decision Tree for Global MBA MOT initiative

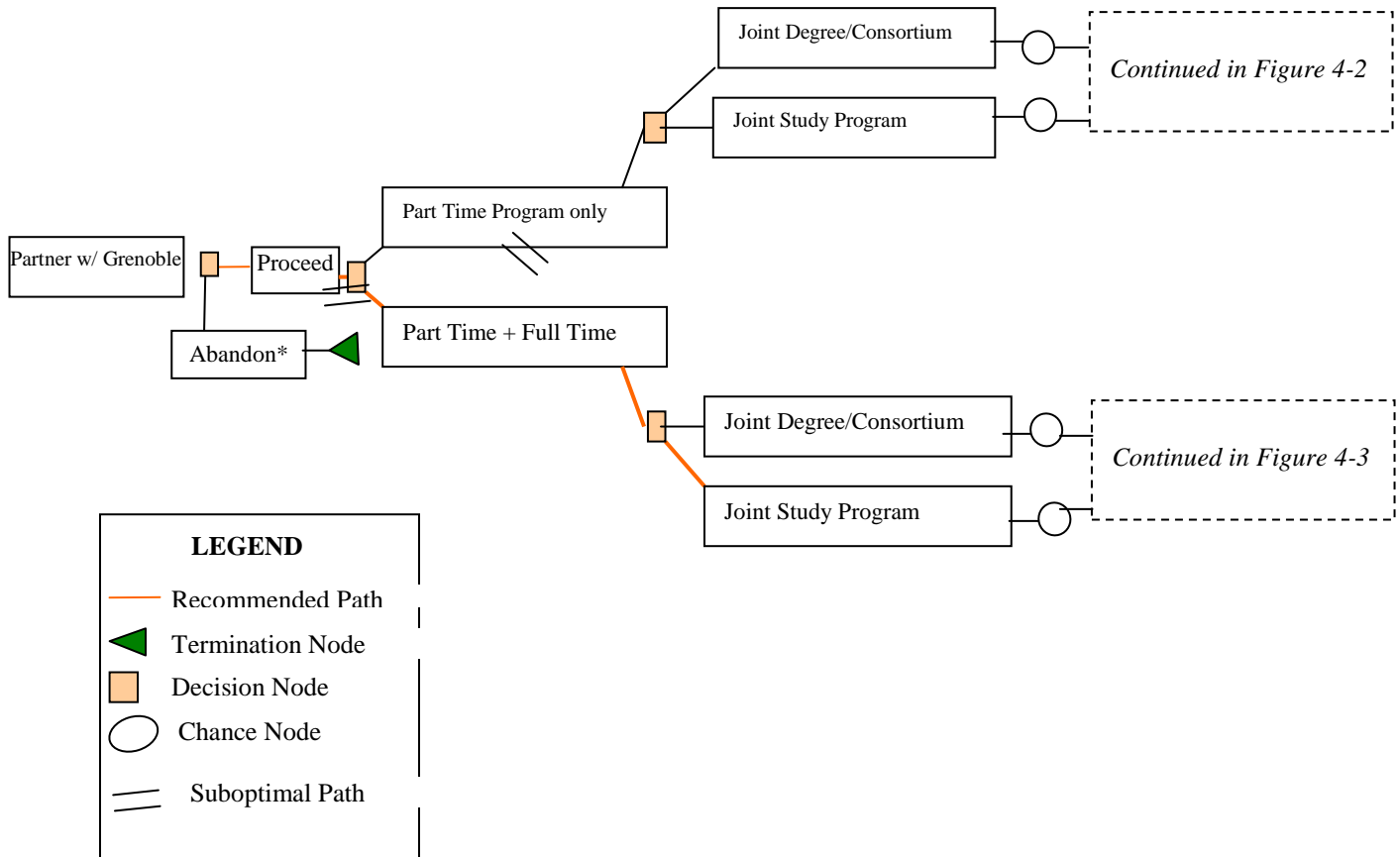


Figure 4-2 Decision Tree for Global MOT MBA Initiative (Part Time only)

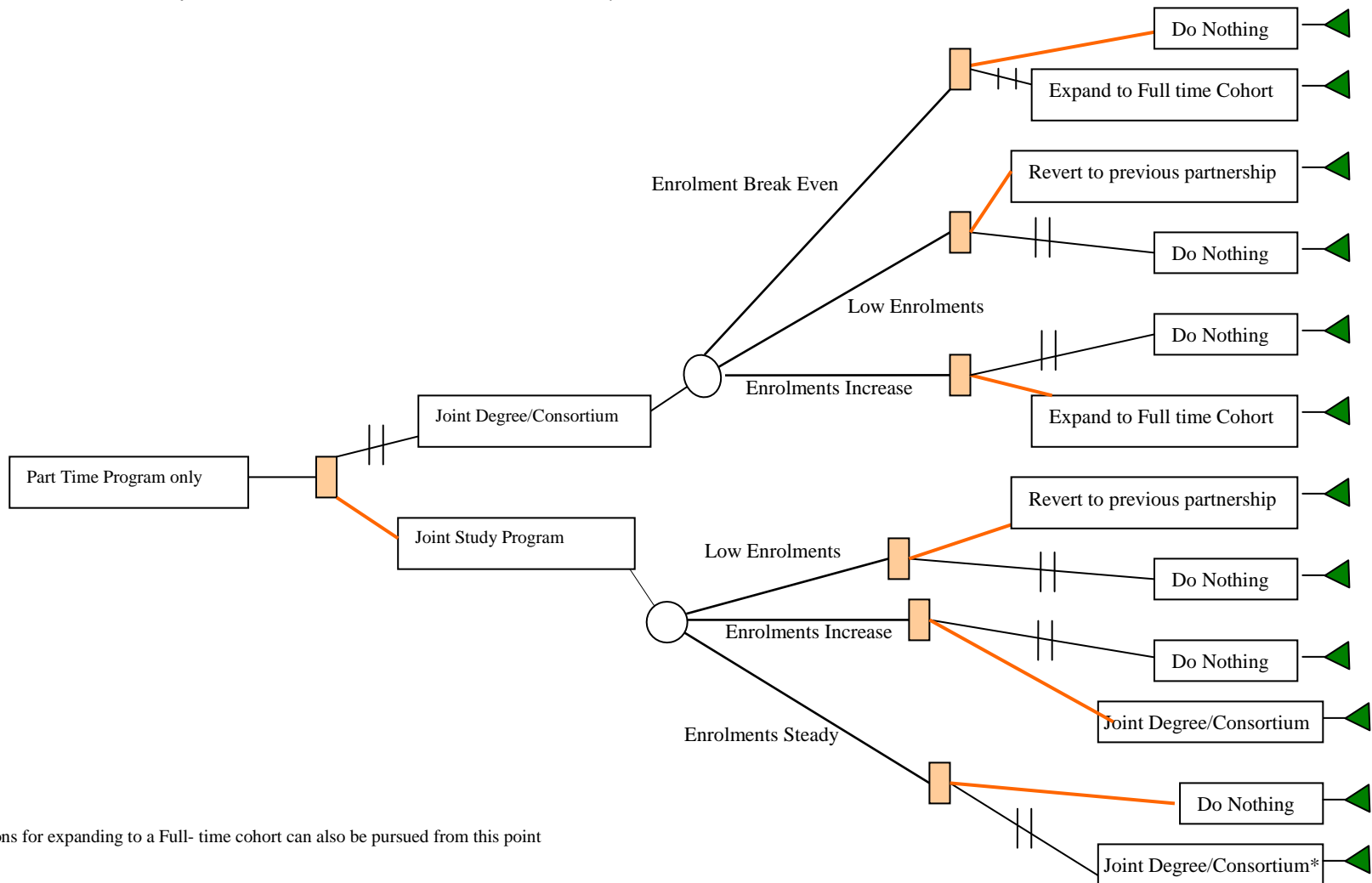
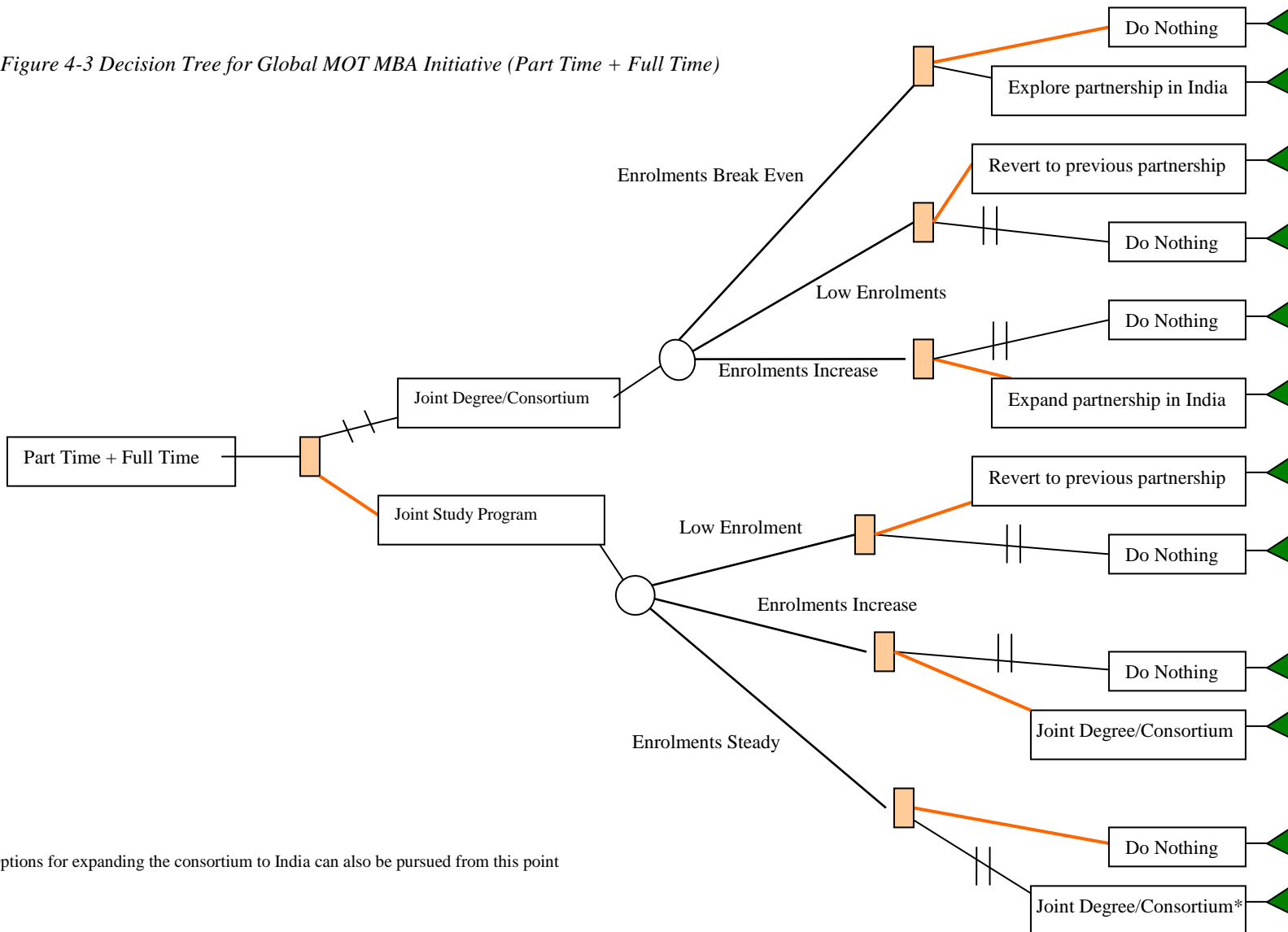


Figure 4-3 Decision Tree for Global MOT MBA Initiative (Part Time + Full Time)



\* Options for expanding the consortium to India can also be pursued from this point

## 4.1 Weighting Criteria

*Table 4-1 Weight per Criteria*

Criteria	Weighting
Brand Enhancement	30%
Cost/Benefit	25%
Relevance	10%
Alignment	15%
Transparency	5%
Exchange Benefits	15 %

The following sections detail the different criteria needed for differentiating levels of involvement with potential partner institutions.

*Table 4-1* lists the decision criteria and assigns a weighing percentage indicating how important the individual criterion is when figuring into making the decision. The weight of each criterion is ultimately dependent on the governing board from each school that makes the final decision on whether to proceed or not. But it should be noted that these level of importance may change

dependant on the options chosen and the outcomes of certain decision as illustrated in figures 4-1 to 4-3. For the purpose of this analysis, the current weight for each criterion is based on input from SFU's Dean of the Graduate School of Business.

### **Brand Enhancement**

The benefits of solid branding are as apparent in the educational arena as they are in business. Business school programs cost a lot of money to run, and government funding is declining. An increase in revenue from student enrollment, raising money for operating costs, and endowment enhancement is more important than ever. Every revenue stream, from alumni contributions, corporate partnerships, long-distance learning opportunities and merchandising, must be conscientiously cultivated. In many cases, this means

exploiting the core assets of the organization. Like many successful brands, the most prestigious business programs have learned that branding is one such core asset that can transcend categories to sell almost anything. The power brands of the university industry successfully reach across and beyond the educational sector. Harvard, Stanford, and Oxford credibly and successfully sell merchandise, non-accredited classes, and even consulting services.

### **Reputation and Stature**

A business school's reputation and stature is generally based on its relative ranking. Business school rankings have had a major impact on the schools themselves. Many schools employ full time workers whose jobs are devoted to improving the ranking status of the school. Some claim that the effort to increase a school's status in the business school rankings is a waste of time, money, and resources. However, it is difficult to ignore, the effect business school rankings have on brand name and marketability. The more ties a business school has with different industries and employers, the better. Top business schools also tend to attract the greatest volume of recruiters and offer the best opportunities for new graduates.

In this area, the importance of the partner institution's reputation becomes paramount, as the partnership should serve to compliment and enhance the prestige of each of the schools involved. The idea here is that partnering with an institution with a respectable and comparable reputation will serve to raise the stature of the universities and business schools around the world. A few school rankings used as a measure of record:

- **Quacquarelli Symonds** (QS) is known for its *World University Rankings*, which surveys more than 2000 colleges worldwide. They also run the *TOPMBA* survey that ranks MBA programs by region and by specialization. The philosophy behind QS is that the wide breadth in number and scope will help their ranking system to become more relevant to a wider range of users. Because they are intended to measure global reach, the QS rankings measures include institutions' attractiveness to international students and academic staff. Specific to business school rankings, QS relies on an annual survey of human resource managers and line managers with recruiting responsibilities at companies around the world.
- **The Financial Times Global MBA Rankings** is one of the leading ranking authorities in the world. Their *Global MBA Rankings* assigns 40% of total score to salary, 15% is based on additional alumni survey information, and the rest of the ranking is based on information provided by the schools such as gender and ethnic diversity, and intellectual capital/research. Their *Global MBA Rankings* also includes research from the two previous years and represents 50% of the outcome of the present year.
- **The Economist** ranking is a self-described student-centric study. Schools provide data accounting for 80% of the ranking, while the student and alumni surveys makes up to 20%. The ranking aims to capture the satisfaction of the student with their education, career, networking power, and increase in salary.

### **Accreditation between Partner Programs**

For choosing a partner program, the proper accreditation for each partner institution is mandatory. In the business school arena, accreditation certifies that a school or program meets a prescribed academic standard. Within academic circles, a proper accreditation assures a level of quality and continuous improvement. For students, potential employers, other schools, and the public in general, proper accreditation represents the legitimacy and credibility of the program.

As far as a joint program goes, having matching accreditation between partner programs is supposed to ensure better credit and degree transferability among institutions, but this is not necessarily a guarantee. It is always up to the receiving college or university as to which credits or degrees it will accept.

An MBA program inherits both institutional and specialized accreditation from the institution. So, there are really two levels of accreditation available for MBA degrees.

It should be noted that MBA accreditation is not a ranking. However, there is a sort of hierarchy that has evolved when it comes to MBA accreditation in the academic world.

- **Association to Advance Collegiate Schools of Business (AACSB)** is the most well known business school accrediting body in North America, and this accreditation is one of the most sought after amongst business schools around the world. The AACSB accreditation process focuses on the quality of educational activities through self-evaluation and peer review. In the self-evaluation process, a school assesses its accomplishments in relation to its mission and objectives, as

well as on the criteria in the accreditation standards. The peer review is an external analysis of a school's processes for achieving its mission, assessing educational outcomes and planning for continuous improvement.

- **European Quality Improvement System (EQUIS)** is the major accreditation for European business schools and programs. The accreditation is awarded to business schools based on general quality with special consideration given to the business school's level of internationalization. Attaining EQUIS accreditation can be considered more demanding than AACSB - so far all fully accredited EQUIS business schools applying for AACSB accreditation have succeeded, which has not been the case the other way. EQUIS accreditation can be granted conditionally for three years (with annual progress reports required) or unconditionally for five years.
- **Association of MBA (AMBA)** is an accreditation body that focuses on specific business programs as opposed to entire schools. Apart from accrediting MBA programmes, AMBA also accredits doctorates and Masters Degrees in business management. The accreditation is firmly established in Europe and Latin America but is fast growing amongst Asian institutions.

*Table 4-2* shows the accreditations for both SFU and Grenoble's business schools. Grenoble has all three major accreditations while SFU has both AACSB and EQUIS only. Later in this paper, the implications of this accreditation gap between the two institutions will be discussed.



*Table 4-2 Accreditation: Segal & GGSB*

	AACSB	EQUIS	AMBA
SFU (Segal School of Business)	X	X	
Grenoble (GGSB)	X	X	X

### **Career Progress after Graduation**

Tracking how successful the alumni are with respect to their career prospects tends to be one of the measures of the effectiveness for an MBA program. Prospective students, particularly those looking for a career change, in the market for a graduate business degree have a great interest in this criterion along with the possible salary increase when deciding which schools to apply.

Post-graduate hiring and promotion rates reflect a number of details about a business program. Details that are pertinent in choosing a partner business program:

- How do hiring/promoting companies view the graduates with an MBA degree?
- How do the hiring/promoting companies view the MBA program held by the graduates?
- Does the MBA degree from a particular institution increase the desirability of the graduate in the marketplace?
- Is the MBA degree able to open new opportunities for its graduates?

- Percentage of alumni that gained employment through the placement service of the academic institution.
- How is the MBA program able to prepare its graduates for the real world environment
- Does the school care about the effectiveness of its program in the real world?

In evaluating a potential partner for a joint program, assessing the hiring/promotion rates post-graduation provides a picture on how effectual the program is and the currency the program carries for its graduates once they move into the real world. Apart from the rankings, accreditation, the hiring, and promotion rates provide a more practical and historical measure on the quality of the potential partner. It also helps assess whether a joint program would serve to lift the stature of both partners in the eyes of the business world and of the general market.

There are a number of ways to measure the career progress of graduates. The degree to which alumni have moved up the career ladder after graduating is measured through changes in level of seniority and the size of the company in which they are employed. It should also be taken into consideration the extent to which alumni have fulfilled their personal goals or reason for completing an MBA.

#### **Average Salary / Increase Post-Graduation**

Similar to the measurement for post-graduate hiring or promotion, tracking the average salaries of alumni serves to provide a snapshot of how relevant the program is once the graduates move into the real world outside of the school projects and case

studies. The information communicated by the post-graduate hiring and promotion statistics also apply to the salary statistics. Moreover, the salary statistics help show how the graduate is valued in the marketplace. Essentially, the salary increase serves as a measurement of return-on-investment (ROI) for students and helps how it is viewed as an investment worth the high cost of the degree.

There are a number of ways to measure the impact of an MBA. The most straightforward way is to measure the average of salaries three years after graduation, the percentage increase in salary from the beginning of the MBA to three years after graduation. The value for money criteria could also be used as a short term indicator calculated using the salary earned by alumni three years after graduation and course costs. It would also be useful to take into account the “average” salary today with adjustments for salary variation between industry sectors.

#### **Cost / Benefits**

Apart from the obvious advantages that can be realized with a joint program, consideration should also be made toward the cost and effort involved with designing and developing the program. A basic cost/benefit analysis demands that the benefits gained by the partnership should be weighed against the costs involved with realising those benefits. Part of the cost includes the activities required to design, develop, and implement the joint program. With the simple student exchange initiative, the individual institutions absorb these costs. However, any further collaboration moving towards a joint program or degree will require additional expenditures on resources and infrastructure.

In addition to the monetary and resource costs, there is also the amount of work that needs to be done in order to establish a proper governance structure to ensure that partner institution interests are maintained throughout the implementation and administration of the program. Once the work of establishing the joint program begins in earnest, the triple constraint of budget, schedule, and scope must now be monitored and measured against the expected revenue to be made.

### **Establishment of Joint Governance and Accountabilities**

Significant effort must be spent making sure the governance and accountabilities are worked out to the satisfaction of all the stakeholders involved. The management and governance structures of the targeted joint programs needs to identify which bodies and administrative units, either external or internal to the institutions, are involved in the different processes and phases. For most joint programs supervision and decision making-processes are mostly performed at the consortium level, while the administrative coordination is either performed at consortium level, for instance through a technical secretariat, or at the level of the departments/faculties of the partner institutions. The responsibility for the follow up of the programme is shared between the consortium and the faculties or departments, while the selection of students is mostly performed at consortium level.

Academic quality control may be performed at consortium level, but often at faculty or department level, and also at institution level or external body level, while the administrative quality control is mostly done at consortium and institution level. The coordinating institution is usually in charge of receiving the applications, sending letters of acceptance, financially monitoring the programme, and the collection and

distribution of fees. The consortium is then in charge of the following tasks: screening of applications, admission decisions, the mobility, and certificate issuance.

The partner institutions are usually in charge of the following tasks: enrolment, visas, accommodation, certification, delivery of degree certificate and delivery of diploma supplement at the central level; at faculty/departmental level: organization of extra-curricular activities, examination, thesis/dissertation and transfer of marks and transcript records. Student visa and health insurance responsibilities are usually delegated to the students/individuals concerned.

Based on the above reading, there are different models for the organisation of joint programs: There is a centralized organisation, in which the coordinating institution is in charge of most of the procedures; an *integrated* organization, in which partners delegate most of the procedures to a well identified entity, such as a consortium/technical secretariat; a decentralized organisation, in which partners share the burden and responsibility of performing the various tasks. In most cases, the technical secretariat will be located at the coordinating institution, but it will function as a relay between the partners and the other branches of the institution's administration.

Depending on the tasks to be achieved, different patterns have been identified:

- Academic tasks, which are under the responsibility of teachers, are usually more distributed over the consortium;
- Administrative tasks can be decentralized and delegated to other bodies like student affairs offices or at the Faculty administrative offices;
- Services can be decentralized

## **Program Development**

Apart from the expense and effort in setting up the infrastructure, hiring staff, and establishing the governance structure, there are also additional costs involved with program development. During the development stage the department must name local representatives to the consortium. It is especially important to secure internal approval of the study programme from each individual institution's senate committee in the form of a signed agreement by all partner institutions. In this process, the department should clarify the following:

- Scope of MBA (i.e. number of credits required)
- Credits allotted to independent work
- Teaching language
- Adjustment of the study programme to the different institutions' semester periods
- Methods of Evaluation and Teaching Methods
- Where are the students going to spend the different semesters?
- Elements of the programme description (i.e. Name of the degree, learning objectives, Expected learning outcome etc...)

As far as possible, the practical organisation of the programme must be established in the development stage. At the start of and during the course of studies, student administrative matters must be accommodated. This applies in particular to the online student administrative systems and other logistical matters. The partners should establish a system for continuous evaluation and improvement of student administration systems and the academic content of the study programme.

Regular meetings and telephone conferences should be organized for persons with academic and administrative responsibility during the operational phase. Regular meetings create a sense of security, fellowship and involvement, and strengthen the bonds between colleagues across institutional and national boundaries

### **Promotion**

In connection with recruitment to joint degree programmes, the added value of this type of collaborative project should be clarified for potential applicants. Information on learning outcomes and expected employability of a candidate's on the job market after completion of the programme should be emphasized. It will be an advantage to highlight any collaboration with the business community and public bodies in connection with recruitment. It will be an advantage if the partners agree on who is responsible for answering questions from potential applicants.

### **Relevance to Society and Working Life**

As the Global MBA in technology management is ultimately a professional program, its relevance to society and the business world remain of paramount importance to justification its existence. Part of the decision to pursue a joint program or degree must include an assessment of the degree's relevance beyond just the opportunities for students. This may include an examination of how the joint program could impact current research in technology and globalization, or how multinational organizations would benefit from the insights gained in the study of global technology management.

### **Accordance with Strategic and Academic Priorities**

Like any business deciding what products or services it wants to provide, both partner institutions need to look at how well the joint program would fit with their overall strengths and strategies. This means that the joint program must serve the strategic needs and cater to the strengths of each participating institution. For a Global MBA in Technology management, this means that the partner institutions must have complimentary strengths, or concentrations, that would be necessary in developing and delivering the joint program.

Beyond the complimentary strengths, a joint program ultimately needs to satisfy the strategic imperatives of all participating institutions. This needs to be clearly put forth early in the development phase of the program and reaffirmed subsequently on a regular basis as part of a sustainability assessment.

### **Promotes Transparency and Increased Competence**

In the creation of a joint program, it is important to consider if such a venture will also benefit the partner institutions in terms of increasing their openness and subsequent competence level. Best practices and operational guidelines for developing and administering the program would be important in this regard as those guidelines would help ensure that the program, or moreover the partner institutions, function or operate in a consistent way. Such guidelines improve the transparency of procedures and make the institutions more accountable as a partner. If well developed and implemented guidelines are available, academic staff and administrators can work in a more systematic way within the joint programs.



### **Exchange Benefits (Stimulates Mobility and Strengthens Collaboration)**

The mobility of both faculty and students is an intrinsic aspect of a Global MBA program, and has to be treated with great importance. Serious consideration must be given to how the joint program handles student and faculty mobility as it is linked with the success of the program. Part of the value proposition of a Global MBA is the ability of its students to experience and learn from business and social environments abroad. Great attention is given to the mobility scheme by the consortia, since precise guidelines and individual counsel are the two main sources of information for students on this matter. The two main issues to be settled in considering student and faculty mobility include where are the students going to spend the different semesters, and should student mobility be organized through a fixed or optional system?

### **Options Summary**

In the previous section, the criteria to be taken into consideration when deciding upon entering a partnership to create a Global MBA MOT were examined. Those criteria are used to assess the options that will be faced and the decisions that need to be made. Those options, which represent the decision points leading up the implementation of the joint program, are covered in this section. While not covered in this section, additional options will arise based on how the program is received. Those options are represented in figures 4-2 and 4-3 as decision points that occur after the chance nodes.

### **Grenoble as the best partner university**

Based on the weighting criteria as outlined in the previous section, Grenoble would be a good choice as a partner in the creation of a joint degree program.

### Brand Enhancement:

Given Grenoble's standing in the major rankings globally\*, it is safe to conclude that SFU will benefit in terms of its reputation if a joint degree program is pursued with Grenoble. Conversely, a partnership with SFU will help Grenoble gain a wider exposure in the North American market and strengthen its brand name. Globally, both institutions are accredited by the AACSB and EQUIS, a recognized indicator of the quality education provided by both universities. Regionally, both schools are well respected and enjoy a high degree of renown within their respective countries. Both SFU and Grenoble have a well-established relationship with the business community both locally and internationally.

\*Grenoble's ranking can be found in the attached Appendices

Cost/Benefits: The costs involved with entering into a partnership with Grenoble are mitigated to a certain extent because of the pre-existing student exchange relationship with the MBA MOT program. The initial costs associated with establishing communications and an initial relationship with Grenoble would be minimized if not eliminated all together as they would have already been incurred at the development of the student exchange program.

### Relevance to Society and Working Life:

Between SFU and Grenoble, there are many contributions made to the areas of technology management and international management collectively and individually. In putting together a Global MBA in the Management of Technology, Grenoble brings unique research and experience in international management, technology, and

strategy. This would complement SFU's approach to technology, operations management, and international business. But beyond the contributions to research areas, the relevance of the joint program will also depend on the pedagogy employed by the faculties of the participating institutions. In this regard, both SFU and Grenoble employ a mixture of case studies, lectures, and practical project work. Depending on the level of collaboration employed by both SFU and Grenoble, the final applied project would affirm the relevance of a Global MBA MOT in the business world.

Accordance with Strategic and Academic Priorities:

A Global MBA MOT would ultimately satisfy the needs of both Grenoble and SFU. The complimentary nature of each institution's strategic imperative makes them well suited to become partners. As mentioned previously, internationalization of its programs and curriculum has been one of the major strategic goals for SFU. A Global MBA would obviously be an answer to this need for internationalization. For Grenoble, a joint program with a focus on technology management falls perfectly into one of its pillars of development. According to its values statement, "Management, technology, and innovation are at the heart of Grenoble Ecole de Management's degree programs, executive education, and applied research program."

Promotes Transparency and Increased Competence:

A partnership with any European institution, including Grenoble, would fulfill this criterion. This is possible as extensive guidelines and best practices for joint programs have been widely available to many universities in the EU. Cooperative exchange between universities will also enhance the performance level for all participants of the program.

Stimulates Mobility and Strengthens Collaboration:

Grenoble would be particularly suited to address the issue of mobility and collaboration, as there is already an existing exchange partnership with SFU to establish further mobility between students and faculty. Like the ability to promote further accountability and competence, fulfilment of this criterion will depend largely on the level of involvement between partner intuitions. Should a joint study program or full consortium be pursued, a level of mobility between students would already be implied, as a true Global MBA program requires student exchanges between partners.

**Abandon (i.e. Maintain Current Exchange Program)**

The university exchange program is the most basic mutual relationship between two institutions. An exchange program between partner universities facilitates study at a foreign university for one or two terms while earning credit toward a degree from their home institution. SFU itself currently has exchange agreements with over 100 universities in more than 40 countries. Although some agreements and academic cooperation are required in order to establish course equivalencies and residency arrangements, the administration of the program and students will be maintained separately by the individual institutions.

This is the default option if no further action is taken. There is currently an exchange agreement between Grenoble and SFU's MBA MOT program that has yet to be exercised by either partner. With this option, no further effort or resources is required for either implementation or governance.

### **Part-time Only vs. Full-time and Part-time Options**

Should a partnership with Grenoble be pursued, one of the first considerations is how to apply the new program to the current part-time MOT, or whether a new full-time and part-time Global MBA MOT should be created. The decision made at this point will have implications for all future decisions. Choosing to create new program with a full-time and part-time cohort will have bearing on the following areas:

- **Curriculum:** in addition to the new curriculum to be adapted for a Global MBA in Management of Technology, further development will be required to fit the amount of time available to a full time cohort. A curriculum for a part-time cohort may be adapted from the existing MBA MOT program.
- **Student Mobility:** For a full time cohort, extended residencies in the partner institutions will be a more plausible proposition than that of a part-time cohort. A part-time cohort will not be able to make the same commitments to travel, and so there may be some additional implications for the additional infrastructure needed to accommodate limited mobility
- **Administration and Governance:** Additional issues would be encountered in administering a Global MBA program as it pertains to the admission and administration of students. These issues would obviously need to be considered at the level of consortium, but with the addition of a full time component.

In addition to the points discussed above, the weight of the decision criteria may change depending on which option is chosen at this point. Carrying forward with a part time cohort alone means that the decision criteria can be weighted based on the priorities currently governing the MBA MOT programme. Choosing to pursue a full time cohort,

however, will necessarily mean that more attention has to be paid to the set-up and maintenance costs as well as how well a full time option advances the strategic priorities of the business program and of the university.

### **Joint Study Programme**

If an active partnership with Grenoble is to be pursued, the next issue to be addressed is which type of partnership to engage in once the target market has been decided. Should a joint study program be developed, a common curriculum should be agreed on between SFU and Grenoble. At this stage, the program should be developed and managed jointly, but each university is still responsible for its own students. This means that while both institutions “own” the program, the degree awarded to their respective students is still from the home institution. At this point, the study program must still be approved by each partner’s governing board. Additional costs for delivery would apply at this point.

### **Joint Degree/Consortium**

A partnership as pursued with a dual degree or consortium as an end, either directly or after a period spent as a joint study program, all of the issues raised in the joint study option apply with some additional details to consider. For a joint degree or consortium option, the cooperating institutions are jointly responsible for the program. This includes development and quality assurance, admission, management and awarding of degrees as approved by the university board. Furthermore, approval for the program must now be approved by the boards of both partner universities.

## RECOMMENDATIONS AND DISCUSSION

This section presents the recommended option, issues about program sustainability, exit options, and next steps. Although a dual degree Global MOT MBA program between SFU and Grenoble is the most attractive option, it is recommended that a phased approach be undertaken, beginning with a joint study Global MOT MBA with full time and part-time students.

### Options Recommendations

It is advised that further partnership with Grenoble should be pursued based on the strength of the existing relationship with Grenoble as an ad-hoc exchange program has already been established. From this partnership, SFU can benefit from the ranking of Grenoble, and it also puts both partners in a position to assess possibilities for further involvement. *Table 5-1* below shows Grenoble's global ranking, as well as the average salaries of their students post graduation. SFU's Segal School of Business ranks seventy-one in *Quacquarelli Symonds MBA ranking for North America*.

*Table 5-1 Grenoble Rankings*

	Grenoble (GGSB)
<b>Quacquarelli Symonds* (MBA Ranking by Region)</b>	<b>57</b>
<b>Financial Times (European Business Schools 2009)</b>	<b>19</b>
<b>The Economist</b>	<b>81</b>
<b>Financial Times (Avg. Salary Three Years Post Graduation)</b>	<b>\$83,516</b>

In *table 4-2*, the accreditation for both the Segal Business School and Grenoble’s Graduate School of business was compared. While both faculties hold EQUIS and AACSB accreditation, Grenoble also has accreditation from the Association of MBAs (AMBA) which the Segal Business School does not currently possess. This may provide some complications in pursuing a dual degree partnership as AMBA has some specific requirements that need to be addressed before it recognizes the program (AMBA 2007). To this end, it is recommended that AMBA accreditation be sought for the joint programme regardless of whether it is owned solely by SFU or jointly with Grenoble. A degree programme which possesses the three major accreditations (i.e. AACSB, EQUIS, and AMBA) can only strengthen the reputation and image of the institutions as well as enhance the overall brand of its business programme.

Upon agreement on further involvement, both full-time and part-time programs are recommended as this will re-establish SFU’s MBA MOT as a destination program for the Segal School of Business, while aligning the MOT MBA programs with Grenoble’s full-time and part-time MBA program. This also will allow for a variety of delivery and mobility options for both students and faculty. Pursuit of both the full time and part time cohort will allow the MOT MBA program to reach a broader target market. *Table 5-2* below delineates the potential demographic that SFU can hope to attract based on the full time MBA program at Grenoble:

*Table 5-2 Demographics SFU vs. Grenoble*

	Grenoble MBA FT	Grenoble MBA PT	SFU MOT MBA
<b>Class Size</b>	<b>46</b>	<b>23</b>	<b>50</b>
<b>Avg. Age</b>	<b>30</b>	<b>34</b>	<b>32</b>
<b>Avg. Work Exp. (Yrs)</b>	<b>8</b>	<b>7</b>	<b>9</b>



A joint study program is also suggested as a mid-term solution because it allows for gradual move toward a joint or dual degree, and any issues that would be raised could be addressed on a gradual and ongoing basis. Proceeding with this option will also provide an opportunity to address any issues with integrating the student bodies and the associated curriculum. With both full time and part time cohorts being pursued, it is recommended that both a three week residency and a live streaming option be adopted. This will allow students to participate in the partner university's courses regardless their ability to travel.

Ultimately, however, a dual degree program should be considered the primary goal of this initiative as it would be the best way to increase brand quality and recognition for SFU and MOT MBA. A gradual move towards this implementation would also help overcome some resistance from other stakeholders. *Table 5-3* below outlines how well each option fulfils the goals based on the weighted criteria established in the previous chapters.

*Table 5-3 Objective Fulfilment per Option*

<u>Criteria</u>	<u>Weighting</u>	<u>Option 1</u> Abandon	<u>Option 2</u> JS PT	<u>Option 3</u> JD PT	<u>Option 4</u> JS PT&FT	<u>Option 5</u> JD PT&FT
Brand Enhancement	30%	10	25	30	30	30
Cost/Benefits	25%	10	18	20	22	20
Relevance	10%	5	8	10	10	10
Alignment	15%	2	10	12	13	15

Transparency	5%	2	3	4	4	5
Exchange Benefits	15%	5	3	4	10	13
<b>% CRITERIA FULFILLED</b>	<b>100%</b>	<b>31</b>	<b>67</b>	<b>80</b>	<b>89</b>	<b>93</b>

Based on *table 5-3*, a full joint degree with both full time and part time cohorts serve to best fulfil the decision criteria. In particular, the table above shows that a joint or dual degree program best optimizes the exchange benefits for both institutions as it has the highest requirements for collaboration, for both students and faculty, between partner universities. A full joint degree program is also a best fit for the strategic objectives of both schools in terms of the internationalization of their programs and the capitalization on the key strengths for each school. In terms of the financial costs versus benefits, a joint study programme for both full-time and part-time cohorts maximizes the potential benefits in relation to the costs involved. The full dual degree option falls short in this criterion as there are the additional costs involved with the implementation and the maintenance of the programme when compared with the less involved joint study option.

The overall numbers for how well each option fulfils the objectives also reinforce the earlier recommendation that both full-time and part-time cohorts be considered when pursuing the joint program. When broken down to the individual criteria, having both cohorts bring the program closest to achieving its objectives in terms of the strategic alignment and maximizing exchange benefits.

A sensitivity analysis for all the criteria is advised once some historical data can be gathered on this program in order to determine the impact of each criterion in the

overall performance of the program. Under a phased approach, this will help shape the priority of each criterion and inform the decision makers when deciding whether to proceed to the next stage in pursuit of the dual-degree.

## **Program Sustainability**

In any joint venture between universities, sustainability of the program becomes a paramount, although largely underestimated, issue. The potential suspension of funding from public sources is not on the agenda until it is imminent. A consortia built on personal friendship has the potential of becoming endangered when the co-ordinator retires. An additional concern is administrative personnel in joint programs paid out of joint program income. Without income, continuity and stability are sacrificed.

Programmes rely heavily on the already established funding sources in particular, and on public funding in general. Many joint programs have not been institutionalized yet, or they are regarded as a temporary positive addition to the “regular” study programmes offered, or as a private matter of a professor extraordinarily committed to international exchange.

It is difficult to install a long-term plan to sustain a programme academically and financially. A partially independent unit within the university administration to coordinate all joint programs would be a logical solution. This unit should administer and support the programmes from the outset to ensure their sustainability by developing and monitoring their financial planning by putting aside reserves, establishing contacts with business and diversifying funding. Institutions could even charge joint programs for the service of that unit to ensure provisions for sustainability.

It might help joint program co-ordinators to have universal terminology at their disposal (e.g. “full costs,” “revenue reserve,” “ad hoc-funding,” and “sustainability”) to encourage communication and information exchange. In line with this, seminars should be arranged to profit from mutual experience and to raise awareness about various sustainability strategies. These joint programs are not intended to exist in isolation. Academic and administrative co-ordinators need professional development and mutual exchange.

### **Exit Strategies**

There may be several reasons why a joint degree is terminated, or why the partner institutions withdraw from such collaboration. A well-functioning quality assurance system will uncover problems and enable continuous improvement to help prevent termination. Theoretically, such a system could uncover serious problems that warrant termination. In such cases, the partners should cooperatively find solutions that are acceptable to all partners. There may also be other reasons why terminating the program or full withdrawal has to be considered. For example, insufficient recruitment, deficient finances, or unforeseen national circumstances could hamper programme success. Regardless of the cause(s), efforts should be made to ensure that termination or withdrawal takes place in a predictable and orderly manner. The students already admitted to the programme are the first priority.

Procedurally, the agreement between the partners should address each institution’s responsibilities with regard to withdrawal, including how far in advance one must notify (in writing) the partners about a decision to withdraw. The agreement should

also clarify what responsibilities each institution has towards the students admitted to the programme if it chooses to withdraw from the programme.

*Table 5-4* below outlines possible exit options. As with the options to proceed, a phased approach is recommended where possible to provide an opportunity for rectifying issues faced by the joint program without having to resort to abandoning the partnership all together.

*Table 5-4 Exit Options*

<b>Exit Options</b>	<b>Study Abroad (Semester Abroad)</b>	<b>Exchange (Semester Abroad)</b>	<b>Joint study Programmes</b>	<b>Joint degree and Consortium</b>
<b>Fix Current Arrangement</b>	Easy	Median	Median/ Difficult	Difficult
<b>Rollback to Sustainable Option</b>	Not Applicable	Median	Median	Median
<b>End Partnership</b>	Easy	Median	Difficult	Difficult

## **Next Steps**

### **Grenoble Partnership**

In proceeding with the joint program initiative, both SFU and GGSB would need to name a local representative to the joint program, and both institutions should sign a Memorandum of Understanding (MoU), which affirms the partners' intention to develop a joint degree. An application for financial support can function as a MoU.

Financial and administrative consequences and strains should be clarified by the faculty, department, and consortium as early as possible. The cost estimate should include both development and operating costs. What incomes and outcomes can be expected, and how these should be divided, must be discussed.

Appropriate levels of tuition fees need to be discussed, including whether all students should pay the same amount or whether to differentiate between European and non-European students. The partner institutions must discuss how tuition fees shall be collected and distributed between the partner institutions.

The cooperation agreement should be drawn up when applying for approval for the study programme. The agreement, together with the programme and course descriptions, constitutes the contractual relationship between the partner institutions and between the students and institutions. The process of drawing up an agreement should be started in the development stage. It takes time for the cooperating institutions to agree on the text, and this work should be started as early as possible. The agreement should be signed during the development stage or, at the latest, at the beginning of the implementation stage.

### **Global MOT MBA Expansion into India**

If a joint degree or program with Grenoble proved successful, a consortium should be considered with a major institution in India. Thanks to globalization and liberalization, education in India, especially for MBA programs, are gaining great momentum. The education system in India possess 17,000 colleges, 400 universities, 13 institutes of national importance and various other vocational institutes, which easily explain the present status of higher education in India. In particular, MBA programs with a specialization in international business and technology management are gaining a high degree of attention. As it stands, MBA education in India is fast becoming the backbone of the Indian education system with a proliferation of business schools offering various MBA and technology management programs.

SFU also has had some ties with Indian institutions over some of its undergraduate and graduate programs. *Table 5-5* is a sample of some of the international activities SFU has taken with India.

*Table 5-5 SFU Interactions with India*

<b>Visa students from India (by fall term)</b>					
	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
undergraduates	38	46	53	52	62
graduates	27	25	31	37	50
<b>totals</b>	<b>65</b>	<b>71</b>	<b>84</b>	<b>89</b>	<b>112</b>

\*Source: <http://students.sfu.ca/international/pdf/FacultyStaffPDF/India.pdf>

**Institutional Relationships**

- **Jawaharlal Nehru University (JNU):** undergraduate student exchange program in Humanities and Social Science
- **Panjab University:** undergraduate student exchange program in various disciplines
- **Public Health Foundation of India (PHFI):** an MOU was signed in 2008 to Establish collaboration between SFU's Faculty of Health Sciences and PHFI.
- **Omayal Achi college of Nursing:** an MOU was signed in 2006.
- **Sree Chitra Tirunal Institute of Medical Sciences and Technology:** an MOU was signed in 2006.
- **Indian Institute of Management (IIM), Shillong:** exchange program facilitating the exchange of business (MBA) students and faculty between IIM and SFU.

With the proliferation of graduate level business education in India between the (IIM), (IIT), and the Indian School of Business, a partnership with one of the IIT schools of management (SoM) may prove to be most beneficial to SFU in creating a consortium. The IIT SoMs are not as prestigious in terms of management education when compared

to its competitors in the IIMs and ISB. However, the IITs still carry a well regarded reputation in technology training. Some of the management programs at the IITs (e.g. IIT Delhi) would likely work well with the MOT MBA program at SFU.



## **Appendices**

## Appendix A



<a href="#">HOME</a>	<a href="#">QS WORLD MBA TOUR</a>	<a href="#">MBA ADMISSIONS</a>	<a href="#">MBA PROGRAMS</a>	<a href="#">MBA FUNDING</a>
<a href="#">Green MBA Rankings 2009</a> <a href="#">Global 200 Business Schools Report</a>				
Business School Search <input type="text"/> All regions <a href="#">Search</a>				

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<a href="#">Global 200 Reports</a>	<a href="#">Employers Ranking By Region</a>	<a href="#">Employers Ranking By Specialization</a>
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### NORTH AMERICA

There has been a gradual slow-down in recruitment demand in North America in 2009-2010, especially in financial services. With the softening economy, **applicant demand for MBA places is at record levels in North America**. With, generally two-year MBA programs, U.S. schools compete a different playing field with the [leading business schools in Europe](#), which tend to favour one-year programs. [Read on >](#)

*Advanced Profiles - multimedia and additional information about featured schools*

School Name	Country	Regional Rank 2009	Avg. Salary	Class Size	Avg. GMAT Score	Avg. Years Work
-------------	---------	--------------------	-------------	------------	-----------------	-----------------

<a href="#">HOME</a>	<a href="#">QS WORLD MBA TOUR</a>	<a href="#">MBA ADMISSIONS</a>	<a href="#">MBA PROGRAMS</a>	<a href="#">MBA FUNDING</a>
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[Green MBA Rankings 2009](#) [Global 200 Business Schools Report](#)

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<a href="#">Global 200 Reports</a>	<a href="#">Employers Ranking By Region</a>	<a href="#">Employers Ranking By Specialization</a>
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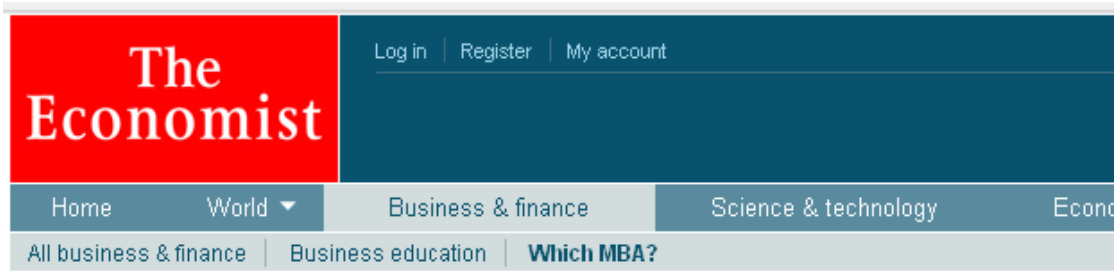
## EUROPE

European economies are also suffering in the aftermath of the credit crunch and though this is having a negative effect on MBA demand, the number of employers in Europe responding to our survey was at record levels in 2008.

[Read on >](#)

 *Advanced Profiles - multimedia and additional information about featured schools*

School Name	Country	Regional Rank 2009	Avg. Salary	Class Size	Avg. GMAT Score	Avg. Years Work
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**Which MBA? school profiles**

**Grenoble Ecole de Management—Graduate School of Business**

Oct 14th 2009 | From *The Economist* online

12 rue Pierre Sémard  
 BP 127  
 Grenoble, Cedex 01  
 France  
 38003

**Tel:** +33 4 7670 6187  
**Fax:** +33 4 7670 6088  
**E-mail:** [admissions@ggsb.com](mailto:admissions@ggsb.com)  
**Website:** [www.ggsb.com](http://www.ggsb.com)

**Programme director:** Phil Eyre

The Graduate School of Business (GSB) is one of three schools in the Grenoble Ecole de Management (the others are ESC Grenoble and Ecole de Management des Systèmes d'Information) and is effectively its global business school. It offers English-language programmes including an MBA, a Master in International Business and (confusingly) some undergraduate and diploma programmes. It has


Ranking	Rank (out of 100) Full-time
<b>Overall rank</b>	<b>81</b>
<b>Regional rank</b>	<b>31</b>
<b>Open new career opportunities</b>	<b>88</b>
Diversity of recruiters	89
Number in jobs three months after graduation	77
Jobs found through the careers service	76
Student assessment of careers service	96
<b>Personal development and educational experience</b>	<b>12</b>
Faculty quality	78
Student quality	13
Student diversity	18
Education experience	18
<b>Increase in salary</b>	<b>74</b>
Increase in salary	88
Post-MBA salary	56
<b>Potential to network</b>	<b>&gt;100</b>
Breadth of alumni network	100
Internationalism of alumni	60
Alumni effectiveness	95

# Appendix C


BUSINESS EDUCATION  
Business school rankings

FINANCIAL TIMES
FT Home > Business education

Home
Rankings
Charts
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**Grenoble Graduate School of Business**  
 12, rue Pierre Sémard  
 BP 127  
 38003 Grenoble Cedex 01  
 France  
 t: (+ 33) 4 76 70 61 87  
 e: mary-rose.zaccal@grenoble-em.com  
 w: www.grenoble-em.com

Accredited by Association of MBAs

**Global MBA Rankings 2009** ◀ PREVIOUS    NEXT ▶

[View full ranking](#) Choose from rankings list ▼

**Rankings at a glance**

Rank in 2009	87
Rank in 2008	-
Rank in 2007	-
3 year average rank	-
Country	France
Audit year	-

**Find This Business School**







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