



СТОКГОЛЬМСКАЯ ШКОЛА
ЭКОНОМИКИ

Student Handbook for the SSE Executive MBA General Management Program

VALID FOR STUDENTS ENROLLED YEAR 2020

The rules and regulations recorded in the Student Handbook have been ratified by the Faculty and Board of the Stockholm School of Economics, Autonomous non-commercial organization of additional professional education «Stockholm School of Economics in St. Petersburg» and SSE Russia Education AB.

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PREFACE

This EMBA Student Handbook is a compilation of information, regulations and guidelines that are relevant to you as a student at **the Autonomous non-commercial organization of additional professional education «Stockholm School of Economics in St. Petersburg»** (hereinafter referred to as the “**School**”). It is intended for students enrolled in the **SSE Executive MBA General Management program**. This handbook has been compiled to inform you about what regulations apply and to help you prepare for, and complete your studies. It contains an overview of the curriculum (Chapter 2) and the program's academic regulations (Chapter 3).

These academic regulations govern the relationship between **School** and you. The regulations stipulate and specify the responsibilities and rights you have as a student. One of your basic responsibilities is to stay informed about regulations and guidelines that are in effect during your studies.

You will find information about individual courses on the [SSE MBA LMS \(Learning Management System\)](#).

St.Petersburg, January 2020

Anders Paalzow

President, the Autonomous non-commercial organization of additional professional education
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1 GENERAL INFORMATION ABOUT YOUR STUDIES AT THE SCHOOL

The Autonomous non-commercial organization of additional professional education «Stockholm School of Economics in St. Petersburg» (School) was founded in 1997 and it was named the Stockholm School of Economics in Saint-Petersburg. The idea behind the SSE Russia launch was to contribute to the development of sustainable business in Russia by promoting the pursuit of sound, long-term, fair, and socially responsible business practices, which later became known as the development of capitalism with a human face in Russia.

MISSION

The objective of the School is to be a mutually enriching cultural environment of business education that inspires people to learn, creates opportunities to grow and to develop their potential contributing to long-term sustainable development of society.

VISION

The vision of the School is to be the preferred choice for anyone seeking executive education in a unique intellectual nexus of cultures realizing opportunities not discovered by others, thus reproducing a business leadership formation that constructively challenges its time.

VALUES

The School aspires to be a community united by a sense of mutual trust while striving for excellence by respecting others in a transparent whole.

At present School offers the following degree programs:

- Executive MBA General Management in Russian
- Executive MBA General Management in English

1.1 STUDENT RIGHTS AND RESPONSIBILITIES

The programs of the School are characterized by an open atmosphere with an emphasis on student attendance and active participation. You can convey your views directly to the Academic Director, faculty and your Program Director. You are also encouraged to evaluate each module and course you attend using the web-based evaluation system.

You have rights, but you also have responsibilities as a student. The School expects that you will show respect for other students, faculty, staff and School's guests, and that you act towards others in such a way as to uphold and promote the reputation of the School and the Stockholm School of Economics (SSE). School's policy is that everyone should be treated equally regardless of their gender, ethnicity, gender identity or expression, social background, disability, sexual orientation, age, or religion or other beliefs. School's core values are stated in Appendix 3.

In cases of discrimination, harassment or grave misconduct, students will be reprimanded, suspended or expelled in accordance with the SSE Disciplinary Regulations. Decisions will be made by the President of the SSE after recommendation of appropriate measures by the Educational Advisory Board. Decisions made by the President in accordance with the SSE Disciplinary Regulations can be appealed to the Disciplinary Committee. You must be aware of the regulations that apply to studies and examinations as well as the guidelines for being on School's premises. For more information about the School's Academic Regulations see Chapter 3. **When you are admitted to the School, you will sign an Agreement on the provision of educational services by which you acknowledge and accept these regulations and the SSE and the School rights to modify them and make decisions based on them.**

1.2 SSE MBA LMS (LEARNING MANAGEMENT SYSTEM)

Through the SSE MBA LMS you can conduct functions such as viewing important course and program announcements, checking your schedule, and handing in assignments. The SSE MBA LMS is the most important information channel for the program and all important information is uploaded to the LMS.

1.3 ASSESSMENT

Teachers may assess your performance in a course in various ways and by combining different forms of assessment such as written examinations, written assignments, projects, presentations and in some cases formal oral examinations. On the basis of these assessments you receive a grade for each discipline based course. Courses are graded on a scale where the approved grades are based on Bologna system with the following verbal equivalents: A (Excellent), B (Very good), C (Good), D (Satisfactory), E (Sufficient), F (Fail). A score below 50 is considered a fail or F, 50-51 is E, 52-54 is D, 55-69 is C, 70-84 is B, and 85-100 is considered A.

At the School, the basis for the assessment is the learning objectives. These are formulated for each course and are included in the course description/outline. They detail what you should know after completing the course. Passing the course requires an approved grade on all learning objectives of the course.

To safeguard fair treatment and academic honor, the School applies Disciplinary regulations statute 3

in all assessments of student performance. All violations of the Code of Conduct are reported and investigated and result in the appropriate measures being taken. See further in Section 3.1.6.

1.4 STUDENT EVALUATIONS AND SURVEYS

The School conducts evaluations after every offered course, through student evaluation surveys, distributed digitally to students.

The evaluations are important tools for the School to collect valuable information, to help improve the students' overall academic experience, and to ensure that the School maintains its high-quality programs and its standing as one of Europe's leading business schools.

Whilst conducting courses and programs, the School collects both quantitative (scores for the course), and qualitative (written comments about the course) data, which is shared with selected key academic and professional staff of the School. The evaluation results are processed to anonymous data, after which it is not possible to trace any answers to individual persons other than any teacher mentioned in the answers. The answers to the surveys are not public data.

To ensure that the School accurately assesses which areas of the courses and programs are of expected quality, as well as which areas you believe may need some improvement, it is very important that the School receives your valuable input and constructive feedback. The School therefore expects you to respond to the various evaluation surveys sent out to you.

After each program module and for each course, there will be an evaluation of the module and courses where you can express your opinions. These evaluations are completed through the use of electronic evaluation forms, filled out by the students. You are expected to share your opinions after each module and course. This is a very important tool for maintaining high quality and continuous improvement of our programs.

2 OVERVIEW OF THE SSE MBA EXECUTIVE FORMAT PROGRAM

The MBA Executive Format Program (hereafter Program) is an executive, up to 20 months Program, consisting of 13 intensive modules with normal five-day duration (65 class days). Note that the duration of certain individual modules might deviate due to the character of the module.

To facilitate and accelerate the learning process, the Program is supported by distance learning and extensive self-directed study. To enhance the learning experience in an increasingly global business world, two international program weeks are included in the program.

Upon the successful fulfillment of the Executive MBA General Management requirements students are awarded a Diploma of Executive Master of Business Administration (EMBA) of the Stockholm School of Economics.

2.1 INTENDED LEARNING OUTCOMES (ILO)

The overall purpose and goal of the Program is personal development in different managerial areas to prepare students for systemic approach in building, transforming and leading organizations. To achieve this, the Program provides a solid theoretical base combined with practical and skills training. After completing the Program, the student should be able to:

1. Analyze and act upon different managerial and leadership challenges
2. Independently lead and manage an organization or organizational unit.
3. Use managerial, economic theories and business models to form a personal integrated knowledge framework to apply in the practical settings of management.
4. Interpret and explain the multiple systems and objectives of an organization.
5. Identify and evaluate assumptions and information in theoretical and practical terms in order to form personal judgments, as well as communicate these judgments with others in an organizational setting.

2.2 TEACHING AND LEARNING

The Program consists of program weeks (modules), during which you are required to be present for all sessions. There are several scheduled evening sessions during the program weeks, and in addition to those often the mornings, lunches and evenings during program weeks can be used for class preparations, group meetings etc. Hence, it is highly recommended that you devote the entire program weeks, including evenings, to the program. Students are required to participate actively in all activities included in the program's curriculum. Active participation entails full attendance, timely submission of all assignments and meaningful participation in group work and in class-room sessions.

In between the program weeks there are assignments to be prepared, group work to be done, take-home exams and readings to be completed. In between the program weeks, the program demands approximately half-time work from the students throughout its duration. In practice, "half-time" means that you during program weeks are expected to be fully devoted to the program, and in between the program weeks you may estimate some 20 hours a week on your studies. Some students may require more but 20 hours per week is an estimate given by former EMBA students.

The program employs a multifaceted learning approach, in which pedagogical tools vary depending on the subject area and problem type. The program is guided by four major learning pillars, each corresponding to different learning styles:

Theoretical because this is an academic program that provides approaches and theoretical “prisms” to develop systemic vision and conceptual thinking on different aspects of a company activity in turbulent business environment for its sustainable development. (And, at the same time, builds on the latest research to improve your analytical capacities. The program’s faculty consists of active researchers and belongs to the foremost experts among their fields of expertise).

Practical because the program brings hands-on action and real-world experiences to the learning environment, through cases, live change projects, and the experiences of the students.

Reflective because reflection is one of the central pedagogical tools employed; the program aims at shaping a mental and social space where meaning can be created and learning take place.

Skills-focused because you will be given ample opportunity to develop your personal leadership style through coaching and training in areas such as idea generation, negotiation and presentation.

The four learning pillars are supported by the pedagogical backbone of the SSE: dedicated faculty, small groups, practice orientation, and problem-driven learning.

Our teaching can take many different formats: lectures, seminars, case discussions, workshops, exercises, simulations, role-plays, etc. We combine many different formats in order to support students’ various ways of learning. At the beginning of the program, all students will review and reflect on their own way of learning in order to make learning process most effective for individual and team work. The pedagogical idea on which the program is based stresses the importance of presence and attentiveness. This means that you as a student should be at the School physically and that there is much interaction between the teaching faculty and students. You are expected to participate actively in the program and class discussions and to both learn from and contribute to the learning of your peers.

It is of utmost importance that you follow the pace of the program and do not lag behind in your studies. It is difficult to catch up once you fall behind. Teachers and administrative staff will help and support you, but you are yourself responsible for ensuring that your studies are successful. If you experience any problems keeping up in the pace of the program, you should immediately contact your Program Director.

2.3 OVERALL CURRICULUM

Program overview

Each module consists of a number of courses of varying size and length. A course is a unit that often takes an academic sub-discipline as a starting point. Each course has intended learning outcomes and a responsible Course Director. The Course Director is responsible for the design, delivery and examination of that particular course. The modules and the courses are listed in more detail below.

Module 1: Program Orientation, Team Building and Group Dynamics

Module 1 creates a platform for effective learning and team building for successful navigation during the EMBA program where students will be introduced to SSE and School values and learning process philosophy and pedagogical methods, will get principles in how to work in groups to sacrifice individual goals for a team ultimate success when individuals values will be consolidated with community values for mutual integrated benefits from education and association with the School. During this foundation week you are also introduced to different approaches to knowledge creation, critical analysis and other tools that will help you develop your interpretative skills. Before commencing the program you are provided with preparatory readings and exercises in order to be prepared for your EMBA experience.

Module 2: Financial Reporting & Financial Control

The overall focus of the module is to create qualified users of financial information. You will learn the language of business. You will develop a broad understanding of financial reporting and how to use financial reports when a company's performance in terms of profitability, financial position, and liquidity is to be analyzed. You will also learn how to utilize financial information to improve managerial decision making.

Module 3: Corporate Finance

The module introduces the fundamental concepts of value and risk, both of which are necessary for project valuation and investment decisions. You will study global asset markets and learn how stocks and bonds are priced. You will examine how companies are financed and discuss the main types of financing depending on the firm's size, age, industry and other firm characteristics.

Cross-cultural weekend

The purpose of the module/weekend is to gain cross-cultural practice and awareness. After the module, the students should be able to manage and lead diverse and cross-cultural teams in a global context. They should also be able to reflect of what it means to be a leader in diverse, cross-cultural and global settings.

Module 4: Organizations, Change and Business Ethics

The goal of the module is to understand organizations and the fact that there is not one way of how to manage them through a Swedish lens. You will become familiar with the notion that organizations can be seen through different perspectives and that to effectively lead and manage organizations all lenses are required. Visits to Swedish organizations will highlight the importance of values in organizing. You will be exposed to different models of change with the purpose introducing you to the change process. After the module, you will be able to analyze organizational challenges in a more multiplex way. The module provides the basis of the SSE Live Project which focuses on an organizational change in that multiple lenses are required to analyze and lead change. Finally, you will acquire knowledge of running a sustainable business

that is how to create long-term value given the challenges that ecological, social and economic environment brings about through a Swedish perspective.

Module 5: Strategy and Change Management

In this module, we continue to investigate organizational behavior, this time with respect to strategy. You will get acquainted with perspectives on strategy formulation and execution and become equipped with skills and tools to turn strategic ideas into actions. After the module, you will be able to create strategies for your businesses and improve business performance. You will also be able to identify capabilities and resource gaps in companies that could impact your strategy's implementation.

Module 6: Marketing and Operations

This module concentrates on providing theoretical platform and practical business tools focused on building a comprehensive and effective business eco-system for value creation, value maximization and its maintenance. You will develop knowledge about value production and delivery concepts, models and tools and their managerial implications with focus on operation strategy linked with business and marketing strategies, prevention of leaks and elimination of waste via business process management and continuous improvement. An important question which is addressed in the module is how organizations can align their internal resources with demands from the external environment. You will further develop vision and understanding of customer value management concepts and methods of value design and value proposition in interrelation with marketing and strategy models to be adapted and applied in real business.

Module 7: Strategic Leadership

In this module, we develop further concepts of human behavior and include people outside the organization into the analysis. You will learn negotiation techniques through the use of multiple frameworks and specific behavioral simulations. You will work on improving your leadership skills through multiple methods. After the module, you will have learned that there are multiple meanings to what constitutes an effective leader.

Module 8: Business Context

In this module, we present tools and frameworks for understanding macroeconomic developments and their effect on business and finance. Good knowledge of economic frameworks will help you to better predict performance of world economies, mitigate risks, develop growth plans and make investment decisions both locally and abroad. You will thus be able to make better business decisions that take global markets into account and to interpret economic change in the context of their organization. We will further analyze the importance of a well-functioning institutional background which creates an “enabling environment” for the creation of wealth. Within the institutions, we will further focus on business law and legal environment.

Module 9: Design Thinking and Business Analytics

Companies nowadays have an extensive amount of data around their businesses and their customers. We will start the module with investigating the benefits of data analytics, data science and artificial intelligence and its strategies such as machine learning. In search of delivering customer value many companies leverage the data by designing innovative customer experiences. Business success is increasingly depending on the ability to meet and exceed customers' expectations. Therefore we combine the data with design thinking that can help businesses to find ways to match customers' needs in a way that is technologically feasible and viable enough to create value.

Module 10: Strategic Mindset and Innovation

This concentration focuses on how to achieve growth through continuous innovation and entrepreneurship. Innovation is treated in a broad sense, referring to innovation in products and services as well as to innovation in business processes. For start-ups, innovation is one of the entrepreneur's primary tools. However, innovation and entrepreneurship are not restricted to start-ups. They are equally important for large established firms. Innovation management, change management, corporate entrepreneurship and the use of information technology all play a role in driving business renewal, and in this concentration you will explore themes in these areas in order to effectively lead renewal processes. The module is provided by the Coller School of Management, Tel Aviv University and includes lectures by academics as well as serial entrepreneurs, workshops, and company visits. You will get acquainted with an economic mindset that have turned the country into a world leader in many high-tech areas.

Module 11&12: Electives

The School will provide at least two electives as described below. Additional electives will be available at SSE Riga or potentially further third parties.

SSE Russia electives are:

- **Financial Management and Value Creation**

The course in Financial Management and Value Creation deals with the dynamic interaction of operational and financial decisions of companies and the consequences of these decisions for stakeholders in the firm. In the course we study more advanced issues in financial reporting, management control, capital markets and corporate finance. After the course you will be able to understand how to use accounting, managerial and financial tools for enhancing the value of business. A substantial part of the course will be devoted to value creation through mergers and acquisitions.

- **Strategic Branding and Digital Marketing**

This elective provides tools for better understanding of your customer needs, developing appropriate customer-centric strategy for your organization and implementing consistent brand strategies to generate business growth. The focus is on digital and social media landscape and we will gain an understanding of new behaviors associated with the digital generation and go through best practices for managing brand reputations through user-generated content. You will learn how to make informed decisions across digital platforms.

Module 13: Capstone module. Integrated learning experience.

The final module of the EMBA program integrates the program, and provides an opportunity to reflect on learning throughout the program and after the program. The integration perspective will be provided through a comprehensive strategy workshop. An important part of the module is the presentations and defenses of the SSE Live Project. During one conference day, project teams will defend their SSE Live Executive Master Thesis (SSE Live EMT) (SSE Live Project phase 2) and report and reflect on the results of the change implementations from SSE Live Change Project (SSE Live Project phase 1).

Leadership Intelligence

Our objective is to support the holistic personal development of the students as Leaders. By the end of the program each student should have a better understanding of own strong and weak features as a Leader. This means that further development of leadership skills goes based on reflection and acceptance of the idea of consistent and deliberate learning. As leadership includes network creation and management, the students should learn that personal effective performance is only one side of a Leader. The Leaders need in addition to possess various skills than just those directly related to their profession. During the Leadership Intelligence track we provide diversity of skill seminars and workshops, group coaching and individual coaching.

SSE Live Project

We believe in the concept of learning while doing. Therefore, our EMBA program is built around SSE Live project. The SSE Live project is divided into two phase. The first phase, SSE Live Change Project (Change Project), aims at implementing a change in a real organization. In phase two, SSE Live Executive Master Thesis (SSE Live EMT) you will generalize the knowledge acquired during the change project and put it into a broader research perspective.

In the Change Project, you will integrate and apply theoretical management concepts and frameworks to live management issues with the focus on organizational issues in real companies. You will run the project in an organization of your own choice in groups of two. It is important that the change adds measurable value to the organization, constitutes a real improvement and can be done within the time scope of the change project. During the project period, you will get help from a project supervisor as well as the faculty during the modules. The timing allows for follow-up of the implementation in module 9.

The change project serves as a case study for a further general understanding of a business problem or challenge. Thus, in the SSE Live EMT, you will develop a research question related to your Change Project and answer the question based on previous research and your findings. In this way, you will contribute to creating a new knowledge within a specific area and make your Change Project generalizable for other companies. You will get help from a project supervisor during your work. The SSE Live EMT is defended in module 13.

Business Research Methods

In order to succeed in both change and research project, you need to be well equipped with research methods. Therefore, we will provide a research method series from the very start of the program. We will look at both qualitative and quantitative methods and the art of writing a good business report and a good research report. The method series will be conducted partially online and partially in the class and run parallel to modules 1 – 7.

2.4 STUDENT'S CONTRIBUTIONS

The pedagogy in the program is based on different learning styles and on the four pillars theory, practice, reflection, and skills. These four pillars all rest on the student's active participation. Students need to be prepared to contribute to the fellow students' learning. This includes the active sharing of knowledge and experiences. The group works, assignments, and exercises will give you opportunities to test ideas, theories and models. You need to be well prepared by reading the cases and literature assigned. You are encouraged to take the opportunity to ask active questions to the lecturers and allow yourself to be challenged. It is through listening to your fellow SSE EMBA students that much of the learning will occur, so this component is absolutely key to success in the program. Contributions to the discussions, both in class and in smaller groups are an absolute necessity for the successful completion of the program.

2.5 SSE MBA LMS

The information relevant to the program is posted on the SSE MBA LMS. All news is posted here. Assignments, course outlines, readings, slides and other course material are also available here. Parts of the materials will only be handed out in printed form for copyright reasons. Assignments are submitted on the LMS. Students have the responsibility to keep informed and faculty and staff the responsibility to inform – actively using the LMS.

2.6 FACULTY AND STAFF

There are three cornerstones in the design and delivery of the SSE EMBA program, functions that must be attended to and performed. These are the *program content*, the *learning process* and the *continuous program development*. Below we briefly discuss how this responsibility is divided between:

- Faculty and Program Board
- Academic Director (AD)
- Program Directors (PD)
- Course Directors and Faculty
- Key Account Managers (KAM)

Faculty and Program Board

The Faculty and Program Board at the Stockholm School of Economics is the School's governing body with oversight in policy matters concerning all programs at the school. The Faculty and Program Board approves the general design, content, admission rules, diploma requirements etc.

Academic Director

The Academic Director is appointed by the President of the School and responsible for the overall content, delivery and academic quality of the EMBA programs. This responsibility includes ensuring that the overall learning goals are achieved, the continuous development of the academic content and process in the program that the program is of high international standards and benchmarked with other programs. Also, that handbooks are updated and adhered to and quality assessed regularly. The Academic Director is responsible for guiding the Program Directors and overall responsible for all the administrative matters related to the EMBA programs.

Program Director

The role of a Program Director encompasses administrative, pedagogical and communicative functions with the main goal to support the high level of EMBA Program quality, as well as facilitating of active involvement of participants into learning process with the basis of academic requirements.

The Program Director is involved in strategic and tactic planning of content of the Program in coordination with Academic Director, faculty and other relevant staff of the SSE, and responsible for organizing and managing educational process to ensure effective learning.

The Program Director plays a role not only managing but, also, pedagogical facilitator of the training process as a whole and act as the main channel between students, the Academic Director, and the Course Directors.

The Program Director, as advisor and mentor for students, concentrates, also, on managing students' expectations, bridging the different courses, the classroom atmosphere, overall learning climate, adequate follow-up on feedback and improvement suggestions from students, and on ensuring that students adhere to the rules of conduct that are applicable to the Program.

Course Directors

For each course, a designated Course Director has responsibility for content, process and development of that specific course. The Course Director has a solid research record within the field, and is an excellent teacher, and is responsible for the academic delivery of the course. Responsibility always includes examination, feedback to students, and development of the subject area to reflect current trends in the area.

The Course Director is the final guarantee for the learning experience, including both academic materials, the classroom learning process and how these two are connected to the students' world-of-practice.

Faculty is chosen with great consideration in terms of their expertise in the specific area, ability to teach, command of language and knowledge of actual business practice. They should be stimulating and encourage the connection between academia and practice – actionable knowledge. The teachers ideally have a base at SSE, but teachers from outside SSE are also contracted.

Key Account Manager (KAM)

The Key Account Manager is responsible for all the administration of the program. This includes updating the LMS with course materials and student's assignment status, and supporting the Program Director, Course Directors and Faculty with necessary teaching material. The Key Account Manager is not a travel agent but provides program-related administrative support to students in conjunction to travels. The Key Account Manager supplies the students with necessary reading material.

3 SCHOOL'S ACADEMIC REGULATIONS

3.1 PROGRAM RULES AND REGULATIONS

The rights and obligations of School's students are formulated below. These rules and regulations govern the relationship between the School and its students.

3.1.1 Degree Requirements

The Executive MBA General Management Program (EMBA) is a part-time, up to 20 months program, consisting of 13 intensive normally five-day program weeks (65 class days). To facilitate the learning process the program is supported by distance learning and extensive self-directed study. To enhance the learning experience in an increasingly global business world two international study trips are included in the program.

The demands placed on the students of the EMBA program shall be adapted so that a student who not only has the required prior knowledge but also makes effective use of the teaching they receive is able to earn the degree after 20 months.

Students should complete all outstanding examinations, assignments and projects by the end of the last program week. Upon the successful fulfillment of the EMBA requirements students are awarded a Diploma of Executive Master of Business Administration (EMBA) of the Stockholm School of Economics.

3.1.2 Participation and Attendance

Participation in class is essential in order to ensure that the intended learning objectives are met and this encompasses the following dimensions:

- To be prepared for and attend all class sessions.
- To actively participate in all class activities.
- To reflect on and share experiences and learning.
- To refrain from using digital devices for activities not related to class activities.

Students are to attend all class sessions and to arrive on time for classes. Attendance is mandatory. If the student due to illness is not able to attend a session they are to inform the Program Director in advance (work-related reasons are normally not valid reasons for absence).

The following rules regarding attendance apply:

- To be prepared for all class sessions and to actively participate in all class activities (whether inside the classroom or on related sites like company visits) in accordance with the core values of the School.
- The student is required to attend all the modules because one of the main conditions/requirements of program completion and obtaining the diploma is attendance in all training modules that Program contains.

- To participate in all class sessions means:
 - a) to arrive on time for class at the start and after each break;
 - b) to be physically in class during the prescribed times, active participation in learning process, whereas phone conversations during the classes are considered as absence during the session;
 - c) not to use cell phones, computers, and other technical gadgets during training sessions for purposes that are not related to the learning process.
- If a student is not able to attend the classes, he/she is obliged to inform in written form the Program Director and the Key Account Manager about this in advance. Notification itself is not an excuse for the absence but is needed for adjusting the teaching process.
- A **module session** is the period from the start of the classes until lunch break (morning session) or from the end of the lunch break until the end of the classes (afternoon session). Attendance means attending the entire session. Regardless of the reason, not being present physically in the class room is counted as absence.
- If a student is absent for **two sessions** during the module, there is no penalty - if the absence remains within the 10 sessions limit in total for the program. When the total number of missed sessions across modules exceeds the 10 sessions limit, this matter will be referred to the Educational Advisory Board (EAB) of the School and **can result in deregistration from the EMBA program**.
- If a student is absent for **three sessions** during the module, the student will receive **10 points deduction** from the exam score for the relevant course.
- If a student is absent for **four or more sessions** it means that the module is missed and this matter will be referred to the Educational Advisory Board (EAB) of the School and **can result in deregistration from the EMBA program**. Deregistration does not make the student free from fulfilling all financial obligations in full according to the Agreement. Then, if the School's EAB decides to let the student continue the program, the student **has to re-take the module** with another group before the student can pass the exam on the topic and be awarded the Executive MBA diploma.
- If payment of the Tuition Fee or its part is overdue for more than fifteen (15) calendar days, the Educational Advisory Board of the School shall have the right not to admit the Student to attend the module.

3.1.3 Academic leave, Maternity leave and Parental leave Regulations

- The EMBA Program is to be followed from start to end with the same cohort. An Academic leave of absence may in exceptional cases be granted on an individual basis. Work-related circumstances are not valid reasons for academic leave. Academic leave is granted only once during the duration of the Program and for no longer than 12 calendar months.

Applications for the formal leave of absence are made on a special form that the Program Director may provide. Please refer to Appendix 2.

The decision to grant Academic leave is taken by the President of the School based on the suggestion of the Educational Advisory Board of the School. The grounds to grant Academic leave are as follows:

- a) for medical reasons – personal application of the Student and medical certificate of doctor committee of a medical institution about the necessity to grant Academic leave;
- b) in other exceptional cases – personal application by the Student and relevant

document confirming the reasons for applying for Academic leave.

- Maternity leave is granted to the Student for the period of 70 calendar days before delivery (in case of multiple pregnancy – 84 calendar days) and 70 calendar days after delivery (in case of complicated labour – 84 calendar days; if two or more children are born – 110 calendar days). The grounds for granting a maternity leave are the Student's personal application and a copy of a medical certificate confirming the relevant reasons.
- Parental leave is granted to the Student until the child reaches three years. The grounds for granting a child care leave are the Student's personal application and a copy of the child's birth certificate.
- The Student can re-enter the Program only in the semester in which his/her Academic leave, maternity leave or child care leave was granted. Modules attended by the Student in the semester during which the Academic leave, maternity leave or child care leave was granted can be considered as attended ones after re-entering the Program at the discretion of the Educational Advisory Board.
- A Student returning from academic leave undertakes to pay a re-entering fee in the amount of one fourth of the Tuition Fee. The re-entering fee is charged with the purpose to cover the costs which the School would have, including ones related to additional testing of the Student after his/her re-entering the Program, growing educational Program costs caused by the inflation and other costs of the School related to the re-entering of the Student. In case of the maternity leave or child care leave, granted to the Student, as well as in some outstanding cases of the Academic Leave (specifically approved by the Educational Advisory Board of the School) the Student shall pay the School only the difference between the amount of the Program fee as of the date of the Student's re-entering the Program and the Tuition Fee hereunder.

3.1.4 Deregistration from the Program

A student can be deregistered from the Program if he/she:

1. missed a module or if the absence exceeds the 10 (ten) sessions limit in total for the program. The definition of module absence is included in section 3.1.2;
2. failed to pass an exam on the second attempt or to prepare and defend a SSE Live EMT project on the second attempt;
3. reproduced somebody else's answers in the course of examinations, tests or preparation and defense of SSE Live EMT project or shared with other students examination answers for informational or reproduction purposes;
4. plagiarized sections in substantial parts of written products presented as original work by a student or a group of students exceeding 10% of the text;
5. had an outstanding payment obligations for more than 15 (fifteen) calendar days;
6. made a breach of the rules repeatedly or once made a serious breach of the rules;
7. made a breach of the rule of the confidentiality of the information;
8. provided the School with the unreliable information or documents, based on which the School made a decision to admit the student to the Program.

Any breach of prevailing rules and code of conduct will be dealt with according to the School version of the prevailing Disciplinary Regulations of Stockholm School of Economics. As a general rule any cases will be referred to the Educational Advisory Board of the School whereupon the President of the School will issue a recommendation to be determined ultimately by the relevant Stockholm School of Economics authority in Stockholm.

3.1.5 Academic Misconduct

- The School has a strict policy on academic integrity, which is formally regulated by the Disciplinary Regulations of the Stockholm School of Economics. The rules and measures that follow from this are enforced by the faculty and management of the School and SSE. Some specific examples of what this policy means can be found below.
- There is a strict prohibition on using any unauthorized assistance during examinations and other forms of assessment. It is also prohibited to conduct assessed assignments in ways that may mislead an examiner (e.g., presenting work of others as your own). Inappropriate behavior leads, with no exception, to strict disciplinary measures.
- A student may not copy and use any text without making clear references to the source. This is applicable to all types of submissions, reports, essays, thesis work, etc. Furthermore, students should never quote anyone without making it clear that it is a quotation. If a student is unsure about the correct procedure, they should contact the course director.
- If a student is not actively contributing to an academic group assignment, the student may not receive a pass on that particular part of the course. In a group assignment all students are required to contribute.

Please note that the above include only a few examples. SSE students are obliged to be familiar with the SSE Disciplinary Regulations in their entirety.

Any form of harassment or offensive behavior will lead to strict disciplinary measures.

Both academic misconduct and breaches of the rules of conduct may lead to the following sanctions: warning, suspension, or deregistration from the program.

3.1.6 Rules and Regulations for Course Grades

Examiner

Course Director responsible for the course is normally the examiner on the course and, as such, is responsible for the implementation of examinations and determines grades.

Course grades and Grade Distribution

The grading of each course is based on the principle of “absolute grades”, which is, in turn, based on the student’s fulfillment of the learning objectives. For a student to be approved on a course, they must have achieved at least a pass grade on all learning objectives. Students, who have been approved on a course, normally receive a course grade in accordance with the Bologna system.

Individual performance should represent at least half of the maximum possible results on the course. This does not exclude assignments and projects constituting more than half of the

requirements for a course. In such cases, however, the reporting of these components is to be structured in a way that permits the examiner to assess individual student performance. Note that an approved result cannot be raised by retaking certain examination components. This applies to both written examinations and other forms of examination.

Correction and Review of a Course Grade

Grading decisions cannot be appealed. However, obviously erroneous result calculations and registrations can be corrected (see below). Once a student has been informed of their examination results, corrections can be made if **the decision is erroneous due to typographical error, miscalculation or similar oversight** by the examiner or other SSE employee. In such cases, a correction can be made, either raising or lowering the student's result (even to a failed result). A correction to the detriment of the student assumes that the error is obvious both to the individual responsible for making the decision and to the student, and that the student is afforded an opportunity to be heard before the correction is made. The student shall be notified regardless of whether the correction is to their benefit or detriment.

Reassessment of Grades

Requests for reassessments of course grades are to be addressed to the examiner responsible, who will only deal with requests in cases where an **obviously** erroneous assessment has been made. Reassessment requires that an observed error can, without more detailed analysis, be said to have led to the grade being erroneous and **accordingly represents no obligation for the examiner to perform a new unbiased assessment of an answer or other performance.** Examples of such errors include the examiner having **overlooked parts of an answer.** Reassessment and correction of grades can be made both to the benefit or detriment of the student. The request should be explained in detail and the causes for reconsideration must be specified. This shall be submitted in writing (by letter or e-mail) to the examiner responsible as soon as possible, but no more than two weeks after the announcement of the grade. Note that if the examination paper has been collected, the right to request reassessment of the grade is forfeited.

3.1.7 Rules and Regulations for the Assessment of Student Learning

Students' performance on a course can be assessed in various ways, including through written examinations, assignments, projects, essays, oral presentations, degree of active participation or oral examination. Described below are the rules that apply to these different examination components.

Results on Examination Components

An examiner may use one or more forms of examination to assess a student's performance on a course. The various examination components are assessed by the examiner or those who examiner has delegated that task to. The assessment of student performance results in a mark for the examination component. If the mark fulfills the requirements for the approval on examination component, the student is approved on that component. Performance failing to achieve approval result in a Fail on the component, or in a result requiring further performance to achieve approval (*Failx*). Complementary performance to address a *Failx* grade can only be awarded the lowest points required for approval on the component (or a Pass grade).

Students are entitled to receive information on their performance in each individual assessment and of the maximum score on each examination component or the proportion of the overall examination that the component represents. Results are published on the SSE MBA LMS.

Number of Examination Occasions for a Course

Whenever a course is held only two examination occasions are offered (one main examination date and one retake for those failing on the first occasion) within a year of the start of the course. On these occasions, the scope and content of the examination is unchanged.

To take an examination for the same course more than two times, students must apply for and be granted an exemption from the EAB of the School. However, the next time a course is given, the syllabus may be modified, which can affect the scope and content of the examination. This may mean that one or more coursework assessments, that were part of the overall assessment the last time the student took the course, may no longer be relevant, or that new assessment have been added.

Lost Examination

If a student's written examination (or parts of it) is lost, and it can be shown that SSE Russia is responsible for the loss, the student will be offered a new examination date within a week unless the student requests to have the examination later.

Grading Period

Grades for a written examination held during the regular examination period are normally to be reported within eleven working days of the examination. If an extended grading period has been granted by the Academic Director, those students affected are to be informed of this, preferably at the time of the examination.

3.2 OTHER REGULATIONS

- The student pledges to commit no copyright infringement by making copies of works protected by copyright or making such works available to the public.
- The first time the student logs in to the SSE MBA LMS platform, they accept the terms of the IT agreement in effect at the School.
- The Stockholm School of Economics, Handelshögskolan i Stockholm and Handelshögskolan, SSE, HHS are important and valuable Trademarks and Trade names of the Stockholm School of Economics. These distinctive signs, and other registered trademarks of Stockholm School of Economics, may under no circumstances be used in connection with personal e-mail mailings, as an address on Facebook, or in other similar contexts in a way that suggests that the use is authorized by the Stockholm School of Economics.
- The student allows the School to convey their contact information to a third party. This is done very restrictively and mainly applies to recruitment and surveys and similar measures where the aim is to provide information useful to society. When requested by a third party to provide information on an EMBA student (current or former), the School will only confirm whether a student is or has been enrolled and the dates for

- that enrollment. Also what degree (if any) the student has received at the School.
- Throughout the SSE EMBA program, some modules will be held off campus. These modules may be located in areas and/or countries that may require permits or visas for students travelling to such locations. Expenses related to permits, visas, travel, food, accommodation or other boarding expenses are not included in the program fee. Travelling arrangements (e.g. flight tickets) are always to be made by the Student. It is, notwithstanding the School's endeavors to assist students in the application processes for obtaining permits or visas, the Student's responsibility to assess the necessity of obtaining; to apply for; to pay fees related thereto; and to undertake any other actions and/or provide necessary information to relevant authorities in order to obtain such permits or visas. To the fullest extent permitted by law, the School, the School's officers, directors, partners, employees, agents, shall not be liable to Students, and anyone claiming by, through, or under Students for any claims, losses, costs, or damages whatsoever arising out of, resulting from or in any way related to any denial or delay of or costs for permits or visas, flight or travel disturbances, including but not limited to negligence, professional errors and omissions.

APPENDIX 1: LINKS

Disciplinary Regulations:

https://www.sserussia.org/about-us/svedeniya_ob_ano_sshe_v_spb/education/

APPENDIX 2: APPLICATION FORM ACADEMIC LEAVE

Application for Academic Leave from SSE MBA Executive Format

Academic leave is only granted for circumstances outside a student's control. Academic leave is granted for a period no longer than one year and can be provided no more than one time during the Program. The application is to be handed in to the Educational Advisory Board of the School. If the application is approved a separate agreement specifying the conditions of the academic leave will be signed by the President of the School.

Name of applicant _____

Date _____

Enrolled in Program 20 - -

Motivation for application for academic leave:

Application concerns academic leave from _____ to _____

Signature of applicant

Signature of nominator

Approved/Disapproved

Date _____

Anders Paalzow
President
ANO APE "SSE in SPb"

APPENDIX 3: SSE VALUES



Core values

The road to successfully reaching the goals of learning at School is based on the following core values. These core values are applicable to your behavior as a member of the School community, in any forum, classroom, mailing list, web site, meeting or private correspondence.

1. **Strive to learn from differences.** We are all different and can always learn from each other. The School and its community support equal rights and opportunities for all regardless of age, gender identity, religion, disability, ethnic heritage, socio-economic status, political, social, or other affiliation or disaffiliation, or sexual orientation. Each member of the community is expected to foster an appreciation for other cultures and respect the dignity, feelings, worth, and values of others. Therefore, the abuse of students, faculty, staff or others, engagement in gender and sexual harassment, usage of obscene or abusive language or demonstration of rude behavior are in direct violation of the School's code.
2. **Be caring.** Your work will be used by other people, and you in turn will depend on the work of others. Any decision you take will affect users and colleagues, and we expect you to take those consequences into account when making decisions. Especially remember that your behavior has an important impact on others' possibilities to learn and develop.
3. **Be respectful.** The School's community and its members treat one another with respect. We might all experience some frustration now and then, but we cannot allow that frustration to turn into a personal attack. It is important to remember that a community where people feel uncomfortable or threatened is not a productive one. We expect members of the community to be respectful when dealing with other contributors in class as well as with people outside the community.
4. **Be collaborative.** The uniqueness of educational processes is the reciprocal nature of teaching and learning, along with the interactions among the students. The effectiveness of the process directly depends on the quality of communications teacher-students, students-students. Collaboration reduces redundancy of work and improves the quality of the learning process. Your work should be done transparently, and experiences from the process should be reported back to the community. Everyone can make a valuable contribution to the community.

The usage in the class-room of electronic communication tools may seriously undermine the educational process and the process of communications. It is allowed to use gadgets only for learning purposes (follow presentation, read cases, etc.), and it is absolutely forbidden of phone calls during learning process. Thus, unless it is explicitly encouraged by faculty, it violates the academic policy.

5. **a When you disagree, consult others.** We may not always agree, but disagreement is not an excuse for poor behavior and manners. Disagreements happen all the time and we need not avoid disagreements or differing views but should resolve them constructively. A constructive approach to solving arguments and disagreements is an important part of our common knowledge.

b When you are unsure, ask for help. Nobody knows everything, and nobody is expected to be perfect. Asking questions helps to avoid many problems, so questions are encouraged. Those who are asked should be responsive and helpful. However, when asking a question, care must be taken that it is appropriate to the forum. Off-topic questions detract from productive discussion.