

CEMS / MBA BUSINESS PROJECTS

Global Master's in Management - CEMS & MBA

Students undertaking business projects are in their second year of the Global Master's in Management (GMiM), a two years Master's offering our students a unique approach to management. In Winter Term (January - May), the students study either 'CEMS' or MBA.

CEMS

GMiM students can apply for the CEMS programme (ranked in the top 8% globally for employability) in their second year. This unique programme, supported by CEMS Corporate Partners, prepares future generations of responsible leaders and gives a unique opportunity to join a cohort of high-calibre, global-minded and multilingual students enrolled at leading business schools across the world as part of the CEMS Global Alliance. Each year via business projects, CEMS students offer over 200,000 top-level consulting hours to companies! **CEMS Corporate Partners have priority for CEMS Projects** but all companies can express interest for both CEMS & MBA.

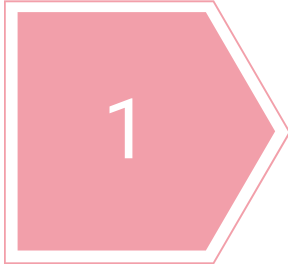
MBA

Students on the MBA route study an exchange term in the US or China during their year, providing them the opportunity to immerse themselves in an environment that differs from LSE both culturally and academically, and applies a more practice-based approach to learning.

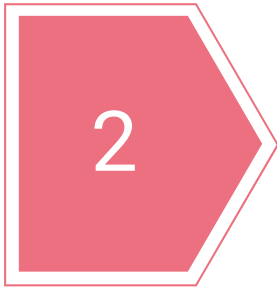
Encourage innovation in your organisation with LSE knowledge and develop your future workforce

To sponsor a project, email: dom.employers@lse.ac.uk

Process and next steps



Sponsors submit project proposals to the LSE Employer Relations Manager. These will then be reviewed by our academic Faculty Lead and Sponsors will be informed of the outcome.



First time Sponsors may be invited to a call with the Faculty Lead and Employer Relations Manager to discuss project ideas.



4-6 students will be assigned to a Sponsor, with a project supervisor from the company and a Faculty Coach from the LSE.

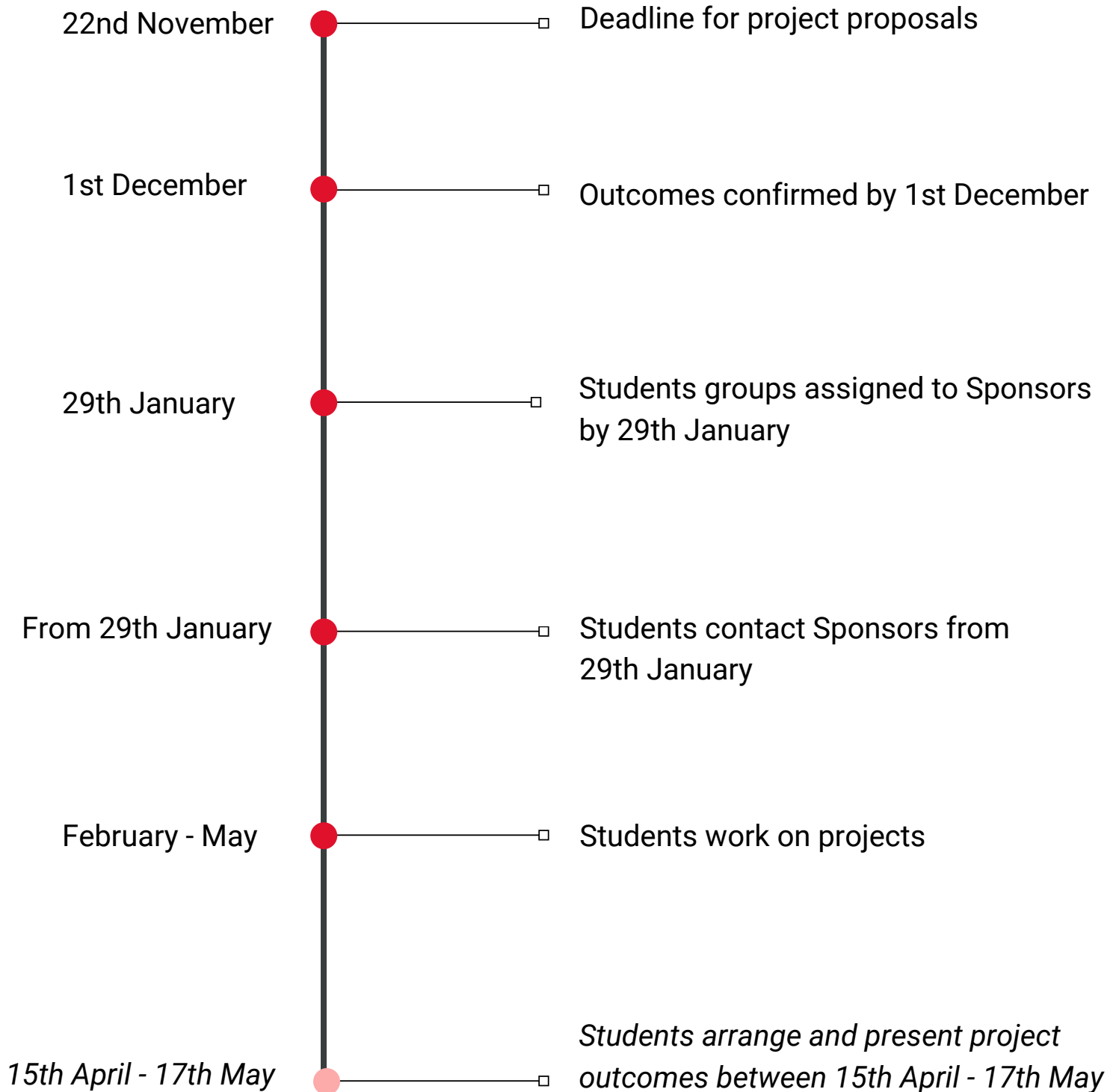


Students work on their Business Project between January - May.



Students present their project solutions and outcomes to Sponsors and Faculty.

Timeline 2023-24



Project Team Options for CEMS track

LSE CEMS student projects (standard)

A team of London-based students studying at LSE

Cross-border student projects

Two students each from up to three specific CEMS schools work remotely on one project

Multi-country student projects

Team of students at specific CEMS schools work on the same project brief with a goal of presenting unique outcomes, perspectives or market insights from different countries or regions

If you are interested in working with students from additional CEMS schools, let the LSE Employer Relations Manager know.

A complete list of CEMS schools can be found [here](#).



Student deliverables



Business presentation to Sponsors:

Students will present their Business Project outcomes to their Sponsors. This can be virtual or in-person depending on Sponsors' and students' locations. Students will also submit a separate recorded presentation to their Faculty.

Presentation slide deck:

Students submit a slide deck to LSE Faculty which includes the following sections: introduction, literature review, methods, results, discussion and recommendations. Sponsors can request the slides from the students without the theoretical components if they wish.

Examples of previous projects - CEMS

Digital Transformation in the Healthcare Sector - New Marketing Strategy for Bayer's Women's Healthcare (WHC) Practice in Switzerland (2019)

Offered by CEMS Corporate Partner Bayer and Academic partner University of St.Gallen

Digitalization is poised to profoundly transform healthcare. New possibilities for interactions between stakeholders are emerging, which pharmaceutical firms have yet to harness. The project mandate was to deliver an innovative digital communication strategy to Bayer Switzerland to address customers in Women's Healthcare. The team utilized design thinking to deliver a successfully tested, customer-centric solution, applicable to the complex dynamics of Switzerland's healthcare system.

The international diversity of backgrounds and skills within the team was utilized to consider a broader spectrum of recommendations and implementation tools. This also allowed them to directly engage with medical practitioners in the various language regions of Switzerland.

Working in a highly complex and restrictive legal environment, the students understood and incorporated the ethical issues associated with selling pharmaceuticals in Switzerland. In particular, the interviews with medical doctors required high levels of initiative, tenacity and professionalism.

Car Subscription Model in Australia (2019)

Offered by CEMS Corporate Partner Daimler and Academic partner University of Sydney Business School

Carmakers, such as Daimler, followed the trend of subscription model and already started launching the service in some areas including the U.S.A. and Europe. A car subscription model works as follows: customers have access to a pool of cars and have the possibility to switch cars by paying a weekly/monthly fee.

Daimler's new aim was to enter the Australian market with a subscription model which was being tested in other countries. The student team conducted analyses and research to provide an insightful recommendation regarding the potential implementation of a subscription model in Australia. The project allowed the students to evolve in a professional environment, where they worked hand in hand with Daimler Australia and with a team based in Germany.

Not only have they learned how to work in an international company but they also learned how to work in a team of consultants with clients having different needs, requirements, expectations and location. In addition to that, they learned how to conduct a project from scratch to a final presentation in Melbourne in front of the board and the CEO of Mercedes-Benz Australia.

What makes a successful project?

The best topics for an business project embedded in curriculum are those that are **important for the Sponsor but not urgent**. A team of students with access to LSE's research resources and academic supervision can achieve sufficient depth and independence of analysis to kick-start debate and further action such as a framework for future business models or an initial plan. The most successful projects are those that set clear and realistic goals, and provide sufficient guidance and assistance with the project **particularly in facilitating access to necessary data**.

Are there costs involved for Sponsors?

There is no charge to companies for sponsoring a project. Students do not receive pay for the project, nor do they have any budget provided by LSE. We appreciate students may need to travel for kick-off meetings or the final presentation so we recommend keeping this to a limited number given their expense or to allow them the option to join virtually which is also inclusive.

If more expensively produced reports are needed or for a larger quantity of contacts, we ask Sponsors to cover the cost of production (e.g. printing). Similarly, whilst infrequent travel within London is to be expected, Sponsors should cover the cost of exceptional travel such as trains to locations outside of London.

How can we protect company or sensitive information?

We can provide a standard Non-Disclosure Agreement for you, the students and the relevant faculty member involved in your project to sign. Alternatively, you can ask students to sign your own company agreement and they can obtain the faculty lead's signature if an LSE staff signature is required.

How can I best support students as a Sponsor?

We expect students to take full responsibility for leading, planning and executing their project as this is essential to their learning. The most important aspect for you as Sponsor is to clearly define the problem you wish to investigate and then remain open to students' suggestions on how to find the answers/solutions. It is also crucial that you support them in gaining access to data sources (e.g. providing necessary internal data and helping them reach potential interviewees).

How regularly do you expect us to be in contact with the students?

While we expect students to work independently on their project, we hope Sponsors are flexible and keen to provide students the support they need. The ideal amount of contact depends on the organisation and project demands. Typically, groups meet or have calls with their Sponsor fortnightly, and more regularly at key times such as at the start and finalising of projects. We suggest establishing a structure in your kick-off meeting with students.

Are we expected to have any contact with their Faculty Coach (Academic Supervisor)?

Faculty Coaches support students on the research and academic presentation / report for the project alongside teaching so you are not expected to have regular contact with their Faculty Coach. However, if you welcome Faculty Coaches and LSE colleagues to join your presentation, please send the details to the Employer Relations Manager who will coordinate LSE colleagues to attend. We are always keen for the wider department such as Careers and Programmes colleagues to see the fantastic collaborations between our students and Sponsors!

If there are any issues, please contact the [Employer Relations Manager](#) as your key point of contact and we can follow up directly with faculty and students, connecting you if necessary.

Do the students need to have the ability to work in the UK in order to work on our project?

Students are not employed during the project. The project is part of their curriculum and therefore covered under the provisions of their student visas. The project does not constitute an internship either, it is purely an educational collaboration.

How do students list these projects on their CV or LinkedIn?

Students have been informed that their project experience should be noted on their CV/LinkedIn as part of their education rather than work experience. We request that students should not use job titles such as 'consultant' or the company logo on any material that may be construed as employment.