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August 2, 1995

**MANAGEMENT TRAINING AND ECONOMICS EDUCATION PROJECT
(DHR-0029-A-00-5051-00)**

**QUARTERLY REPORT (FIRST YEAR)
Period: January 1 - March 31, 1995**

This report covers the first quarter of the first year of USAID support for a management training and economics education project in Riga, Latvia. The project is managed by the State University of New York's School of Management in Buffalo, New York and is based at the Riga Business School in Riga, Latvia.

Included in this report as Appendix A is a detailed workplan for year one of the project.

I. MBA INSTRUCTION

Five courses in the MBA program were taught between January 1 and March 31, 1995. The courses and the faculty members who taught them are listed below. Attached is a course schedule.

<i>Faculty Member</i>	<i>Institution</i>	<i>Course</i>
Dr. Wojciech Nasierowski	U. New Brunswick	Total Quality Mgmt.
Mr. Sam Bruce	U. Buffalo	Human Resource Mgmt.
Dr. Gundar King	Pacific Lutheran U.	Marketing Management
Dr. Siva Pal	Carleton U.	Mgmt. Info. Systems
Dr. Dwight Zulauf	Pacific Lutheran U.	Accounting

Contact Hours

<i>Course</i>	<i>Number of Students</i>	<i>Hours</i>	<i>Total</i>
MGS 632 - Class 1	24	40	960
MGI 601 - Class 2	20	40	800
MGM 625 - Class 3	45	40	1800
MGS 606 - Class 2	17	40	680
MBA 604 - Class 3	48	40	1920
			Total Contact Hours: 6160

Supplementary Information

Appendix B: MBA Course Schedule

Appendix C: MBA Course Outlines

MBA Thesis Defenses

In March, 20 students who were members of the first MBA class presented and defended their final theses before the Thesis Review Committee made up of Dr. Gundar King (former Dean, School of Business Administration, Pacific Lutheran University, Tacoma, Washington), Dr. Olafs Brinkmanis (Director, Riga Business School and Prorector for Postgraduate Studies, Riga Technical University) and Mr. Sam Bruce (Assistant Dean for Administration, Riga Business School).

Students were required to submit a written copy of their thesis and later to present the contents of that thesis before the committee. Committee members then questioned each student on the contents of the thesis. Students received either a Satisfactory or Unsatisfactory evaluation.

Pre-MBA Business Courses

FacultyMember

InstitutionCourse

Dr. Gaida Pettere

Riga Technical U. Managerial Statistics

In January we admitted 11 new students into the Pre-MBA program for a total of 82 students.

II. ENGLISH LANGUAGE CENTER (ELC)

This session start-up report covers the following aspects of Session 2 (January 23 to March 31, 1995): introduction, placement testing, class lists, instructional schedule, teaching loads, textbooks, Session 1 testing results and session calendar.

To provide additional background on the ELC the quarterly report has appended:

Appendix D: ELC Program Organization

Appendix E: ELC 1994 Year Report (January - December, 1994)

Appendix F: Report for ELC Academic Year 1994-95, Session I (Sept. 26 - Dec. 16, 1994)

Introduction

The number of students in our English programs continues to grow. The levels and numbers are as follows:

Pre-MBA Group 4	
Section 1	18
Section 2	24
Pre-MBA Group 3	15
Pre-MBA Group 2	15
Pre-MBA Group 1	16
Total	88
General English C	14
General English B	13
General English A	15
Total	42

To help instruct these 130 students, two additions to the teaching staff, Christine Staniszewski and Elita Pushpure, are doing very good work.

The book shipment arrived from Buffalo. We can thus provide a great variety of texts to students. Thanks must go to librarian Ilga Maskalane for an effective job cataloging and distributing them in a timely fashion.

Placement Testing

The model for the English program is that students may enter the English portion of the Pre-MBA course at three times throughout the year - September, January and May. Accordingly, on January 19, the Michigan Placement Test was administered to 32 students. The three students scoring 80 or above were given the Test of Written English. They all scored at least a 4. They were placed in the advanced class Pre-MBA Group 4. In Introduction to Case Studies (advanced discussion and writing skills), they have three hours of English a week.

As for the high intermediate level, seven examinees scored in the 70s. They were placed in Pre-MBA Group 2 rather than Pre-MBA Group 3 (where similar scoring students are) for the following reasons:

- 1) There was more space in Group 2 (10 students) than in Group 3 (17 students);
- 2) There were textbooks available for Group 2 students whereas there would have been a shortage if they had gone into Group 3;
- 3) Teachers thought the textbooks in Group 2 were more appropriate for new learners in

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the English Language Center than those books for Group 3. The Blue Azar grammar book was considered more effective for new learners than Grammar Dimensions 3. It was also determined that Paragraph Development would be more appropriate for students their very first writing class than the more advanced Writing Academic English;

4) As it stands, the Pre-MBA Group 2 class remains homogeneous even after mixing old and new students: excluding the two exceptions who do not study much, scores in that group range from 64 to 74.

As for General English classes, 10 entered C level, 6 entered B level, and 2 entered A level. 3 students were asked to study on their own and try the Placement Test again, and one veteran General English student scored the lowest (17 of 100). One General English student in early February scored high enough on the MTELP to enter Pre-MBA Group 1.

Class Lists (See Appendix G)

The lists are in general descending order of scores, based on the latest MPT or MTELP score available. Therefore, to get a sense of their scores, please look at the right most MTAC/MTELP scores.

Withdrawals and Expulsions

Please note that the lists indicate students who left the program voluntarily or were expelled. Students were expelled because they failed to attend classes or pay tuition.

These expulsions are regrettable. But they are also a positive sign. They are an example of how the local administrative staff is beginning to formalize policies and procedures regarding student admission and enrollment in order to become a modern academic institution.

Contact Hours

<i>Course</i>	<i>Number of Students</i>	<i>Hours</i>	<i>Total</i>
Grammar	88	30	2460
Reading	88	30	2460
Writing	46	30	1380
Case Studies	42	30	1380
			Total Contact Hours: 8040

Appendix A

Project Implementation Plan

1995	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
MBA Course Instruction												
MCS 632 - CI 1 Management of Quality Assurance	X	X	X									
MGI 601 - CI 2 Human Resource Management	X	X	X									
MGM 625 - CI 3 Marketing Management	X	X	X									
MGS 606 - CI 2 Introduction to Information Systems			X	X								
MBA 604 - CI 3 Intro to Financial & Managerial Accounting			X	X								
MCS 605 - CI 2 Managerial Planning & Control					X	X						
MGQ 606 - CI 3 Probability & Statistics for Management					X	X						
MGF 685 - CI 2 International Financial Management							X	X				
MGF 631 - CI 3 Financial Management							X	X				
MGE 652 - CI 4 MicroEconomics for Managers							X	X				
MCS 633 - CI 2 Strategic Issues in Manufacturing									X	X		
MGT 680 - CI 3 International Business Environment									X	X		
MGB 601 - CI 4 Behavioral and Organizational Concepts									X	X		
MGB 660 - CI 2 Introduction to Entrepreneurship											X	X
MGS 606 - CI 3 Introduction to Information Systems											X	X
English as a Foreign Language Course Instruction												
Pre-MBA	X	X	X	X	X	X	X	X	X	X	X	X
Faculty Development												
US MBA												
US MA in TESOL								4	4	4	4	4
								1	1	1	1	1

Appendix B - MBA Course Schedule

FIRST YEAR	CLASS I	CLASS II	CLASS III
Oct. 5 - Nov. 12, 1992	MGE 652 Microeconomics for Managers - J. Petriceks		
Nov. 16 - Dec. 18, 1992	MGB 601 Behavioral and Organizational Concepts for Management - Jeanne Crane		
Feb. 22 - March 26, 1993	MBA 604 Intro. to Financial and Management Accounting - Carol Ditworth		
March 29 - April 30, 1993	MGF 631 Financial Management - Louis Calvet		
May 17 - June 23, 1993	MGM 625 Marketing Management - Arun Jain		
	MGS 606 Intro. to Information Systems - Boh Cervený		
June 28 - August 6, 1993	MGQ 606 Probability & Statistics for Management - Stan Zions		
	MGT 680 International Business Environment - Carl Pegels		
SECOND YEAR	CLASS I	CLASS II	CLASS III
Oct. 4 - Nov. 5, 1993	MGI 601 Human Resource Mgmt. - Linda Gasser	MGB 601 Behavioral and Organizational Concepts for Management - Andre DeCarufel	
Nov. 8 - Dec. 10, 1993	MGB 660 Introduction to Entrepreneurship - Jerome Doutriaux	MGE 652 Microeconomics for Managers - Janis Petriceks	
Feb. 1 - March 4, 1994	MGS 605 Managerial Planning & Control - Gundar King	MGA 604 Intro. to Financial and Management Accounting - Dwight Zulauf	
March 14 - April 15, 1994	MGF 685 International Financial Management - James Garry	MGF 631 Financial Management - Toni Heikkila	
May 23 - July 1, 1994	MGS 604 Strategic Management - Carl Pegels	MGM 625 Marketing Management - Paul Sauer	
July 4 - August 12, 1994	MGS 633 Strategic Issues in Manufacturing - Nallan Suresh	MGQ 606 Probability & Statistics for Management - George Neimanis	
Sept. 26 - Nov. 4, 1994	MGM 683 International Marketing - Gundar King	MGM 683 International Marketing - Gundar King	MGE 652 Microeconomics for Managers Prof. Rowcroft
Nov. 7 - Dec. 16, 1994		MGT 680 International Business Environment - Zur Muehler	MGB 601 Behavioral & Organizational Concepts for Management Prof. Lee
THIRD YEAR	CLASS I	CLASS II	CLASS III
Jan. 23 - March 3, 1995	MGS 632 Management of Quality Assurance - Nasierowski, W.	MGI 601 Human Resource Mgmt. - Bruce, Samuel	MGM 625 Marketing Management - King, Gundar
March 13 - Apr. 21, 1995		MGS 606 Intro. to Information Sys. - Pal, Siva	MBA 604 Introduction to Financial and Managerial Accounting, Zulauf - D.
May 15 - Jun. 22, 1995		MGS 605 Managerial Planning & Control - Patric Timmermans	MGQ 606 Probability & Statistics for Management - Claude Henin
July 3 - Aug. 11, 1995		MGF 685 International Financial Management - James Garry	MGF 631 Financial Management - Alfred Kahl
	CLASS IV		
Sep. 18 - Oct. 27, 1995	MGE 552 Microeconomics for Managers - Warren Dixon	MGS 633 Strategic Issues in Manufacturing - Diana Dennis	MGT 680 International Business Environment - Zur Muehler
Nov. 6 - Dec. 15, 1995	MGB 601 Behavioral and Organizational Concepts - Ian Lee	MGB 660 Introduction to Entrepreneurship - Bob Blunden	MGS 606 Intro. to Information Systems - Peter Markulis
Jan. 22 - Feb. 29, 1996	MGM 625 Introduction to Marketing Management	MGS 604 Strategic Management	MGI 601 Introduction to Human Resource Management
Mar. 11 - April 18, 1996	MGA 604 Managerial and Financial Accounting - Bill Kelling	MGS 632 Total Quality Management - Ronald Hobson	MGS 605 Managerial Planning and Control

Appendix C

COURSE OUTLINES January 1 - March 31, 1995

MGS 632	Professor Wojciech Nasierowski
MGI 601	Professor Samuel Bruce
MGM 625	Professor Gundar King
MGS 606	Professor Siva Pal
MGA 604	Professor Dwight Zulauf

TECHNOLOGY/QUALITY MANAGEMENT
RIGA BUSINESS SCHOOL
January - February 1995

WOJCIECH NASIEROWSKI, Ph.D.
University of New Brunswick

COURSE OBJECTIVES

To provide students with knowledge about current questions in the theory and practice of managing technological change.

"Technology underpins business, providing the technical knowledge for the goods and services that a firm produces. Technological innovation is new technology creating new products and services - hence new business opportunities. This is the basic importance of innovation and the reason innovation is fundamental to economic development, the creation of business opportunities" (Betz, 1987)

To provide students with basic knowledge about the impact of technology on the competitive position of countries and companies.

"Technology played a vital role in the original industrial revolution of the eighteenth and nineteenth centuries. Technological innovation continues to play an important role in industrial competitiveness and in the globalization of markets and industry that is occurring in the twentieth century and into the twenty-first" (Betz, 1987)

To show students a variety of determinants of successful technology (whether product, process, or person-embodied) management, both by means of its development or transfer.

With the current trends towards internationalization, product-design related dilemmas are exacerbated by problems of knowledge transfer of the means to manufacture and sell products. The transfer of process-technology and managerial ingenuity--or "person-embodied" technologies (Kedia & Bhagat, 1988)--is especially difficult because it cannot embrace symbolic or tangible elements, due to the complexity of the knowledge to be transferred, as well as the limited chances to document it (Herron 1992; Nasierowski, 1993, 1994). In the international arena, where differences in national cultures, social norms, laws, geographic conditions, and infrastructure exist, the difficulties in know-how transfer intensify (Keller & Chinta, 1990).

To show students examples of some progressive technologies, in manufacturing (e.g., J-I-T, CIM), management (e.g., TQM), macro-economic development policies (e.g., national R&D policies), their principles, advantages and disadvantages, conditions upon which they can be used, and requirements for their a successful implementation.

"A mature democracy should learn that it can pursue growth through investment and technological development. But it cannot be sure exactly when the benefits will arrive and exactly how large they will be. Excessive demands and rash promises are not a good basis for a commitment to a high growth policy" (Solow, 1992, p.14)

Although the above objectives sound more theoretical than practical, several very practical issues will be discussed, both at a macro- and micro economic levels. Many examples from actual situations will be discussed. Managerial aspects in functional areas of technology utilization will be discussed in more detail through the exploration of TQM concepts.

TEACHING METHOD

Students will be expected to come to class having:

- thought about the topic assigned for the session (as specified on a detailed course outline),
- read/complete the assigned material.

There are going to be two types of sessions:

- the first: lectures/discussions - will be aimed at presenting the theoretical or methodical aspects;
- the second: students' presentations - will be oriented on the case/report discussion. Groups of 2/3 students will make presentations which will summarize their thoughts on the topic. After that, the rest of the class will have the floor for contributions and will complete/criticize the analysis.

GENERAL

Since you are the key beneficiary of the venture, you should try to influence the course events to maximize your gain in terms of knowledge and training. I will be open to your suggestions, and I will respect them. Please feel free to discuss in class, or in private, any concerns that you might have about the course, or specific issues related to the course

In this course, attendance is critical. However, there may be some emergency when you have to miss a class. In this instance, please make up for the loss by obtaining the material from your peers and pursuing whatever new assignments that were given during your absence.

Please choose a seat and occupy it for the duration of the course, and place a card with your name in front of you during every class, so that your name can be read from the distance.

WRITTEN REPORTS

Written report must be submitted in an acceptable business style. It must be typed, 1.5 spacing, 8 1/2" * 11" pages. Reports which do not have page numbering, lack references to the sources of information, or are not typed will not be accepted. Written report will be marked with respect to: - structure of presentation, - data provided (their validity, usefulness, the way they have been analyzed, etc.), - methods employed to support reasoning, - consistency of report, - originality and format; and - presentation.

PARTICIPATION/CLASS PRESENCE

Participation in the class discussion will be evaluated considering the following aspects:

- willingness to take risk, to test new ideas, or different approaches,
- relevancy to the issues at hand, correspondence to the comments of others, evidence of an analysis of the case/issue including the utilization of appropriate concepts, tools and techniques,
- adding to the class' understanding of the situation, or clarifying and highlighting the important aspects of earlier comments which lead to a clear statement of the issues,
- sporadic comments and clarification questions do not receive a grade, especially when they signal that the speaker is just trying to say something for the sake of visibility. To do well, you need to assume the risk of taking a stand and defending it with evidence and analysis, - frequency of contribution in discussion;
- participation will be marked for each session individually;
- not holding an identification card with your name indicates your lack of interest in participating in the discussion.

PERFORMANCE EVALUATION AND FINAL GRADE DETERMINATION

The distribution of the final student mark is shown below.

Written assignment	-	30%
Class presence	-	40%
Participation	-	10%
Exam	-	20%

COURSE OUTLINE

The course outline below and relevant readings are intended for your guidance. Some changes may be necessary as the course progresses, but the general structure will remain unchanged.

- Session 1 - INTRODUCTION. BREAKING MYTHS ABOUT CAPITAL AND LABOUR
- Session 2 - WHAT DOES TECHNOLOGY MEAN? ELEMENTS OF TECHNOLOGY SYSTEMS
- Session 3 - NATIONAL TECHNOLOGY SYSTEMS (macroeconomic view)
- Session 4 - THE MEANING OF QUALITY - THE "GURUS'" PERSPECTIVE AND TOTAL QUALITY MANAGEMENT
- Session 5 - MANAGERS' "ALPHABET" (CBT, CAD, CAM, CIM, JIT, SPC, etc).
DOMINANT MANUFACTURING APPROACHES
- Session 6 - MARKETING and LEADERSHIP ISSUES
IN TQM AND TECHNOLOGY MANAGEMENT
- Session 7 - CULTURE UNDERPINNINGS OF TQM USE
Continuous Improvement
Action based on facts, data, and analysis methods.
- Session 8 - HR IN TECHNOLOGY MANAGEMENT AND TQM IMPLEMENTATION
- Session 9 - GRAND R&D STRATEGIES OF COMPANIES
- Session 10 - EVALUATION AND SELECTION OF R&D PROJECTS
- Session 11/12 - STUDENTS' REPORTS
- Session 13 - ISSUES OF TECHNOLOGY TRANSFER
- Session 14 - Exam

Session 1 - INTRODUCTION. BREAKING MYTHS ABOUT CAPITAL AND LABOUR

- * Course organization and its objectives. What do I want to achieve for students and why.
- * Why should issues of technology/quality be studied? The impact of technology/quality on economic development and competitive position of companies. Technology (and quality) as elements of contemporary business and ingredients of competitiveness (macro- and micro-economic issues). New growth theories and theories of international trade.
- * Problems in technology management

Session 2 - WHAT DOES TECHNOLOGY MEAN?

- * What is technology management? Interpretation of R&D, innovation, invention, S&T, and quality
- * The innovation process. The science base and sources of innovation. High technology and its impact on innovations. Forecasting needs and chances for innovation (weak signals of technological change, the technology S-curve, PLC, TLC)
- * Elements of a technology system (Inputs - expenditures, specialization patterns, education, employment structure, tradition, infrastructure; Output - patents and publications; Moderating elements - size, culture, organization and funding of S&T; Indirect outputs - TBP, licenses, patents, FDI)
- * VIDEO - TQM in different countries - comments regarding economic and social policies (find it from my lectures)

Session 3 - ELEMENTS OF TECHNOLOGY SYSTEMS (macroeconomic views)

- * Problems in measurement of "technology" related issues. Theory vs. practice (complexity, availability of data, cultural underpinnings, appropriateness and effectiveness, transferability, specialization patterns, quality of technology.
- * Various approaches to technology management
- * National R&D systems and their implications (Japan, U.S., Korea, Central Europe). National patterns of R&D specialization. Governments and competitive advantage. Factors determining R&D strategies of companies. Problems of in country R&D development - are technology and quality expensive? Patterns of R&D spending, national patterns of R&D specialization.
- * The role of governments in R&D specialization - why and how do they manipulate technological progress with grants, tariffs, patent protection, incentives, subsidies, sanctions. Issues in choosing industries to be supported by government. Limits of state interventionism.

Session 4 - THE MEANING OF QUALITY

- * The "gurus'" perspective and Total Quality Management. Issues of TQM. Basic concepts in TQM (Deming, Juran, Crosby, Taguchi, GAO, Baldrige Award, ISO 9000-4). Quality vs. engineering/accounting/marketing/strategic mentality.

Session 5 - MANAGERS' "ALPHABET"

CBT, CAD, CAM, CIM, JIT, SPC, MRP.... Dominant Manufacturing Approaches

Session 6 - MARKETING AND LEADERSHIP ISSUES IN TQM AND TECHNOLOGY MANAGEMENT

Quality means meeting unrealized dreams of customers - customer-driven quality - where product/service attributes create a perception of quality on the part of the customer and thus may increase customer demand

Strong Quality Leadership - which is needed in order to overcome inertia, resistance to change, form clear quality-oriented goals, and determine means to achieve them.

Session 7 - CULTURAL UNDERPINNINGS OF TQM USE

Continuous Improvement - the notion of accepting the assumption that further improvement is always possible

Action based on facts, data, and analysis - which forces decision-makers to base judgement on rigorous, well structured methods.

Session 8 - HR IN TECHNOLOGY MANAGEMENT AND TQM IMPLEMENTATION

Employee Participation - which permits all members of an organization to contribute to performance results, thus giving them a greater sense of work satisfaction. TQM and HR - are people, customers, management important?

Session 9 - GRAND R&D STRATEGIES OF COMPANIES

- * An overview of the concepts which impact the selection of R&D strategies
- * Incentives (benefits) for R&D and innovativeness (accounting approach and strategic approach). How is it organized? Historical and cross country perspective.

Session 10 - MANAGEMENT OF R&D PROJECTS - COMPANY PERSPECTIVE EVALUATION AND SELECTION OF R&D PROJECTS

- * Business plans for new ventures. Managing R&D projects - company perspective.
- * Evaluation of R&D projects - technical, economic, organizational criteria, Coordination of R&D projects - PERT and allocation of resources)

Session 11/12 - STUDENTS' REPORTS

- * Presentation of students' assignments: Prepare a business plan for a new-technology (innovative) venture with elements of quality. How will you implement it. How will you cope with emerging problems of resistance to change?

Session 13 - ISSUES OF TECHNOLOGY TRANSFER

- * Technology transfer: its advantages, disadvantages, effectiveness, possibility, etc.
- * Strategic consequences of technology and quality.

Session 14 Exam

Riga Business School
Riga Technical University

INTRODUCTION TO HUMAN RESOURCE MANAGEMENT
MGI 601

Spring 1 Term, 1995
Sam Bruce

I. INTRODUCTION

This course is designed for you to be introduced to the theoretical and practical aspects of HRM (Human Resource Management). Although most of you will not become HR managers, you very likely already manage people or will in the future. This course will help you to be a better manager of people no matter in which functional area you specialize.

Many presidents and CEOs in businesses worldwide emphasize that employee excellence is the key factor which make their companies leaders in their fields. For example, Mr. Jack Welch of General Electric acknowledges that GE's HR policies and management are instrumental in helping GE excel in both the US and the international marketplace. This course will acquaint you with the major functions and concerns in HRM.

II. SCHEDULE AND TIMES

1. Schedule

Monday - Jan. 23 & 30; Feb. 6, 13, 20 & 27
Wednesday - Jan. 25; Feb. 1, 8, 15 & 22; Mar. 1
Friday - Jan. 27; Feb. 10

2. Time - all classes meet from 6 - 8:50 p.m. There will be one twenty-minute break approximately halfway through the period.

III. OFFICE HOURS

My office is located in room 7 on the third floor of 11 Skolas iela. You may see me from 5-5:50 p.m. on Mondays or Wednesdays. Other times may be scheduled by appointment.

IV. TEXTBOOK - Human Resource Management by L. Byars and L. Rue, third edition, Irwin publishers, 1991.

V. LEARNING OBJECTIVES

This course will improve your understanding of these two areas:

1. Knowledge - To provide an overview of the theory and practice of human resource management. This will be achieved by reading the textbooks and selected outside articles.

2. Skills - To improve your ability to identify and propose solutions to organizational problems. This will be done through your analysis and discussion of cases and activities.

VI. CLASS FORMAT

Typically, we will spend the first half of each class meeting going over the material to be covered that day. The second half of the class will be spent in an activity. In this activity, you will usually be working in small groups evaluating business situations, identifying problems and proposing solutions. Afterwards, we will discuss the problems and solutions as a class.

VII. EVALUATION

To facilitate you to get the most from the course, student performance will be evaluated on these criteria: midterm exam, final exam, assignments, a case, attendance and participation. They are accorded the following weights in the final average:

3 Assignments	- 15% (5% each)
Midterm Exam	- 20%
Organizational Case	- 25%
Final Exam	- 20%
Attendance	- 10%
Participation	- 10%
	<hr/>
	100%

1. Assignments - Each assignment should follow the format and requirements supplied by the instructor. Each MUST BE handed in to the instructor by the time and date specified. TEN PERCENT WILL BE DEDUCTED FROM THE GRADE FOR EVERY DAY THAT AN ASSIGNMENT IS HANDED IN LATE!
 2. Midterm and Final Exams - These will test your knowledge of course materials through a mixture of multiple choice, short answer and essay questions. The midterm exam will be held on Wednesday, February 8. The final exam is scheduled on Wednesday, March 1. If you have a problem with either of these dates, see the instructor before January 26. After this date, NO MAKE-UP EXAMS WILL BE SCHEDULED unless you submit:
 - 1) a letter signed by your immediate superior informing the instructor why you cannot attend, or
 - 2) a letter signed by a licensed physician describing emergency treatment for you or an immediate family member.
- IF YOU DO NOT ATTEND AN EXAM AND CANNOT SUBMIT ONE OF THE ABOVE YOU WILL RECEIVE A ZERO FOR THE EXAM.
3. Organizational Case - The organizational case is a report prepared about an organization of which you have been a

member. It MUST BE handed in to the instructor by the time and date specified. TEN PERCENT WILL BE DEDUCTED FROM THE GRADE FOR EVERY DAY THAT THE CASE IS HANDED IN LATE!

The format and requirements of the organizational report will be provided by the instructor. The recommended procedure is as follows:

- 1) choose an organization and briefly describe your position in it.
- 2) describe the organization and include
 - a. environment and/or industry
 - b. brief history
 - c. structure
- 3) identify an HRM problem in the organization
- 4) identify the reasons for this problem using concepts from this course
- 5) propose a best solution to this problem with a plan to implement it. The solution should also be related to concepts presented in this course.

4. Attendance and Tardiness - Class will BEGIN PROMPTLY at 6 pm.! Those persons arriving after 6 p.m. will be considered tardy. Each student will be allowed to be tardy (late) for up to three classes with no penalty. If a student is tardy more than three times, every tardy after the third one will be counted as half an absence. For example, if a student is late for eight classes, that person will receive 5 tardies which equal 2 1/2 absences.

The attendance score is a simple average of classes attended with a maximum of 100 points possible. For example, if a student attends 10 of the 14 scheduled class meetings, she would receive 71 of the 100 possible points.

5. Participation - Students will be evaluated on their participation in class activities. Grades will be recorded for participation following each class on this basis:
- | | |
|---------------|-----|
| excellent | - 5 |
| above average | - 4 |
| average | - 3 |
| below average | - 2 |
| poor | - 1 |
| none | - 0 |

VIII. GRADING SYSTEM

Grades will be given according to the Riga Business School grading scheme:

A	100 - 92	B	87 - 82	C	77 - 70
A-	91 - 90	B-	81 - 80	D	69 - 60
B+	89 - 88	C+	79 - 78	F	below 60

D and F are failing grades.

Course Outline

- M Jan. 23 Class 1 Introduction to Human Resource Management;
Human Resource Planning
Chapters 1 & 5
Activity: Exercise, p. 132
- W Jan. 25 Class 2 Job Design and Job Analysis
Chapter 4
Activity: British Shipbuilders
- F Jan. 27 Class 3 Recruitment; Selection
Chapters 6 & 7
Activity: Apple Computers
ASSIGNMENT 1 DUE (Volkswagen Turnaround)
- M Jan. 30 Class 4 Training
Chapter 8
Activity: Incident 8-2
Guest Speaker: Mr. Wheeler, Lattelekom
- W Feb. 01 Class 5 Management and Organizational Development;
Career Planning
Chapters 9 & 11
Activity: Ford
ASSIGNMENT 2 DUE (Polaroid - Planning)
- M Feb. 06 Class 6 Performance Appraisal
Chapter 10
Activity: Xerox
- W Feb. 08 Class 7 MIDTERM EXAM
- F Feb. 10 Class 8 Unions
Chapters 16 & 17
Guest Speaker: Mr. David Appleby, Lattelekom
Activity: Xerox
- M Feb. 13 Class 9 Discipline
Chapter 18
Guest Speaker: Mr. Peter Close, HR consultant
ASSIGNMENT 3 DUE (Job Description)
Activity: Incident 18-1
- W Feb. 15 Class 10 Organizational Reward Systems; Incentive Pay
Chapters 12 & 14
Activity: Incident 14-2
- M Feb. 20 Class 11 Wage and Salary Systems
Chapter 13
Activity: Incident 13-1
- W Feb. 22 Class 12 Benefits
Chapter 15
ORGANIZATIONAL CASE DUE
Activity: Exercise, p. 392

M Feb. 27 Class 13 Safety and Health; Information Systems
Chapters 19 & 20
Guest Speaker: Mr. Barry Brown, Lattelekom
Activity: Safety in the Workplace

W Mar. 01 Class 14 FINAL EXAM

RIGA BUSINESS SCHOOL
Riga Technical University
Skolas iela 11, Riga LV-1010

Course: Marketing Management
Instructor: Professor Gundar J. King

I. Purpose and Objectives.

A. Main purposes.

The main purpose of this first course in marketing is for students to gain an understanding of basic marketing concepts, as well as a coherent working familiarity with issues and problems faced in marketing management.

B. Complementary objectives.

Other objectives include a basic development of interactive communications skills; analytical abilities to identify marketing management problems and to formulate plans to resolve them; and to gain a comparative knowledge of the opportunities and limitations of marketing internationally and in Latvia, and the strengths and weaknesses Latvian products for domestic consumption or export.

Informatively, through readings, discussions, and videotaped materials students will become familiar with marketing policies, organizations, and practices abroad.

Pedagogically, students are expected to develop habits and skills to use a variety of sources and skills for life-long learning in changing situations. The instructor's main task is found not so much in the transfer of information, as in the overall management of learning processes, organizing study materials, evaluation of student progress, and in advising individual students and groups.

II. Texts.

A. Main texts.

1. The main text for mandatory study in this course is: Kotler, Philip. Marketing Management: Analysis, Planning, Implementation, and Control. 7th ed. Englewood Cliffs: Prentice-Hall, 1991.

2: Supplementary readings are:

a. King, Gundar J., and David McNabb.
"Marketing in Latvia: Uneven Progress." [Latvian journal]
Humanities and Social Sciences, Latvia. December, 1994.

b. Other articles on Latvian economy by
contributors to this December 1994 issue of the journal are
also recommended.

c. Marketing concepts may be clarified by
reference to this or other basic marketing texts: Kotler,
Philip, and Gary Armstrong. Principles of Marketing. 5th
ed. Englewood Cliffs: Prentice-Hall, 1991. Cases used in
this course are assigned from this text. The RBS Library
has several basic, as well as advanced marketing texts
available.

B. Selected references.

1. The reference for terminology in Latvian
language is: Berzins, E. Tirgzinibas pamati. Riga: Rigas
Tehniska Universitate, 1993. A larger reference in Latvian
is: Belcikovs, J., and V. Praude. Marketings. Riga:
Zvaigzne, 1992.

2. Selective reading of the Harvard Business
Review collections of articles and business anthologies is
highly recommended. They are available in the RBS Library.

3. The use of selected videotaped cases is
planned for classroom analysis, and for integrated review
discussions on Fridays, February 3 and 17, 1995. Most
videotapes used in this course are intended to support
reading and study assignments in the basic text by Kotler
and Armstrong noted above. Videotapes supporting the Kotler
text on marketing management are used for Friday review
sessions. Most other videotapes used here are supporting
study materials for Boone, Louis E., and David L. Kurtz.
Contemporary Marketing. 7th ed. Fort Worth: The Dryden
Press, 1992. Other videotapes related to the course are
also available for personal and team reviews.

III. Performance Requirements.

Excellent, or even just good performance in this course
requires careful planning of work to be done, and working
the plan to get the work done. This includes assessments
of work to be done, and scheduling adequate time for the
work, as well as allocating time and resources for
contingencies or simply added excellence. Excellence, as
noted in the description of grading policies for the course,
is closely related to the concept of "complete staff work"
by individuals and teams. Gaining an early lead in all
respects of performance in all respects of the work required
is critical to success. Plan your work, and work your plan!

A. Learning oriented studies.

1. The fundamental assumption about learning in this course is that students learn most by active engagement in assigned studies. Active engagement is, most of all, discovery by listening critically, raising questions, testing ideas and concepts presented, developing one's own ideas about validity of definitions and the applicability of marketing concepts learned. Active and involved student participation in classroom discussions is essential to acceptable performance in this course.

2. It is also assumed that useful learning is a permanent process in an ever changing world. Further, learning should use all sources available for critical evaluation. They range from newspaper articles, scholarly works, and advertising on TV to discussions with friends and colleagues.

3. In sum, learning in this course is as much learning specifics for immediate use, as it is learning to use various sources and information processes to make effective adjustments to change.

B. Reading assignments and preparation for discussion.

1. Read assigned chapters carefully, one at a time, from the introductory quotation to the questions at the end of the chapter. Note terms where clarification is needed, and write out questions to be raised in class.

2. Read the chapters again, this time thinking about answers to the questions at the end of each chapter. Try to be analytical: look at parts before making judgments about a whole.

3. Using chapter subheadings from the table of contents for structure of notes, make notes on important concepts learned for further reference. In making comparisons, illustrations from Latvian market experience may be useful. Think in term of particular situations.

4. Read other assignments to directly supplement what has been learned from the assignments in the main text.

5. Write out questions about points which need clarification in the classroom session. Make notes on contributions to make in the classroom discussion. *They will be reviewed during the first 20 minutes of every class session*

C. Reports and examinations.

There are several formal reports, oral and written, to be made orally and in writing. They are described below and in the assignment notes for particular dates. In comparison, the examinations given are short and simple, testing the reading assignments done.

1. The individual oral reports may be presented in English or in the Latvian language. They are intended to present major ideas or concepts to a particular audience. It is most desirable to present oral reports in a loud and clear voice. The presenter should use visual supporting materials to illustrate major point(s). The presenter should use good eye contact with the audience. The presentation should be spoken, not read. It should be preceded by practice runs to develop emphasis on key words, and to keep the presentation within the given time limits. It is recommended that visual aids be used to strengthen the main points made in the presentation. Oral reports may be presented in English or in the Latvian language.

Oral reports are limited to not less than five minutes and not more than ten minutes of presentation time.

The main purpose of the individual oral report is to present a new concept or technique to the class. The source may be an article read or a videotape reviewed. The topic should be cleared and scheduled with the instructor in advance. The report may be scheduled on a date any time after February 3, and before February 23, 1995.

Team reports (see assignment for February 28) may be presented on February 23, and before March 2, 1995.

2. Written reports should have a low "fog index" using short words and short sentences where possible. It is desirable that they be prepared with the help of a typewriter or computer (computer recommended, including the use of editing and correction programs). It is also recommended that written reports be reviewed by a friend or colleague before they are written in the final form. Written reports should be structured to facilitate reading, possibly using an outline form. Space limits should be observed.

3. Examinations.

Examinations in this course are reading examinations. In such reading examinations the student is accountable

for reading done, should show evidence of having read assigned materials carefully, and should know major concepts and term (usually presented in the text in italics. In reading examinations, the student is not required to interpret the materials read. The student is likely to be asked to write out major points or definitions, or to complete sentences.

Short examination(s) will be given without prior scheduling, after the relevant chapter has been reviewed in class for clarification.

The midterm and final examinations will be given at 6:00 p.m. sharp on dates scheduled. The dates are February 17 and March 2, 1995.

IV. Grading Weights and Grading.

A. Weights.

1. Overall grading in this course is based on points earned. The score at the beginning of the course is zero. A total of maximum 1,000 points may be earned in the course. The points are not assigned on the basis of expected time investments. The point allocations do reflect the instructor's estimate of the potential value of various assignments in the course. In grading student contributions and work done in the course, the instructor expects to be more lenient in the beginning of the course.

2. Points are available for the following:

(a) Active classroom contributions to the review of readings and to case discussions, 300 points maximum.

(b) Individual case report, 100 points.

(c) Individual oral report, 100 points.

(d) Team case report, 100 points

(e) Team product report, 100 points.

(f) Examinations, equally distributed for one or two short examinations, midterm examination, and final examination, total 300 points.

B. Grades.

1. Excellent. The minimum points needed for A minus grade is 900. Performance at this grade level suggests that all assignments have been done very well,

with no major weaknesses or errors. This level connotes a mastery of the subject.

2. Very Good. The minimum points needed for a B minus grade is 800. It suggests a generally excellent performance, except that the student may have stumbled once, perhaps badly. This level of grade connotes a respectable competence.

3. Satisfactory. This is the lowest passing grade to meet program requirements. The minimum requirement for a C minus grade is 700. Performance at the satisfactory level reflects a consistent and diligent effort to meet all assignment requirements, as well as the instructor's perception that the student has met the general objectives of the course. This level connotes an understanding of most concepts and issues studied in this course.

4. Point scores below 700 do not carry passing credit for the program requirements.

V. Assignment Calendar

1. Tuesday, January 24, 1995

a. Introduction to the course: Communications, Processes and Performance. The Wall Comes Down videotape (Reuters). Review of course syllabus.

b. Communications workshop: Another Meeting (Columbia Pictures video materials).

c. Review of Chapter 1, Marketing in Modern Society.

2. Thursday, January 26, 1995

a. Review of Marketing Concepts in Chapter 1, and Review of Chapter 2, Strategic Analysis and Market Planning.

b. Due: Individual reports on the Trap-Ease America case.

(1) The reports should include the following:

(a) Suggestions for the firm's mission statement or a draft mission statement.

(b) Evaluation of Trap-Ease America against basic definitions and core concepts of marketing found in Chapter 1.

page (2) Reports are limited to one double-spaced

c. Chapter 3, Marketing Processes, and Marketing Plans.

d. ~~The Cable Industry videotape (forecasting issues)~~ *McDonald's in Moscow (Dryden Press) videos*

3. Tuesday, January 31, 1995

a. Review of Chapter 4, Marketing Information and Research.

b. Comments on analysis of internal data and the use of surveys.

c. The Disney Channel videocase

c. Review of Chapter 5, Analysis of Market Environment.

d. Comments on major change drivers (technology, population dynamics, international competition, standard of living and life style changes).

e. Review of Chapter 6, Consumer Behavior.

f. Videotape on the changing family in the U. S.

g. Discussion of factors affecting family in Latvia.

h. Kawasaki Motors Corp. (Dryden Press) videotaped case (consumer behavior).

4. Thursday, February 2, 1995

a. Review of Chapter 7, Business Marketing and Industrial Purchasing.

b. Comments on industrial purchasing.

c. Quality Croutons videotaped case, and discussion of McDonald's policies in Latvia.

d. Skyfox (Dryden Press) videotaped case (business marketing).

e. Review of Chapter 8, Analyzing Competition.

f. GTE and the Pay Phone Market videotaped case.

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5. Friday, February 3, 1995

a. Due team reports of Maytag Corporation case.

(1) The reports should include the following:

(a) An assessment of Maytag Corporation's portfolio (use Boston Consulting Group's matrix or General Electric Company's approach).

(b) A corporate mission statement.

(c) A comparison of past and proposed strategies.

(2) Reports are limited to two double-spaced pages, and one page appendix.

b. Review of Part I, chapters 1 through 3.

(1) Shopping in the USSR case (strengths and weaknesses of planned economies, market economies, and market economies with limited public intervention).

(2) L. L. Bean case (characteristics of the firm; values and principles inherent in the firm's policies).

(3) Maytag (evolution of strategies).

c. Review of Part II, chapters 4 through 8.

d. AT&T vs. Competition (analysis of competition in business markets).

6. Tuesday, February 7, 1995

a. Review of Chapter 9, Forecasting.

b. Comments of factors affecting forecasting.

c. Lakeway Resort (Dryden Press) videotaped case (market planning and forecasting).

d. Review of Chapter 10, Market Segmentation.

e. Market Segmentation cases: Hispanic Marketplace, and the Over 50 Market case cultural adjustments in market segmentation and market targets).

f. Irvine Company (Dryden Press) videotaped case (segmentation strategies).

g. Discussion on market segmentation in Latvia.

7. Thursday, February 9, 1995

a. Review of Chapter 11, Differentiation and Positioning.

b. Comments re. institutions of high learning in Latvia.

c. Carushka (Dryden Press) videotaped case (product strategies).

d. Review of Chapter 12, New Products and Services

e. Review of Chapter 13, Life Cycle Policies

f. Santa Anita Park (Dryden Press) videotaped case (promotion of extended life cycle and product line).

g. Discussion of the Colgate case. Following the analysis of the case, relate observations and extend conclusions to a Latvian company situation dealing with product line and product life cycle problems.

8. Tuesday, February 14, 1995

a. Review of Chapter 14, Leadership in the Market.

b. Saturn: GM's Bid for Future videotape.

c. Review of Chapter 15, Global Market Strategies

d. Yamaha Motorcycles (Dryden Press) videotaped case (components of product strategy).

9. Thursday, February 16, 1995

a. Review of Chapter 16, Product Lines, Brands, and Packaging.

b. The Name Games videotaped case (brand issues).

c. Review of Chapter 17, Marketing of Services

d. Azure Seas (Dryden Press) videotaped case (service marketing).

e. Review of Chapter 18, Pricing.

f. Perfume, two videotapes (demand analysis).

g. Gimbels Discount Pricing videotape (pricing risks).

h. Upjohn Prices Minoxidil videotape (pricing controlled product).

10. Friday, February 17, 1995

a. Midterm Examination (based on Chapters 9 through 18).

b. Review of Part III, chapters 9 and 10, and Part IV, chapters 11 through 18.

(1) Club Med: Changing with the Times videotaped case (target markets, positioning, product life cycle extension, leadership considerations.)

(2) The U. S. Auto Industry case and the Japanese Automobile Competition case (globalization of major industries: changing market environment and shifting customers requirements).

(3) The New Markets in Europe case (international opportunities).

(4) Sneaker Wars (Nike and Reebok, international competition in comparatively easy entry industry).

c. Discussion of the A. T. & T. case on new product problems. A. T. & T. videotaped case (Kotler materials) on "smart card" product development).

11. Tuesday, February 21, 1995

a. Review of Chapter 19, Management of Marketing Channels.

b. Famous Amos (Dryden Press) videotaped case (distribution strategy).

c. Review of Chapter 20, Wholesaling, Retailing, and Physical Distribution.

d. Northern Produce Co./Mushrooms, Inc. (Dryden Press) videotaped case (wholesaling).

e. South Coast Plaza (Dryden Pres) videotaped case (retailing).

f. Discussion of IKEA value cluster approach to marketing.

g. Arrowhead Drinking Water (Dryden Press) videotaped case (physical distribution).

h. Review of Chapter 21, Promotion Strategies.

i. Apple Computers (Dryden Press) videotaped case (complex strategies for new product promotion).

12. Thursday, February 23, 1995

a. Review of Chapter 22, Advertising.

b. A 30-Second Spot videotape.

c. Review of Chapter 23, Promotion.

d. Skin so Soft videotape (promotion tools of Avon Products).

e. Review of Chapter 24, Sales Management.

f. Closing Your First Sale videotape

g. Lipton and Lowry's (Dryden Press) videotaped case (promotion support).

13. Tuesday, February 28, 1995

a. Review of Chapter 25, Organization and Implementation of Marketing Programs.

b. Review of Chapter 26, Evaluation and Control of Performance in the Market.

c. Due: Marketing Management Team Reports.

(1) Reports include the following components:

(a) Product Characteristics (related to marketing concepts).

(b) Company's Strengths and Weaknesses, and Emerging Strategies (related to mission).

(c) Market Organization.

(d) Marketing Plan and Budget.

(e) Indicators for Performance

Control and Evaluation.

(2) Team report's oral presentation is limited to ten minutes. The use of visual aids is recommended.

(3) Written report is limited to six double-spaced pages and two pages of appendices.

14. Thursday, March 2, 1995

a. Final Examination (based on Chapters 19 through 26).

b. Concluding Comments, including Legal Tender videotaped case (Graduate School of Business, Stanford University).

c. Looking Good and other marketing vignettes (Dryden Press).

c. Course Evaluation.

Course Title: Introduction to Information Systems
Course Number: MGS 606
Time: 6-9 PM
Professor: Dr. Siva Pal
Location: Room A, 11 Skolas iela

Telephone: 288 822 or 217 921 for messages
or, try 286 858 (my apartment - at reasonable hours)

Classes meet on

	Mon.	Wed.	Fri.	Week
Mar.	13	15	17	1
	20	22		2
	27	29	31	3
Apr.	03	05		4
	10	12		5
	17	19		6

Text: Cash et al. Corporate Information Systems and Management. Text and Cases.
Irwin, 1992

Supplements: Will be provided

Grading:

1 assignment	- 10 %
Scouting (2 submissions)	- 10 %
Participation	- 20 %
Midterm	- 20 %
Final Exam	- 40 %

☺ Assignment and Scouting papers

These are designed to be done alone. If you wish to work with another person, let me know on March 15th and I will adjust the requirements accordingly and ask you to submit one answer, not two.

☺ For good Participation

- Read the chapters, cases, hand-outs before you come to the class
- Consider the issues raised in them. Think of examples of the concepts from your own experience.
- Prepare to raise issues and discuss those raised by others in the class. I encourage you to write them down and turn them to me every night.
- Listen to others, make your point (defend by examples and material of this course and others)
- 12 Best marks will be added. (Allows you one absence.)

☺ Scouting

Report on 2 applications of IT in Latvia - from newspapers, your or friend's workplace, retail stores, etc. Analyze the applications using the framework of the text (200 words max). Explicitly link your analysis to text concepts with page number references. (What you are trying to simulate is the authors' evaluation of these application examples if they were analyzing it.

- One submission must be done on Mar 22. The second submission is due any time BEFORE March 12th. (The sooner you finish it, the quicker you can get to the assignment.)
- I will not return your submissions to ensure that the same application has not been analyzed the same way by some other person.
- The better of the two submissions will carry 6 and the other 4.

☺ Assignment Due: April 12, 95

- 1 Analyze the opportunities for and barriers to use of information technologies in your workplace, or in a Latvian industry with which you are most familiar. (The more you can explicitly apply the concepts learned in this course the higher will the marks be.)

Tentative Class Schedule

W K	CH & Case	Topics
1M	1	Introduction. The IT challenge
W	2, Handout	Manageable trends + Supplement: Telecommunication Techy
F	3, 3.1	Effects on Competition + Case 3-1;
2M	4, 6, 6.1	Interorg. Systems + Alliances; Case: Singapore Tradenet
W	Handout	Database Technology 1st Scouting submission Due
3M	5, 5.2 7	Remote Control of Org. + case: OTISLINE Architecture: Managerial Issues
W	8 +	IT Organizational issues; Review Discussion: End-user computing
F	9, 9.1, 9.2	Management of IT resources Case: Frito_lay, Aerospace
4M		Midterm test; Discussion: SDLC
W	10, 10.1	Portfolio approach; Case: Frito-Lay
5M	Handout	Info requirement Analysis Data modeling
W	11, 11.1	IT Operations Mgmt; case: Sears Assignment Due
F	12, 12.1	Transnational IT Case: Finnapp
6M	13, 14	IT Planning Contingencies; Review
W	ALL	Final Exam (2.5 hours)

Assignment Sheet
Dwight J. Zulauf

Objectives:

1. To increase the understanding of the strengths and weaknesses of the external financial statements issued by business enterprises.
2. To introduce the student to international accounting standards and to compare these with U.S. and Latvian standards.
3. To increase the students understanding of accounting as an important component of an organization's management information system.
4. To increase the student's vocabulary of accounting terms and concepts.
5. To increase the student's ability to use Lotus 1-2-3 in accounting applications.

Text:

Fundamental Accounting Principles - 13th Edition
Co-authored - Kermit D. Larson and Paul B. W. Miller
Published by Richard D. Irwin, Inc. 1993

Each student will be provided with two 3 1/2" disks, which have several demonstration and problem templates for student use. Several handouts of related materials will also be available.

Grading:

Points Possible:	
Examination I	350
Examination II	350
Quizzes	100
Homework	150
Participation	<u>50</u>
Total points possible	<u>1000</u>

<u>Date</u>	<u>Reading Assignment - Chapter:</u>	<u>Homework Assignment</u>
Week 1		
Feb 1	6 Accounting Systems: Study Ch.6 [Review Ch. 1-5 as necessary]. Thoroughly understand the Demonstration Problem at the end of Chapter 6. Handout on basics of Lotus 1-2-3	
2	7 Internal Control and Accounting for Cash	[PD7-9].
3	8 Short-Term Investments and Receivables	P8-5.
	Quiz 1 - Chapters 6 - 7 - 8	
	9 Inventories and Cost of Goods Sold	P9-2; [P9-4]; E9-8; E9-10.
Week 2	-----	
8	10 Plant and Equipment	P10-1; [P10-4].
	11 Plant and Equipment, Natural Resources, and Intangible Assets	[P11-4]; P11-5.
9	12 Current and Long-Term Liabilities	[P12-2]; P12-3; [P12-6].
	Quiz 2 - Chapters 9 - 10 - 11	
	16 Installment Notes Payable and Bonds	P16-1; [P16-4].
10	13 Partnership Accounting	[P13-3]; P13-5.
	14 Organization and Operation of Corporations	E14-4; [P14-2]; E14-11.
Week 3	-----	
15	15 Additional Corporate Transactions; Reporting Income and Retained Earnings; Earnings Per Share	[P15-1]; E15-2;
	Quiz 3 - Chapters 12 - 16 - 13 - 14	
	17 Statement of Cash Flows	P17-1; P17-2; [P17-3].
16	18 Stock Investments, Consolidations, and International Operations	[E18-7]; E18-9.
	19 Analyzing Financial Statements	E19-3; [E19-5]; E19-6; [E19-7].
17	Examination I	

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<u>Date</u>	<u>Reading Assignment - Chapter:</u>	<u>Homework Assignment</u>
Week 4		
22	20 An Introduction to Managerial Accounting and Cost Accounting Concept	P20-1; [P20-2]; [P20-4].
	21 New Production Management Concepts and Job Order Costing	[P21-1]; P21-3.
23	22 Process Cost Accounting	P22-2; [P22-3].
	23 Accounting for the Departments of a Business and Responsibility Accounting	E23-3; E23-6 [E23-9].
24	24 Cost-Volume-Profit Analysis	[P24-3]; P24-4; P24-5; [E24-14].
Week 5 -----		
Mar		
1	25 The Master Budget: A Formal Plan for the Business	[P25-4]; P25-5; [P25-6].
	Quiz 4 - Chapters 20 - 21 - 22 - 23	
	26 Flexible Budgets and Standard Costs	P26-1; [P26-2]; [P26-3].
2	27 Capital Budgeting and Managerial Decisions	[E27-9]; P27-2; [E27-10]; [P27-3]; P27-5.
3	Examination II	

Notes on Homework Assignment:

As you will note in the sheets above, the homework assigned is designated either Exercises (E), or Problems (P). Be sure that you check in the text to be sure that you are doing the appropriate assignment for that chapter.

At least one assigned problem per chapter will be completed on the computer using Lotus 1-2-3. Much of the work on these problems will be completed by teams of 3 during class time. Problems and Exercises enclosed in brackets [] will usually be completed in class. However, you will be expected to have read these bracketed problems before you come to class. Problems and Exercises without brackets are to be completed before you come to class on the day to which they are assigned.

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Appendix D

Project Report
for the
English Language Center

at the

Riga Business School of Riga Technical University

[September 1994 - June 1995]

Submitted by:
Janice A. Nersinger, Assistant Director for Overseas Programs
Intensive English Language Institute
(June 30, 1995)

The ELC at RBS has as its primary goals the following:

1. to raise the level of English language proficiency of students planning to enroll in the MBA program at RBS;
2. to provide students with basic cultural information as linked to English language study, and,
3. to familiarize students with the pacing, format, and expectations found in graduate level North American university classrooms.

ELC PROGRAM ORGANIZATION

Academic Calendar - English language training is provided to students during the academic year prior to beginning MBA coursework; this year is referred to as the Pre-MBA year, or program. Towards the end of the Pre-MBA year, students sit for the Test of English as a Foreign Language (TOEFL) and must receive an acceptable TOEFL score in order to be admitted into the MBA program.

In order to admit as many qualified students as possible to the MBA preparatory year of study and to be able to place students into English language classes best suited to individual student needs, the program admits students - and allows for level changes - at three times throughout the year: September, January, and March. Entry into the program at each of these times depends upon the applicant achieving the minimum established score on a standardized language placement test. The minimum score for admission into the Pre-MBA program is

increased throughout the year; that is, the approximate minimum language proficiency score for entering the Pre-MBA program in September is a score of 60 on the MPT (see section below on testing for full names of tests used), January applicants must receive a minimum score of 75, and March applicants a minimum score of 90. This is to allow lower scoring applicants more time in the program to study English.

All MBA students, regardless of how high they may score, are required to take at least one session of English language training. Students scoring exceptionally high on the placement tests in September may be exempted from language training until January.

Scheduling - Actual hours of instruction for each group of students may vary. That is, students are grouped by level of proficiency; each group, or level, has a maximum enrollment of 18 - 20 students. Students with lower language skills are required to study more hours per week than students with high language skills. For example, during Session I, the breakdown of student contact hours by level per week was as follows:

Group 1 (intermediate level)	= 9 hrs./week (Grammar, Reading, Writing)
Group 2 (high-intermed.)	= 9 hrs./week (Grammar, Reading, Writing)
Group 3 (low advanced)	= 6 hrs./week (Grammar, Reading, Writing)
Group 4 (advanced)	= 3 hrs./week (Academic writing)

Classes are held in the evenings, Monday through Friday, from 5:30 p.m. to 8:30 p.m., in order to accommodate the working schedules of most of the participants in the Pre-MBA program.

The on-going admissions procedure, the varied contact hours based on level, and the temporary exemption policy are designed to accomplish several things. They are:

1. to allow students to apply to the program throughout the year thereby increasing the pool of candidates eligible for admission to the MBA program;
2. to allow students with strong(er) English language skills to enter the program after the initial admissions in September, thereby reducing the risk of losing these prospective students simply because they missed the September deadline;
3. to permit students with a high level of English language proficiency to study English only to the extent needed;
4. to permit the limited instructional teaching hours to be given to those students who need it most (i.e., the students with the lower level language skills).

The weaker students (linguistically) are encouraged to continue their study of English during Session IV. Although this session is held after the TOEFL exam is given, borderline students may benefit from the additional instructional time immediately prior to the start of MBA classes.

Pre-MBA vs. General English - Students who fail to meet the minimum language requirements for admission in the Pre-MBA program may elect to study in the General English program offered through the ELC. These classes provide English language instruction to low intermediate and beginning level students. Students in this track are encouraged to study general English for several months and to reapply to the Pre-MBA Program, as studying in this track does not lead to automatic admission into the Pre-MBA year.

Instructional Focus/Materials - Since the Pre-MBA program is designed to increase the level of English language proficiency of students seeking to enroll in the master's program (which is

conducted in English), the focus of the program is on English for Academic Purposes (EAP). The curriculum includes instruction in the following language skill areas: reading, writing, grammar, listening, and speaking. In addition, as language skills improve, students are given the opportunity to apply these skills to simulated MBA classroom activities; that is, case study analysis, discussion/presentation skills, and academic writing. The center uses primarily U.S. published texts for the skill areas listed above, as well as published materials for TOEFL test practice.

Integrated skills materials were ordered for the General English courses. Lower level General English students use these materials, while the higher level General English students use the skill area texts.

Course Syllabi - Approved course syllabi are developed prior to the start of each class. Each instructor is responsible for preparing a course overview for distribution to each student in the class. This overview includes the name of the instructor, the instructor's office hours, the title of the text, a brief course description, the course requirements, and criteria for evaluation. Students are informed at the start of each course what the instructor's expectations are regarding attendance, homework, testing, and class participation, and how each of those components will affect the student's grade in a particular course.

Class Size/Format - Class size is kept to a maximum of 20 students. Classes are communicative/interactive in nature and students are encouraged to be active participants in the language learning process. Grammar is taught and reinforced - orally and in written assignments. Reading and writing classes include pre-reading and pre-writing tasks that are done in student pairs or small groups, as well as peer correction. Spoken class includes student-generated dialogues and roleplays, and listening class may include such practical activities as note-taking and summarizing with students working in pairs.

Placement/Progress/Standardized Testing - Students are admitted to the Pre-MBA Program and placed in levels based on scores achieved on various standardized tests. The tests used at the ELC are:

- a. The Michigan Placement Test (MPT)
- b. The Michigan Test of English Language Proficiency (MTELP)
- c. The Michigan Test of Aural Comprehension (MTAC)
- d. The Test of Written English (TWE)
- e. The Spoken Proficiency English Assessment Kit (SPEAK)
- f. The Institutional Test of English as a Foreign Language (TOEFL)

Tests a., b., and c., are U.S. nationally recognized tests developed and published by the University of Michigan. Initial placement is based on the MPT, with subsequent testing in the longer MTELP and MTAC. The MTELP and MTAC are used for pre and post testing (at the beginning and end of each session) and are helpful in measuring student progress, as well as general levels of English language proficiency.

Tests d., e., and f., are commonly used standardized tests available through Educational Testing Services (ETS) and recognized by most college admission offices. The TWE is administered shortly after the MTELP and MTAC tests to support those test results (or not) and to ensure that students in need of writing instruction are scheduled for the proper classes.

The SPEAK, because it is time consuming to administer and correct, is administered to individual students throughout the course of the year. This test is required for all non-native speakers of English attending the MBA program at SUNY Buffalo, and is useful in helping ELC administration decide how much additional English a student might need at any point throughout the program.

The TOEFL is administered towards the end of the Pre-MBA year, with the score of 550 viewed as the ideal minimum score for admission to a U.S. college or university.

The standardized tests are an important component of the Pre-MBA year. The tests allow students to become familiar with the types of tests they may have to take at various points throughout their academic careers, and on a short-term basis, provide good practice for the TOEFL exam. The tests have been incorporated into the program to assist in the placement of students into various classes and levels throughout the year and to provide a general assessment of English language skills for students initially applying to the program. However, the test scores alone are not the only basis for measuring progress during the Pre-MBA year nor are they the only criterion for being admitted into the MBA program. Total performance, that is, classroom performance, motivation, and degree of progress throughout the Pre-MBA year are all taken into account. Instructors are required to evaluate students on a regular basis throughout the entire Pre-MBA year, and it is possible that a student who does not test well - but who performs well - be recommended for admission into the MBA program.

Enrollments - The English Language Center at Riga Business School has developed a reputation for excellence in teaching in the local community. Limited time, space, and faculty - at this point - prevent the Center from providing instruction to more students. Enrollment for the two tracks during the current academic year is as follows:

	Session I (Sept-Dec. '94)	Session II (Jan.-Mar. '95)	Session III (Apr-May '95)	Session IV (Summer '95)
Pre-MBA	85	88	60	29
Gen. English <u>41</u>		<u>42</u>	<u>48</u>	<u>89</u>
Total	126	130	108	118

Faculty - Current faculty at the ELC include the following:

- Mr. Brant Kresovich, Senior Lecturer and ELC Coordinator
M.A. TESOL, Michigan State University
- Ms. Ilze Norvele, Instructor
M.A. TESOL, State University of New York at Buffalo
- Ms. Christine Staniszewski, Instructor
M.S. TESOL, California State University, Sacramento
- Ms. Ilze Leinerte, Instructor
B.A. English, University of Latvia

[Part-time faculty are occasionally hired to teach in the General English Program]

Faculty/Course Evaluations - Class observations are conducted on a regular basis, and results discussed between the observer (the ELC coordinator) and the instructor. This activity provides the opportunity for the coordinator to visit various classes and to discuss with

individual faculty the strengths and weaknesses of the different classroom situations.

At the end of each session, students are asked to complete a course/instructor evaluation form. The forms are submitted anonymously, and the information is tabulated (by the coordinator) and made available to the instructor evaluated.

Summary

The English language program at RBS is designed to prepare intermediate and low-advanced level students linguistically for university work at the graduate level. Advanced level students, already possessing a high level of English language proficiency, have the opportunity to "polish" their skills and receive instruction in classes of English for Specific Purposes, that is, classes with a focus on business and management. All students in the program are introduced to and familiarized with the "culture of the American university classroom," a program component that is regarded as important as the actual linguistic training.

The current model has developed over the past two years, and we have some indication of its success as an effective EAP program. Last year's Pre-MBA students (who are currently enrolled in the MBA program) took the TOEFL test in July, 1994; the score breakdown from *that test* is as follows:

TOEFL Score	Number of Students
>600	13
575-599	9
550-574	13
525-549	10
500-524	6
<500	2

The test scores are not the only indicator of linguistic success. North American professors that subsequently taught these students informed RBS administration that they (the professors) were impressed by the level of English language proficiency of the students. One professor reported that the level of proficiency of the RBS students was only marginally below that of his undergraduate students in North America, and that some students read and wrote as skillfully as some of his graduate students.

The positive feedback is also testimony to hard work, motivation, and dedication of both the students and instructors at RBS. Students study evenings after long hours at work; faculty deliver challenging and relevant coursework that students see as important to their business studies.

Appendix E

Riga Business School
English Language Center
1994 Year Report

Prepared for:

Professor Olafs Brinkmanis
Director
Riga Business School

Mr. Samuel R. Bruce, Jr.
Assistant Dean for Administration
Riga Business School

Ms. Janice A. Nersinger
Assistant Director of Overseas Programs
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December 1994

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Overview

The year 1994 was an active and productive year for the English Language Center (ELC) at the Riga Business School (RBS). There were three main areas of program improvement: faculty enlargement and development, new textbooks and teaching materials, and curriculum revision.

As for faculty enlargement and development, in January, I became Senior Lecturer and administrative head of the English Language Center (ELC). Throughout the year, Ms. Ilze Leinerte has done a fine job teaching up to 15 hours a week and increasing her expertise in teaching writing. She also gained experience in case studies courses. In August, Ms. Ilze Norvele returned to Riga in order to teach after completing her master's program in TESOL at SUNY Buffalo.

New class sets of textbooks arrived in March and April. Besides the efforts of the teaching staff mentioned above, these books were valuable in helping the present MBA Class III students to achieve their excellent TOEFL scores in July. As seen in Appendix E, 35 of the 53 students who were admitted into Class III had scores above 550. Furthermore, these books have enabled the ELC to increase the number of students to 84 in the Pre-MBA English program and 35 in the General English program.

Regarding curriculum revision, in July, Ms. Jan Nersinger (Assistant Director of Overseas Programs, SUNY Buffalo), Assistant Dean Sam Bruce and I worked to refine the curriculum to accomplish three goals: 1) to better meet the needs of the students; 2) to accommodate the larger number of Pre-MBA and General English students in the fall term; 3) to provide the advanced writing and discussion skills demanded by the case study method students will encounter in the MBA course.

This report will examine the important aspects of this busy and productive year. It will include ideas relative to both effective and ineffective features of the ELC and will offer suggestions for improvement.

Program Philosophy

The ELC program is generally based upon the English courses offered at the Intensive English Language Institute (IELI) at SUNY Buffalo. The program provides English language instruction in the skill areas of grammar, writing, reading, spoken English, and listening comprehension.

It is particularly designed to improve the English-language proficiency of students who seek to enter the master's program at the Riga Business School. Therefore, the focus of the program is on English for academic purposes. That is to say, the instructional emphasis is on language skills typically associated with university

success: reading, writing, listening in addition to high abilities in verbal communication.

In addition, the particular skills which students need to succeed in a Master's in Business Administration (MBA) program receive special emphasis. For example, after instruction in reading, writing, grammar, and oral/aural skills, students are exposed to more authentic MBA classroom activities. Classes are structured to emphasize three topics: case study analysis, discussion/presentation skills, and writing.

The program has come to place more emphasis on familiarizing students with the culture of the MBA classroom, too. Students become aware of the work load, assignments, grading procedures, academic honesty, and expectations of professors.

Organization

The 1994 calendar was organized into two 10-week sessions and one 8-week session for various reasons. By having three shorter sessions as opposed to two long sessions, the teachers would have more opportunities to evaluate the progress of the students and place them into appropriate levels. As a result, the teachers could focus their instruction on providing knowledge and skills most needed by learners. Moreover, teachers would be able to move through three sets of instructional materials rather than two. Using different materials helps to maintain student interest and motivation at a high level.

Pre-MBA classes were held three or four nights per week for three hours per night for sessions of six to ten weeks. In the 1993-94 academic year, the program offered fifty-minute classes of reading, writing, grammar/oral communication skills. TOEFL preparation was included in the grammar, reading, and writing classes, but there were also special TOEFL preparation classes. In addition, students received instruction in the case study method and the culture of the MBA classroom.

In the Pre-MBA curriculum, there were two levels of instruction, high-intermediate and advanced. The high-intermediate level was designated Pre-MBA I. This level can be characterized as semi-intensive English instruction because it met only 10 hours a week. However, its curriculum retained the EAP (English for academic purposes) structure of intensive instruction in reading, writing, grammar, listening comprehension, and oral communication skills.

The advanced group was the second level of instruction. Pre-MBA Group II met for 3 hours a week. The curriculum reflected more authentic MBA classroom activities. Classes were organized around three main skills: case study analysis, discussion skills, and writing skills. The course content also included cultural information. The inclusion of this content is based on the idea that students must be familiarized with the academic and cultural

expectations of visiting professors from North America and Western Europe.

All course outlines, syllabi, content and textbooks were brought from the IELI in Buffalo at the inception of the ELC at the Riga Business School. These remain generally the same, although course outlines and syllabi have been modified to meet the specific needs of our students (as detailed below). See Appendix A for a sample course outline, Appendix B and C for an overview of the reading and writing curriculum and the grammar curriculum respectively.

This does not mean, of course, that the ELC is now completely prepared to stand alone. It remains dependent on the IELI for curriculum suggestions, personnel advice, textbook selection and procurement, to name only a few vital areas. Without this relationship, the access of the ELC to academic and human resource might be curtailed, hindering our efforts to provide the effective English-language instruction our students need and expect.

ELC Faculty

The following faculty members taught English courses in the Pre-MBA program during 1994.

NAME	DEGREE	INSTITUTION
Sam Bruce	MA/TESOL	San Francisco State University
Brant Kresovich	MA/TESOL	Michigan State University
Peggy Kresovich	BS	Michigan State University
Ilze Lienerte	BA/TESOL	University of Latvia
Todd Mitchell	EdM-TESOL	University at Buffalo
Ilze Norvele	EdM-TESOL	University at Buffalo

The ELC faculty performed extremely well in the 1993-94 academic year. The personnel employed by the IELI and locally hired teachers are all highly qualified instructors. All faculty members in the Pre-MBA program hold a degree in Teaching English as a Second Language (TESOL). The exception, Peggy Kresovich, has six years of experience teaching English to members of the general public, which is what she does in the ELC. This high degree of professionalism has earned the ELC an excellent reputation in Riga. This reputation is attracting students and experienced local teachers.

The ELC faculty are evaluated periodically. The Senior Lecturer observes classes on a regular basis (usually at midterm and near the end of the session). Then, the Senior Lecturer goes over the evaluation with the teacher, providing suggestions for improvement as necessary. Students are asked to evaluate their instructors and courses at the end of sessions and that plan has been used here. But students also evaluate their teachers' instruction during the midterm week on our assumption that appropriate or practicable suggestions for improvement from students can be acted upon before the course ends. Evaluations by the Senior Lecturer and students

have shown that faculty members are regarded as superb teachers. See Appendix D for samples of both types of evaluation.

The teachers did an excellent job. First, from January, Ms. Ilze Leinerte has been teaching up to 15 hours a week. During the summer, she gained experience in teaching case studies courses. During the fall, she taught advanced grammar and taught her first writing courses.

Second, Mr. Todd Mitchell, an American EFL instructor, taught here from September 1993 to June 1994. He delivered superior instruction, so it was regrettable when he resigned on account of a distressing affliction.

Third, Mr. Sam Bruce, Assistant Dean, had to take over a course when Mr. Mitchell's resignation prompted changes in the schedule. He did a splendid job when he delivered a section of the case studies course during the summer.

Finally, although I must credit my students for their ability, diligence and stamina, I feel that my own instruction was a significant factor in making their learning more effective, interesting, and stimulating.

Our staff increased when, in August, Ms. Ilze Norvele returned to Riga to teach here after completing her master's program in TESOL at SUNY Buffalo campus. Since then she has been teaching 12 hours a week. She has not hesitated to commit herself to the administrative duties of faculty members in addition to lesson planning and teaching responsibilities. Indeed, she has assisted Ms. Leinerte and me with essential tasks, such as evaluating the curricula and textbook; proctoring and scoring English language proficiency examinations; and reading numerous Tests of Written English.

Despite these advantages, there are a few staffing problems related to a lack of teachers. The first problem is that Ilze Norvele is not available for work at the ELC on Wednesday nights because of her commitments to teach at the University of Latvia.

The second problem is Ilze Leinerte's impending study abroad. She has no information yet on a proposed time period to participate in an RSA TESOL program. However, during the coming academic year she may be in the UK for five weeks. This would take her off the staff as an instructor for one of our sessions and perhaps even two.

The third problem is the high number of contact hours for the Senior Lecturer. Without another teacher, in January 1995, for example, the Senior Lecturer will be compelled to have 15 contact hours a week. Assistant Dean Sam Bruce estimates that 12 contact hours is about the maximum level for the Senior Lecturer without affecting his ability to complete his administrative functions

(updating SUNY Buffalo, observing teachers, creating practicable schedules, etc.).

A fourth problem that could arise because of a lack of teachers is significant. The ELC would be unable to deliver quality instruction to the General English students. The ELC would have to dismiss them and advise them to attempt to enter the Pre-MBA English program next September. Students would feel aggrieved. In fact, in the fall teachers have heard the complaint, "We are the worst but we get the least," referring to the six hours of instruction a week they receive at present despite the fact that they have the lowest proficiency scores.

There are two drawbacks to cutting General English back or out. First, sending students away would not benefit the good reputation the English Language Center has earned. Second, we cannot delete courses and remain a vibrant, relevant program. By cutting General English, we may decrease the size of the pool of those who would otherwise have entered Pre-MBA English in September 1995.

Given these potential problems of being understaffed, I would welcome another teacher. Her presence would free local staff to teach General English classes and permit Ilze Leinerte to study abroad and develop her teaching knowledge and skills.

Students

Our student body is a diverse group. Culturally and linguistically speaking, the students granted admission into MBA Class III were Latvian and Russian. There were more women (30) than men (25). Most of them (40) were in their twenties while 14 were in their thirties, and one was in his forties. About half (25) had engineering backgrounds, while 15 were trained in English education and 15 were from various backgrounds. 51 of the 55 students in Pre-MBA Class III were employed: six in foreign firms, 28 in Latvian firms, seven in the public sector, eight in private business, and two in the miscellaneous category.

Generally speaking, many of the students in Pre-MBA Class III came to us already at the high intermediate and advanced level according to placement and proficiency tests. Still, given the possibility of graduate coursework, they were ill-prepared for its demands on their reading and writing skills. Therefore, skills stressed in their classes included reading rapidly but efficiently, and recognizing and producing academic expositions.

Furthermore, students come to the ELC with little understanding of what is expected of them in an academic setting based on western teaching methods. As a legacy of the old Soviet education system, cheating, to name only one unacceptable practice, was how roughly half the university population passed tests. We have found that we must spend time and patience persuading students that western professors have different expectations regarding testing, dead-

lines, and lecture materials. Teachers need time to inculcate the idea that individual students are responsible for their own success.

Prospective members of Pre-MBA Class IV number 86. There is the typical linguistic and cultural mix that classes in Latvia will have. There are 46 men and 40 women. 60 students are currently in the Pre-MBA English program. Of 45 surveyed, 27 have science and engineering backgrounds while the other 18 are from diverse educational and experiential backgrounds. 26 students were exempted on the basis of high Michigan Placement Test scores (80 or above) and Test of Written English scores that demonstrate minimal competence in writing (4 or 5).

Members of Pre-MBA Class III had little business experience, but members of Pre-MBA Class IV are quite experienced in business because they have been working for foreign firms that have established branches here in Riga. As mentioned above, their backgrounds are more diverse, ranging from English teachers to architects to agronomists to German language specialists.

Basically, highly educated and experienced people are being attracted by the MBA program. After Latvia regained its independence in 1991, those who had English education backgrounds were recruited into private enterprises because of their superior English skill. But, as a few years passed, both they and their employers realized that while English is a skill that might make business contacts smoother, proficiency in it does not automatically result in business success. The students (and sometimes their employers as well) realized, in short, that they need more knowledge of business and come to the MBA program to acquire it.

Student Performance in the MBA Program

Perceptions by visiting professors, who are very important judges, speak very well of the English-language proficiency of the students.

Pre-MBA Class III became MBA Class III in the fall of 1994. Their first course was Microeconomics with Prof. John Rowcroft of the University of New Brunswick. He said that he had been impressed with their level of English language proficiency. Their second course was Organizational Behavior and Management with Dr. Ian Lee of Carleton College (Ottawa). He said that the English-language proficiency of the students was only marginally below that of his undergraduate students in North America, and that some students read and wrote as skillfully as some graduate students. Dr. Max Von Zur Muehlen (International Business Environment) taught Class II. He also said he was impressed by their English-language proficiency level.

These favorable perceptions and evaluations are acknowledgments of two points. One is the outstanding ability of the students to

express themselves verbally and in writing. The other is a tribute to the English Language Center's schedule of sessions, curriculum, student placement, and teaching, all of which are designed to provide students with the linguistic tools to do an academic job.

TOEFL Scores

The TOEFL examination was given July 6 to students in the Pre-MBA and Academic English A groups. Ms. Jan Nersinger came from Buffalo to administer it under the Suny Buffalo IELI's institutional center number registered with the Educational Testing Service in Princeton, NJ. Students were charged 10 lats (about US\$17) to meet part of the expense of administering the exam.

The students' overall performance on the TOEFL was excellent (see Appendix E). As mentioned above, 35 of the 53 students who submitted TOEFL scores and were admitted into Pre-MBA Class III has scores above 550. Students whose scores were below 550 were admitted on the basis of teacher recommendation, which took into account attendance, percentage of work completed, class participation and motivation to success in the program. The ranges of the 55 students admitted into Class III are below.

TOEFL range	Number
≥ 600	13
575 - 599	9
550 - 574	13
525 - 549	10
500 - 524	6
≤ 500	2

Two students were unable to take the TOEFL because of business trips outside of the country. They were admitted on the basis of excellent scores from the Michigan Test of Aural Comprehension and Michigan Test of English Language Proficiency, and teacher's recommendations. These students will take the TOEFL before the end of the MBA program.

TOEFL Preparation

The excellent TOEFL scores were an outcome of the emphasis on preparation for it. The general objective of TOEFL preparation is to ready examinees to perform better on the Test Of English as a Foreign Language (TOEFL). Therefore, the program seeks to raise the scores of the participants in the three areas evaluated on the TOEFL: Listening Comprehension, Structure and Written Expression, and Reading and Vocabulary.

More specifically, the objectives of the TOEFL components and short courses are as follows:

A. Listening Comprehension

1. to introduce the common types of listening items found on the TOEFL

2. to expose students to a variety of speech functions, styles and contexts
 3. to provide exercises to practice listening skills for similar sentences, short conversations and mini-talks and longer conversations
- B. Structure and Written Expression
1. to identify the common types of grammar problem areas
 2. to provide instruction and guided exercises in these problem areas
 3. to familiarize students with standard types of TOEFL questions and provide explicit analysis of them
 4. to complete exercises and practice under time limits
- C. Reading and Vocabulary
1. to introduce methods for increasing passive and active vocabulary
 2. to provide instruction on using context, previous knowledge and common sense to guess the meaning of unfamiliar words
 3. to improve the ability to locate the main idea of a paragraph and identify the tone of the writer
 4. to improve the ability to draw inferences and conclusions and to restate main and secondary ideas

Students complete practice tests and exercises under TOEFL-like conditions. Students are also explicitly warned about the deleterious consequences of cheating in any form.

Development of Curriculum and Teaching Materials

As mentioned before, syllabi, course outlines, content and textbooks were brought from the IELI at SUNY Buffalo at the inception of the ELC at the Riga Business School. Course outlines, syllabi, and content have been modified to meet the specific needs of our students. Detailed syllabi are provided for both students (See Appendix A) and teachers (see Appendix B).

Although each class has its own specific objectives, the curriculum integrates various skill areas into every class. For example, grammar, reading, and writing classes offer considerable opportunities to practice speaking skills in pair and small group work, class discussions, and presentations. Reading activities are included in writing and grammar classes; grammar points are reinforced in reading and writing classes; writing activities are brought into reading classes.

These changes in course outlines, syllabi, and content were made in response to the suggestions, comments, and lamentations of visiting professors. A visiting professor, Dr. Max Von Zur Muehlen (International Business Environment), observed that students in the newly independent countries of Europe tend to be passive learners. For example, they are often overly dependant on lectures and assume

that if the content in the text is not covered in lecture, it is not important. Dr. Von Zur Muehlen might be regarded as speaking for numerous visiting professors when he lamented that these passive learning styles used in the old system discouraged independent thinking. This inability was accompanied by a reluctance to speak up in class, which then resulted in superficial case discussions with western professors.

Prof. Van Zur Muehlen's comments were based on his experience with Class II in Fall 1994. However, it was not the first time the ELC received such feedback. To respond to this type of feedback heard in early 1994, the curricula was modified to encourage initiative and independent thought. The language learning exercises in grammar, reading, and writing classes encouraged exchange in pairs, small groups, and class discussions. Individual and group presentations were conducted to give students experience working in teams and presenting information to larger groups. The case studies class also emphasized the improvement of discussion skills.

Cultural units were added to classes to emphasize university and professor expectations. Most students had little or no exposure to western educational or commercial culture so the information on inter-cultural awareness was eagerly taken up by the students. Discussions respecting cultural expectations were among the enthusiastic and informative of all.

This cultural information remains unsystematic and scanty. A text akin to a Student Handbook should be prepared for use in advanced reading and case studies classes. It would give general cultural information about North America and specific information about the variety of MBA programs. It should also provide information about North American professors, such as typical educations, career paths, and reasons they come to teach here in Riga. This text will students a better idea of the general background of western professors.

Another problem that visiting professors have underscored is that students are not in the habit of reading business periodicals because they are unavailable. Therefore, a library supplying basic business reference material is needed. A number of the most useful magazines (The Economist, Business Week, Fortune, and Macleans) should be available. Also, free materials from the World Bank and International Monetary fund should be obtained.

In fact, students have no space in which to read textbooks or reference materials or meet to do group work. We need more space for the library, which is now best described a mere book-room. Materials need to be made more accessible to students.

Suggestions: Major Issues

We are approaching capacity in terms of classrooms. Without additional rooms in which to conduct classes, the ELC will face significant limitations on its growth and its ability to deliver English language classes. For example, now the four classrooms have the capacity for 25, 20, 15, and 15 students. The lack of space has already had a negative influence on scheduling General English classes, which can meet only on the two week-nights when classrooms are free of Pre-MBA students.

The ELC shares a building with the Jezeps Medins Music College. The practice sessions of vocalists and instrumentalists disturb English classes daily. The English staff would support any and all negotiations to relocate the music school to another premises. Perhaps then more space might be made available for classrooms.

The second major issue is that security in the Skolas 11 building is weak. For example, in April Russian thugs loitering in the first floor lobby set fire to the inner doors. They were burned beyond repair and had to be replaced. Moreover, there have been thefts in from our third-floor offices. As a result, anti-crime measures have been taken (new locks, doorbells, and greater vigilance) by all staff members.

Still, these incidents make security for academic and student records and English language proficiency tests problematic. None of the drawers and cabinets containing sensitive files and materials are lockable, thus affording easy access to burglars or vandals. Cheats looking for tests or cheats hoping to alter computer records would have easy access, too. The ELC staff room needs a filing cabinet and some kind of locking cabinet akin to a safe.

The third major issue is housing for long-term expatriate teachers. These teachers need an apartment in the city center for various reasons. One is that public transportation become unreliable and inconvenient by the time ELC classes over at 8:30 p.m. Another is that, like most big cities, Riga has its share of crime, and the farther one's commute by public transport and foot, the greater the likelihood of meeting hoods. Still another is that the center of the city is more likely to have apartments that approach acceptable standards (reliable water supply, clean, near markets, etc.).

Now, to rent an apartment in Riga that meet the minimal standards spelled out above, costs begin at about \$600. My housing allowance is half the amount necessary to secure an apartment that I could show my wife, much less ask her to live in. Having an unhappy wife or her moving back to the US for remainder of my contract in Riga are distressing prospects indeed.

Suggestions: Secondary Issues

There is very little time between sessions. Therefore, a textbook collection system at the end of the session that is efficient and accurate needs to be developed. Books might be lost if their holders who do not return to the ELC are not pursued. A deposit system ought to be instituted.

The ELC is deficient in video equipment. The TV and VCR are now located on Kalku street. It is very inconvenient for both teachers and local staff to have to lug this equipment back and forth between Kalku Street and Skolas Street. We hope to procure more of this type of equipment with funds provided by the Soros Foundation.

Various classroom facilities need improvement. The blackboards in Rooms 2 and 4 need to be replaced because they are worn out. The stools in Rooms 1, 3, and 4 are not comfortable to be on for three hours, even with a ten-minute break. Large quantities of non-toxic and low dust chalk (Weber Costello brand) are needed.

The office for visiting professors ought to have a computer. They are reluctant to use the computers in the lab on Kalku Street, so they will jump on Mr. Bruce's and the ELC's machines when necessary. Furthermore, a modem for the ELC's computer would provide a back up to Mr. Bruce's e-mail communication capabilities.

Final Remarks

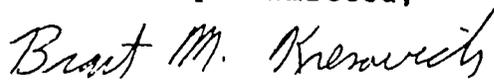
It has been an eventful and productive year here at the ELC. As Senior Lecturer, I wish to express my thanks to Assistant Dean Sam Bruce who was always supportive by providing ideas and advice about every facet of the program.

I must also acknowledge Ms. Janice Nersinger (Assistant Director of Overseas Programs, IELI, SUNY Buffalo) whose assistance with curriculum development and materials greatly contributed the success of the program this year.

Next, my thanks to SUNY Buffalo's Mr. Tim Rutenber (Director, Office of International Programs) and Dr. Stephan Dunnett (Vice Provost for International Education) for their unstinting support in various problems and urgencies.

In conclusion, special tribute must be paid to the teachers in the ELC program and to the students of Pre-MBA Class III and the prospective students of Pre-MBA Class IV, who are the focus of what we do.

Respectfully submitted,



Brant M. Kresovich
Senior Lecturer

Appendix A: Sample Syllabus

THE ENGLISH PROGRAM Session 2
Tuesday & Friday 5:30-7:00 p.m.

Course Name: Pre-MBA II Case Studies
Instructor: Brant Kresovich (Skolas 11, 3rd Floor, Room 4)
Office Hours: 11 a.m.--12 p.m.; 4:00--5:30 p.m.; by appointment
Text: Case Studies in International Business

Course Description: This course will train students in communication and language skills with emphasis on the business case study approach. Students will learn to participate actively by responding quickly to the instructor's questions and taking the initiative in presenting facts and opinions. Students will practice writing concisely and supporting their ideas with both common sense and hard evidence. Students will improve their language skills with various grammar and vocabulary exercises and writing assignments.

Course Requirements:

1. Come to every class. If you miss a class, you are required to make up the work that you missed.
2. Be on time. If you come to class more than 10 minutes late, you will be considered late, and you will receive only 1/2 credit for attending class that day. If you come to class more than 20 minutes late, you will be considered absent and you will receive no credit for attending class that day.
3. Participate actively in classroom discussions.
4. Complete all reading and writing assignments on time. Tell me when you know you'll miss class so we can arrange getting your homework after the due date. Otherwise, the phrase "late writing assignment" is an oxymoron.

Course Evaluation

Students will be graded based on the following criteria:

Reading Homework	30%
Writing Assignments	30%
Participation	40%

Grades will be determined as follows:

A = 93 - 100	C+ = 78 - 79
A- = 90 - 92	C = 73 - 77
B+ = 88 - 89	C- = 70 - 72
B = 83 - 87	D = 60 - 69
B- = 80 - 82	F = below 60

	Classwork	Homework (HW)
Week 1		
Day 1	General Introduction. Begin case.	Case Analysis (XM, part A)
Day 2	Course Outline. Finish XM Case.	Read XM, pt. B Do Comp Q Key Concepts Vocabulary Analytical Issues
Week 2		
Day 1	Sample Memorandum Go over HW Discuss Case	Write Up XM, pt. B Read Ameritech Case
Day 2	Collect Case 2 Memos Go Over Case 3 Exercises	Case Analysis Qs
Week 3		
Day 1	Go over Case Analysis Qs	Write up Ameritech Read W Afr Elec Case
Day 2	Return Case 2 Memos Collect Case 3 memos Go over Case 4 Exercises	Case Analysis Qs
Week 4		
Day 1	Go over Case Analysis Qs Return Case 3 Memos	Write Up W Aft Elec Read IBM Case
Week 2	Collect W Afr Elec Memos IBM Group Presentations	Write up IBM Memo
Week 5		
Day 1	Collect IBM Memos Go over Case Analysis Qs	Read & Write up HSBC
Day 2	Return W Afr Elec Memos Collect HSBC Memos HSBC Group Presentations Go over HSBC exercises	None

56

Week 6		
Day 1	Return IBM Memos Return HSBC Memos Discuss Both	Read & Write up FP
Day 2	Collect FP Memos FP Group Presentation Discuss FP Case	Read & Write up Mori
Week 7		
Day 1	Collect Mori Memos Mori Group Presentation Discuss Mori Case	Write up Case about your company
Day 2	Collect Your Company Memos Start Individual Presentations	
Week 8		
Day 1	Finish Individual Presentations TOEFL Reading Test Coaching	
Day 2	TOEFL Grammar Test Coaching	
Week 9		
Day 1	TOEFL Listening Test Coaching	
Day 2	Practice TOEFL Test	
Week 10		
Day 1	Return Cases & Discuss Teacher/course evaluations Test of Written English	
Day 2	Michigan Test	

Appendix B: ELC Reading & Writing Syllabus High Intermediate

Overview

Reading and Writing courses at the English Language Center help students to improve their ability to read and write in English. The courses provide instruction and practice in reading strategies that help students to become independent readers in English and instruction in writing skills that help students become more proficient writers in English.

Text: Reader's Choice (Baudoin et al) 2nd Edition
 Paragraph Development (Arnaudet/Barrett) 2nd Edition

Broad Goals of the Reading/Writing Class

1. To improve overall Reading proficiency and Writing ability in English.
2. To provide instruction in Reading Strategies designed to improve reading comprehension and make students more independent readers in English.
3. To increase passive and active English vocabulary.
4. To provide instruction and practice in improving the basic unity and coherence of writing.
5. To encourage students to use prewriting techniques to develop their ideas.

*This document was first developed by the IELI at University of Buffalo. It was modified for use in Riga by Brant Kresovich.

Specific Objectives

Specific objectives of the Reading and Writing course are:

1) To instruct students in reading strategies which will help them to read in an active and meaningful (rather than mechanical) way.

- Inferring main ideas
- Identifying topics, central ideas, important details, and supporting examples
- Determining the author's overall purpose
- Restating complex ideas
- Evaluating evidence and finding support for key ideas
- Comparing arguments and reading critically
- Skimming & Scanning

2) To instruct students in techniques of vocabulary development and word study.

- Using dictionaries
- Finding meaning by context clues
- Prefixes & suffixes
- Stems & affixes

3) To guide students in pre-writing techniques to generate and develop ideas for writing compositions.

- Brainstorming
- Free writing
- Obtaining ideas from an essay or article
- Clustering
- Outlining

4) To help students to recognize and produce appropriate rhetorical patterns to apply to a specific writing task.

- Enumeration
- Cause/effect
- Process/chronology
- Comparison/contrast
- Definition
- Answering essay questions

5) To instruct students in fundamental sentence level devices that improve unity and coherence.

6) To instruct students in writing topic sentences, introductions, and conclusions; general and specific details.

7) To instruct students in revising and editing their own writing.

8) To instruct students in general academic study skills such as outlining and summarizing.

Areas of Instructional Focus

Reading

Writing

Descriptions

Paragraph unity

Stands & positions

Writing supporting details to achieve
unity, coherence, development

Recognizing supporting data

Writing examples, details, anecdotes,
facts, and statistics
Interpreting graphically represented
data

Recognizing the structure of an essay

Writing an intro, body, and
conclusion; outlining.

Recognizing a thesis statement

Writing a thesis statement

Recognizing common rhetorical patterns

Developing cause/effect,
comparisons/contrast,
definitions

Recognizing transitions that signal
sentence & paragraph relationship

Using transitional expressions

Revising and rewriting paragraphs and
essays for improvement

Activities

Reading

In-class Activities

- Reading for speed and accuracy
- Group discussions of selected topics
- Problem solving
- Debates and panel discussion
- Individual and group work on selected text exercises
- Pairwork to check answers to textbooks assignments

Pre-Reading and Post-Reading Activities

- Discussing the topics of articles before reading to recall how much students know
- Looking at articles quickly to find the main ideas (skimming)
- Looking at articles quickly to find specific information (scanning)
- Analyzing the organization of articles to see how the writers put paragraphs and sentence in order and how they use transition words and phrases.
- Learning new vocabulary words by using context clues, by recognizing word roots, and by learning synonyms
- Expressing opinions about articles after reading them

Writing

In-class activities

- In-class writing
 - Sentence combining
 - Dictation compositions
 - Timed writing exercises
 - Cloze exercises
- Small group and pair work to brainstorm ideas for paragraphs
- Grammar practice
- Analysis of models for content and organization

Pre-Writing and Post-Writing Activities

- Discussing before writing
- Freewriting, clustering, outlining
- Practice writing clear topic sentences and supporting details
- Practice using transition words and phrases correctly
- Practice writing paragraphs
- Revising and rewriting paragraphs

Appendix C: ELC Grammar Syllabus Intermediate

Overview

The grammar course at the English Language Center helps mid-level students to improve their ability to listen, speak, read and write in English while focusing on grammatical structures. The courses provide instruction and practice thorough a variety of oral and written exercises with realistic contexts.

Text: Understanding and Using English Grammar (Azar)
 2nd Edition

Broad Goals of the Grammar Class

1. To improve overall English proficiency in all skill areas while emphasizing recognition and production of grammatical structures.
2. To provide instruction in Grammar so that students can communicate more successfully in English.
3. To help students recognize that all three dimensions of English should be considered in the Grammar classroom: form, meaning, and use of grammatical structures.
4. To provide explicit analysis of the form and meaning various grammatical structures.
5. To provide exercises so that new forms and meanings can be used in realistic contexts.
6. To increase passive and active English vocabulary.

*This document was first developed by the IELI at University of Buffalo. It was modified for use in Riga by Brant Kresovich.

Specific Objectives

Specific objectives of the Grammar course are:

- 1) To enable the students to apply grammatical knowledge to authentic communicative tasks, both oral or written; that is, to use the Grammar appropriately and correctly in speaking and writing.
- 2) To enhance the students' ability to recognize their own grammar errors, whether they occur in speech or writing.
- 3) To prepare the students for the kind of grammar questions that appear on the Michigan Test of English Language Proficiency (MTELP) and Test of English as a Foreign Language (TOEFL).
- 4) To help students to recognize and produce appropriate usage to apply to specific speaking and writing tasks.
- 5) To make students aware of structure or function words that improve coherence in speaking and writing.

Transition expressions (because, although, however, etc.)
Agreement of tense and number

Class Activities

Given the communicative nature of the objectives for the grammar curriculum, a large portion of the scheduled class time is devoted to contextualized practice in pair and small-group configurations. This approach maximizes the students' opportunities to apply grammar rules and receive feedback from both the teacher and classmates. In their groups or pairs students may:

- 1) complete exercises from the textbook (fill in the blank, multiple choice, etc.)
- 2) write dialogues
- 3) compose paragraphs or essays
- 4) do problem-solving exercises (a.k.a play games)
- 5) conduct interviews for specific information; then, write sentences based upon the information
- 6) narrate stories
- 7) practice various functions: agreeing, disagreeing, continuing conversations, taking turns, making requests, etc.

As part of classroom activity, the teacher should approach the teaching of a given grammatical structure inductively by guiding students through a series of analytical questions that lead to discovery of the rule of use. In addition, instructors can use dialogues or paragraphs to introduce grammar structure in meaningful context, instead of in isolation.

Structures to Cover

Verb Tenses: past, present, future

Modal auxiliaries and similar expressions

Passive sentences

Gerunds and infinitives

Singular and plural

Adjective clauses

Noun clauses

Transition words

 Coordinating conjunctions: and, but, or, so

 Paired conjunctions: either/or, neither/nor, not only/but
 also, both/and

 Conjunctive adverbs: even though, although, etc.

Participial phrases

Conditional sentences: if, wish, etc.

Appendix D: Samples of Teacher and Course Evaluations

Riga Business School / English Language Center

Course Evaluation Results Report *Session*

Course Title: Writing Academic English Session: I Mar 3, 1994

Instructor: Kresovich

Calculate the averages for each item in the questionnaire. Then, circle the number that best describes your students' opinion according to the key below.

- 1 Strongly agree
- 2 Agree
- 3 Neutral
- 4 Disagree
- 5 Strongly disagree

n=22

The Instructor...

- ① 1 2 3 4 5 speaks loudly enough to hear.
- ① 1 2 3 4 5 speaks clearly enough to understand.
- ① 1 2 3 4 5 is competent in and knowledgeable of the subject.
- 1 ② 3 4 5 answers and explains satisfactorily.
- ① 1 2 3 4 5 acts politely and respectfully, showing interest and patience.
- 1 ② 3 4 5 returns tests and homework quickly.
- ① 1 2 3 4 5 will provide extra help when asked.
- ① 1 2 3 4 5 gives enough feedback on assignments.
- 1 ② 3 4 5 begins and ends class on time.
- ① 1 2 3 4 5 is well-prepared for class.
- ① 1 2 3 4 5 is interesting and enthusiastic.
- ① 1 2 3 4 5 is skillful in promoting class discussions.
- 1 ② 3 4 5 goes over material thoroughly, but not too fast or too slow.
- 1 ② 3 4 5 is one whom I'd like to have again in a future class.

Name of Textbook: *Ostina / Haque*
Writing Academic English

The textbook and teaching materials...

- 1 2 3 4 5 are too easy.
- 1 2 3 4 5 are interesting and relevant.
- 1 2 3 4 5 can be described as challenging.
- 1 2 3 4 5 help me to understand the teaching points.
- 1 2 3 4 5 seem too difficult for most students in this class.
- 1 2 3 4 5 are boring.
- 1 2 3 4 5 have helped me prepare for MBA study.

The homework...

- 1 2 3 4 5 is too little to help students learn.
- 1 2 3 4 5 is useful in helping me to understand the course material.
- 1 2 3 4 5 is too easy to get much practice out of.
- 1 2 3 4 5 has goals that are clearly explained by the teacher.
- 1 2 3 4 5 is in the right amount, not too much or too little.
- 1 2 3 4 5 is too much, too difficult, and too time-consuming.

The general reaction to this class is that...

- 1 2 3 4 5 I learned a great deal.
- 1 2 3 4 5 the instructor was good.
- 1 2 3 4 5 the course was worth my money, time, and effort.
- 1 2 3 4 5 I would recommend this course to others.

On the back of this sheet, summarize comments or suggestions on how you can improve any aspect (instruction, class activities, homework, etc.) this class. *See attached*

Signature: *Bruce M. Kennedy*

Date: *Aug 18, 1994*

*clearing decks -
doing work that was
put off*

Riga Business School / English Language Center
Classroom Evaluation Form

Scale Description

- 1 = REQUIRES IMPROVEMENT
- 2 = SATISFACTORY
- 3 = OUTSTANDING

Instructor T. Mitchell Observer B. Kresovich
Session 1 Class Acad. Eng^{Reading} A Date 3/24/94
Room 3 Time 700 Number of Students 9

1. INTERACTIONAL ACTIVITIES 2
Facilitates and encourages student-student and teacher-student communication and cooperation in various classroom activities (for example, role-plays in Spoken class, discussions in Reading class, and small-group work in Writing class).

Comments: Gives many opportunities for discussion and exchange in Reading class.

2. TEACHER-STUDENT RAPPORT 2
Demonstrates professional attitude toward students, maintaining respectful and mature behavior in the classroom.

Comments: Very polite, friendly

3. CLASSROOM CONTROL 2
Exercises and maintains control over classroom procedures, learning activities and student conduct.

Comments: Students ready, eager to work even in last full week of session

4. TEACHER AS LINGUISTIC MODEL 2
Provides a model of English which is natural and appropriate both to skill area and to University instructional setting.

Comments: Good blend of "teacher talk" and more natural phrasing

5. CLARITY OF LINGUISTIC EXPLANATIONS 2
Provides clear, accurate explanations which are appropriate to students' language proficiency.

Comments: _____

6. COMMAND OF THE SUBJECT 2
Demonstrates thorough knowledge of the subject matter

Comments: _____

7. STRUCTURE AND ORGANIZATION OF THE LESSON 3
Provides coherent structure to the lesson, incorporating an effective introduction and smooth transitions between learning activities.

Comments: Highly attentive to time Great transitions

8. PACING OF THE LESSON 3
Paces the lesson to the student's language proficiency in order to maintain interest and maximize learning.

Comments: Activities were never too long or short

9. CONTEXTUALIZATION 2

Presents materials within a meaningful context, considering the maturity and language proficiency of the class (for example, explaining grammar points or vocabulary within a context).

Comments: Good vocab. explanations

10. USE OF TEACHING MATERIALS 3

Makes effective use of teaching materials, including required textbooks and supplementary materials (for example, outside readings, audio-visual equipment, teacher-made handouts, file handouts).

Comments: Effective teacher-made handouts

11. VARIETY IN LEARNING ACTIVITIES 3

Utilizes a variety of learning activities appropriate to skill areas (for example, problem-solving activities in Spoken class, discussions and presentations in Reading class).

Comments: Had both discussions/presentations in Reading

12. OPPORTUNITY FOR STUDENT PARTICIPATION 1

Provides equal opportunity for students to participate in class activities. Encourages participation of reticent students.

Comments: Need to call in quiet ones - esp. females. Though I wonder myself

13. FEEDBACK 2

Provides positive reinforcement for correct responses and regularly assesses student performance.

Comments: _____

14. APPROPRIATENESS OF CORRECTION 2

Allows students the opportunity for self-correction or peer correction before offering teacher correction. Demonstrates sensitivity in correcting students.

Comments: _____

Overall Comments:

Todd is an excellent teacher - he's well-prepared and enthusiastic. It is no surprise why students evaluate him highly.

Instructor's Comments:

Appendix E: Test of English as a Foreign Language Scores

Auza, Linda	630
Axentiev, Alex.	570
Barbars, Janis	573
Bebris, Vitaly	623
Belicka, Daina	487
Bernhards, Guntars	550
Blaka, Andris	573
Blodnieks, Agris	537
Brunavs, Zigmars	547
Bruza, Inese	603
Bruzs, Andris	510
Cinite, Inta	617
Dreimane, Inese	620
Eiduks, Guntis	603
Fogels, Henry	543
Gintere, Marita	600
Grege, Elita	567
Griga, Linda	530
Karklina, Anete	583
Katkins, Arnis	587
Kirpluka, Ieva	550
Komarovskis, Ainars	557
Laiveniece, Inese	533
Levans, Guntars	587
Liekns, Raimonds	607

Lurins, Andris	607
Masjule, Inga	627
Martjusheva, Svetlana	560
Medne, Antra	MI Aural:90; MI Proficiency: 81
Merzvinska, Aija	503
Nereta, Ivonna	570
Nigals, Martins	617
Olins, Aivars	567
Ose, Ieva	537
Otto, Guntars	533
Pabruklis, Janis	507
Pasevica, Ineta	520
Plumite, Edmunds	517
Podolska, Iveta	510
Pundure, Arlete	MI Aural: 92; MI Proficiency: 91
Racina, Elita	637
Ragel, Edgar	570
Rocena, Antra	543
Rudzate, Irina	577
Rudzinskis, Aivars	560
Rulle, Astrida	500
Sakalis, Mairis	587
Saulitas, Arnis	493
Smite, Diana	607
Sulce, Sarmite	553
Taranina, Marina	543

Zemdega, Inga	580
Ziraka, Daina	557
Zviedre, Elina	587
Zveiedre, Laila	583

Appendix F: Session by Session Chronicle

Fall Session: October to December 1993

The following model was adopted for the 1993-94 academic year. Students were able to enter the English portion of the Pre-MBA program in September, January, and May. Minimum placement scores for each intake were 60, 70, and 80 respectively.

On October 2 and 4, 1993, 80 applicants were tested with the Michigan Placement Test (Form A). The groupings were as follows:

10 Advanced	Exempt till January
10 High Intermediate	EFL classes 3 hours a week
16 Intermediate	EFL classes 10.5 hours a week
16 Low Intermediate	EFL classes 12 hours a week
15 Beginning	EFL classes 7.5 hours a week
13 Low Beginning	EFL classes unavailable

Classes met Monday through Friday from 5:30 to 8:30 p.m. Two American instructors delivered instruction to the highest three groups, which were named Pre-MBA. Mary Lu Lundgren had 13.5 contact hours a week and Todd Mitchell had 15. A Latvian English teacher, Ms. Lelde Pfafrode, taught the two Basic English groups of lower proficiency learners.

At the end of classes in December, the Pre-MBA students and the Basic English classes were tested with the Michigan Tests of Aural Comprehension and English Language Proficiency. The students generally did well, with many scoring at least 70 on these texts. They were eligible to continue their enrollment in the program.

Session 1--January to March 1994

On January 19, 1994, 32 applicants took the Michigan Placement Test, and 16 scored 75 or higher, becoming eligible to enter Pre-MBA classes. Thus, coupled with the previous term's students, the actual enrollment totaled 47.

From January 21 to 28, Ms. Janice Nersinger visited RBS. She provided an orientation to the English Language Center for the new Senior Lecturer (Kresovich) and the recently appointed Assistant Dean for Administration, Mr. Sam Bruce. She oversaw the placement of students, selection of texts, and the organization of classes for that session. Most importantly, she assisted in the planning of the academic calendar, testing schedule, and enrollment cut-offs of the English classes in the Pre-MBA year.

The policy governing the admittance of students into the English component of the Pre-MBA year was a major issue at this stage. The policy of establishing and observing English language proficiency cut-off points was intended to identify and admit into the Pre-MBA year those students most likely to meet the language admission requirements of the actual MBA program the following year. The policy was not intended to be exclusionary, but sought to screen students who would be linguistically prepared to complete graduate level coursework.

Thus, as a result of the January intake of applicants, English classes were offered to 47 students in the Pre-MBA year. They were divided into three groups: Group I (lower Michigan Test scores) and Groups II-A and II-B (higher and highest scores). The less proficient students received more hours of instruction (12 hours a week) than the more proficient students (3 hours).

Students who were not eligible for the Pre-MBA classes but who wanted to improve their English enrolled in Academic English. They received 7.5 hours of instruction a week.

Classes met Monday through Friday from 5:30 to 8:30 p.m. Two American instructors delivered instruction to the Pre-MBA groups. Brant Kresovich had 12 contact hours a week (plus program coordination) and Todd Mitchell had 17.5 with both the Pre-MBA group and the three Academic English groups. A Latvian English teacher, Ms. Ilze Leinerte, taught the three Academic English groups for 12 hours a week.

Session 2--April to May 1994

The addition of an accounting class into the Pre-MBA year necessitated a change in the original schedule developed in January. Students were compelled to attend the accounting class three nights a week, thereby making English classes impracticable due to time constraints. The school period became a 6-week session beginning April 11 and ending May 13.

It was also decided that the Academic English students would be allowed to take the Accounting course that was offered, thus making them, in effect, Pre-MBA students. It was argued by Olaf Brinkmanis and Ilze Strazdina that if these Academic English students perceived that they were not moving toward their goal of eventually having a chance to enter the MBA course, they would quit classes altogether. They also argued that if these Academic English students were compelled to take too many English classes, they might become exhausted. They were exempt from English classes and allowed to take Accounting to answer these concerns about burn-out and encourage them to continue with English study.

Classes met Monday through Friday from 5:30 to 8:30 p.m. Brant Kresovich had 12 contact hours a week (plus program coordination) and Mr. Todd Mitchell had 13.5 with both the Pre-MBA TOEFL group

and two Academic English groups. Ms. Ilze Leinerte, taught Academic English groups for 6 hours a week.

Session 3--June to August 1994

During the first three weeks of this session, the students received intensive TOEFL practice to prepare them for the test scheduled on July 5. For the learners in Groups I, this was a continuation of formal TOEFL coaching begun in the previous session, but the practice materials were new to them. Besides their TOEFL preparation, the Pre-MBA Group II learners continued case studies begun in the previous session.

The schedule changed because Mr. Todd Mitchell resigned and returned to America to seek treatment for his malady. To deliver sufficient and effective English instruction to the students most likely to enter the MBA program, we decided to have Assistant Dean Sam Bruce and I teach discussion and writing skills in two sections of case studies for the Pre-MBA groups and Academic English A groups. Writing skills, case analyses, group work and presentations were stressed in these classes.

Ilze Leinerte and I took the grammar and reading classes for Academic English B and C groups. It was a successful session for teachers and students alike. Of 16 students, 14 later passed proficiency and placement tests in order to become eligible to enter the Pre-MBA program in September.

Appendix F

ENGLISH LANGUAGE CENTER

at

RIGA BUSINESS SCHOOL

Session I, (September 26 - December 16, 1994)

Start-up Report

Prepared by Brant M. Kresovich, English Language Center
October 17, 1994

Introduction

This report will cover the following points relating to Session 1 (fall semester) EFL program at RBS: placement testing, class lists, instructional schedule, textbooks, teaching loads, and calendar. I will also include recommendations at the end.

Background

On August 18, 1994, the Academic B and C students were tested with the Michigan Tests of Aural Comprehension and English Language Proficiency. On September 22, 1994, people seeking enrollment in the Pre-MBA program were tested with the Michigan Placement Test. Students needed at least a 60 on these tests to be eligible to enroll in Pre-MBA classes.

Enrollment

Anticipated: During the May intake, 5 students scored high enough to enroll in the Pre-MBA course later in September. Of 16 Academic English B and C students who took the MTAC/MTELP tests, 10 scored enough to enroll in the Pre-MBA year. Adding last year's September intake of about 55 to these 15 likely students, I anticipated about

70 students would enroll in the Pre-MBA year.

Actual: About 100 people took the Michigan Placement Test on September 22, 1994, and a number of people did so in the two subsequent weeks. In the end, 85 students were designated eligible to enter the Pre-MBA year, and 41 students went into the General English classes.

On September 27, the Test of Written English (TWE) was given to the 34 people receiving 80 or higher on the Michigan Placement Test. As seen on the attached list, 26 people received 4 or better on the TWE, demonstrating their minimal competence in writing. During this term, they are exempt from the advanced writing class.

Current: 59 students are now in Pre-MBA English classes. 26 students scoring highly on the placement test were exempted until January, 1995. 41 are in General English classes.

The Pre-MBA English Levels

Pre-MBA Group 4. The 13 people who received a 3 on the TWE were placed in the Pre-MBA Group 4 class where they will study writing for 3 hours a week.

The line distinguishing Groups 3 and 4 was drawn between 77 and 76 for the following reasons: 1) Last year students in the upper 70s were included in the advanced writing class; 2) Students ought to be placed in levels where they will be challenged; and 3) Practically speaking, there are only 20 copies of Oshima/Hogue's "Writing Academic English" on hand, so the Pre-MBA Group 4 Writing class was limited to 20.

Pre-MBA Group 3. In the list for this group, there is a 5-point gap between the higher scoring students and the lowest scoring (five) students. Those students with comparatively low scores were placed there on my and Ilze Leinerte's recommendations. It is reasonable to give the benefit of the doubt to students whose ability we are familiar with. We also wanted to avoid their repeating material and textbooks, again believing that students ought to be placed in levels where they will be challenged.

Pre-MBA Group 2. Placing five students with scores in the lower 60s into Pre-MBA Group 3 affected the composition of Pre-MBA Group 2. Note that some people have scores in the middle to high 60s. Thus, there are people who seem numerically out of order; that is, people with higher scores (70, high 60s) are in the less proficient group. This placement decision was based on the considerations mentioned

above.

The composition of Pre-MBA Group 2 remains homogenous: only 7 points separate the low of 63 with the high of 70 (and Janis Abramovich's grammar and speaking abilities are not nearly as proficient as Anita Adijane who got a 63 on the more difficult test, the MTELP).

Basically, students are not being held back. Tracking will not hinder students' progress because in Sessions 2 and 3, they will see the same textbooks as the advanced do at present.

Pre-MBA Group 1. The 10 students in this intermediate group need more English class than the nine hours a week they get now. Perhaps if another teacher were available, this group could get up to 10.5 hours a week (see Recommendations).

General English. Students not eligible for admission in the Pre-MBA year are given the opportunity to improve their English language skills and perhaps apply to the program at a later date.

Unfortunately, because of a lack of teaching staff, these students cannot receive many hours of instruction a week. The lowest scoring students (Michigan tests 29 to 48) are in class the fewest hours (3 a week).

Note that a number of RBS staff members are enrolled in the classes: Ilga Maskalane, Ilona Grikmane, Ilga Eglite in General English and Zina Vishkere in Pre-MBA Group 1. Though Ms. Maskalane received an 81 on the test, she opted not to enter Group 3 because of time constraints.

Materials

The class sets of our textbooks are being put to very good use. Our receipt of new texts have filled various holes at all levels.

Instruction

Classes meet Monday through Friday from 5:30 to 8:30 p.m. The EFL instructors Kresovich, Leinerte, and Norvelle teach the Pre-MBA English classes, Peggy Kresovich, Leinerte, and Norvelle teach the General English courses.

Pre-MBA English Course Loads

Pre-MBA Group 1 Intermediate		Textbooks
Grammar	1.5 x 2 = 3 hours a week (h/w)	Black Azar B
Reading	1.5 x 2 = 3 h/w	Past Present & Future

Writing	1.5 x 2 = 3 h/w	
Pre-MBA Group 2 High Intermediate		
Grammar	1.5 x 2 = 3 h/w	Blue Azar A
Reading	1.5 x 2 = 3 h/w	Mosaic I Reader
Writing	1.5 x 2 = 3 h/w	Mosaic I Writer
Pre-MBA Group 3 Low Advanced		
Grammar	1.5 x 2 = 3 h/w	Grammar Dimensions 3 Vol A
Reading	1.5 x 2 = 3 h/w	Reader's Choice
Writing	1.5 x 2 = 3 h/w	Paragraph Development
Pre-MBA Group 4 Advanced		
Writing	1.5 x 2 = 3 h/w	Writing Academic English
Total = 30 hours a week		

Teacher Loads

Brant Kresovich

Group 1	Grammar	3 h/w	
Group 2	Reading	3 h/w	
Group 3	Writing	3 h/w	
Group 4	Writing	3 h/w	total = 12

Ilze Leinerte

Group 1	Reading	3 h/w	
Group 2	Writing	3 h/w	
Group 3	Grammar	3 h/w	total = 9

Ilze Norvelle

Group 1	Writing	3 h/w	
Group 2	Grammar	3 h/w	
Group 3	Reading	3 h/w	total = 9

Total = 30

General English Group Loads

General English a Integrated Skills (IS)
IS $1.5 \times 2 = 3$ hours a week

Textbooks
Black Azar Vol A
Interactions II

General English b Integrated Skills (IS)
IS $1.5 \times 2 = 3$ h / w

Spectrum II

General English c Integrated Skills (IS)
IS $1.5 \times 4 = 6$ h / w

Spectrum I

Total = 12 hours a week

Teacher Loads

Ilze Leinerte

GE a $1.5 \times 1 = 1.5$
GE b $1.5 \times 1 = 1.5$
GE c $1.5 \times 2 = 3.0$ total = 6 h/w

Ilze Norvelle

GE c $1.5 \times 2 = 3.0$ total = 3 h/w

Peggy Kresovich

GE a $1.5 \times 2 = 3.0$
GE b $1.5 \times 2 = 3.0$ total = 6 h/w

Total = 12 hours a week

Fall Semester Calendar

September 22 Michigan Placement Test
26 Classes begin
27 Test of Written English (to MPT 80+ recipients)
October 12-14 Michigan Test of Aural Comprehension
Michigan Test of English Language Proficiency
Test of Written English
(to all currently enrolled students)
November 1--4 SPEAK Test to Pre-MBA Group 4

7--11 Teacher Observations by the Senior Lecturer

December 14-16 Michigan Test of Aural Comprehension
Michigan Test of English Language Proficiency
Test of Written English
(to all currently enrolled students)

16 Classes end

Recommendations

The English Language Center now has 85 Pre-MBA students and 41 General English students. These populations are larger than we anticipated when we planned the 1994-95 curriculum and predicted requirements for teachers and materials. Given these numbers, Dean Sam Bruce and I re-assessed the curriculum and other important matters such as scheduling of teachers and use of texts. Based on our discussions, I make the three recommendations.

Recommendation 1

We change the curriculum slightly.

The advanced group would take the Case Studies course in January. This change means that the group now exempted would be given the opportunity to learn the case study method sooner (January) rather than later (March). Further, having taught the most advanced students what they need (the higher writing skills, the case study method, etc.), we teachers can more confidently transfer them out of Pre-MBA English. Then, we can focus our energies on the students who need teaching the most: the intermediate students.

Next, due to the large number of present students and the possibility of more in January, we must begin moving students through the curriculum as quickly as possible. If we add 15 students in the January intake, we will have about 100 students and three remaining sessions to teach them all Case Studies. If we run two Case Studies classes of 20 students each in Session 2, we will have Sessions 3 and 4 to teach the remaining 60 students. If we wait until Session 3, we will have too many students needing Case Studies.

Recommendation 2

We proceed with the January intake, but eliminate the March (final) intake.

In January, 1994 we tested 36 people, 16 of which entered the Pre-MBA program. Assuming that we recruit about the same number into

the Pre-MBA program, our Pre-MBA population would swell from 85 to 100. This figure of 100 students would constitute a considerable pool of MBA hopefuls who have intermediate to advanced ability in English. It does not seem imperative to attract still more students into an already large, talented pool in March.

Nor does it seem fair to attract more students with a late March intake. By the final intake before Session 3, most of our present Pre-MBA English students will have spent much money (about 200 Ls or \$350, a vast sum here) and time (six months) improving their English. These veteran students may conclude that RBS assumed more highly proficient people were waiting in the wings to supplant those who studied longer at the ELC. It does not seem equitable that those students who have clearly demonstrated their motivation and commitment by studying at the ELC should be overtaken by those merely taking an placement test at a late date.

Recommendation 3:

We consider hiring another native-speaking teacher trained and experienced in EFL, high level writing, and the case studies method.

It is possible for the present ELC staff (Leinerte, Norvelle, and Kresovich) to deliver English to the Pre-MBA students during Session 2. But there are diverse problems.

The first is that Ilze Norvelle is not available for work here at the ELC on Wednesday nights on account of her commitments to the University of Latvia. Not having a class on Wednesday prevents her from taking a class on Friday. The second is Ilze Leinerte's reluctance to take 12 or more hours; she has the 15 hours now and she has reported to that it's too much.

The third problem is my 15 contact hours. If I had more than 12 contact hours, my administrative duties (updating UB, observing teachers, etc.) would suffer. Dean Bruce concurs.

A fourth problem is Ilze Leinerte's impending study abroad. She has no information yet on a proposed time period to participate in an RSA TESOL program, but during sometime over this academic year she may be in the UK for five weeks. This would effectively knock her out as an instructor for one of our sessions.

The fifth problem is significant. We would not be able to deliver instruction to the General English students. We would have to

jettison them, telling them to try to enter the Pre-MBA English program next September. Students would doubtless feel aggrieved; in fact, even now we have heard the complaint, "We are the worst but we get the least," referring to their mere six hours of instruction a week they receive now.

There are two drawbacks to cutting General English back or out. First, sending students away would not benefit the good reputation the English Language Center has earned. Second, we cannot cut and remain a vibrant, relevant program. By deleting General English, we may decrease the size of the pool of those who would otherwise have entered Pre-MBA English in September, 1995.

Given these problems, I strongly recommend that we should consider the advantages of hiring another native-speaking teacher. She would be an asset in delivering the advanced writing and case studies courses. Her presence would free local staff to teach General English classes and permit Ilze Leinerte to study abroad and develop her teaching knowledge and skills.

Conclusion

Latvians with highly proficient skills in English have discovered that the skill is not in itself sufficient to be successful in business. Therefore, they feel they must gain more knowledge of business in the MBA program, which has become more well-known in the last two years. In addition, the English Language Center has clearly developed a reputation for delivering outstanding English language instruction. This reputation is attracting the intermediate and advanced students that the MBA program requires.

Exempt until Session 2 (n=26)

Test Date	MTAC/MTELP		
	MPT 9/94	TWE 9/94	1/E 1/95
Bukovska, Inga	99	4	
Zviedre, Laila	99	4	
Lacberga, Raina	99	5	
Grunte, Vija	99	4	
Zorgenfreija, Marita	98	5	
Vikmanis, Agnis	98	4	
Steina, Sandra	98*	5	
Stira, Ilandra	97	4	

Raubo, Sandra	97	4
Draveniece, Liga	96	4
Purins, Kaspars	96	4
Vagalis, Normund	95	4
Caune, Livija	95*	5
Brice, Lasma	95	4
Kalnina, Elita	94	4
Siklis, Janis	94	4
Viksna, Viesturs	93	4
Ozola, Ilze	93	4
Zalite, Antra	92	4
Podins, Talivaldis	91	4
Vitolins, Valdis	90	4
Mende, Ingus	90	4
Lazdina, Kristine	89	4
Briedis, Maris	89	4
Karklins, Guntis	88	4
Libeka, Sandra	81	4

Pre-MBA Group 4 (n=20)

Svarinska, Iveta	98	3	
Rotberga, Signe	95	3	90/86
Strasinskis, Janis	90	3	87/82
Ozols, Valdis	89	3	89/84
Jesinska, Andra	89	3	87/81
Ozols, Normunds	88	3	75/79
Kruze, Oskars	86	3	89/68
Strazinska, Rita	85	3	90/73
Abele, Janis	84	3	86/74
Korbs, Kaspars	83	3	89/69
Erins, Ugis	83	3	88/79
Bariss, Andris	81	3	88/70
Pole, Vija	75*	3	92/87
Bretsko, Iveta	79	4	87/68
Kalnins, Gints	79*	3	79/76
Purvina, Lelde	89/79**	3	92/83
Lipe, Ilona	78	3	90/78
Kubile, Ilona	78	3	90/78
Greitane, Mara	77*	4	85/73
Jakobsone, Viktorija	77	3	79/60

* MPT taken 5/94 **MTAC/MTELP taken 8/94

		MTAC/MTELP	
Test		MPT	TWE 1/E
Date		9/94	9/94 10/94

Pre-MBA Group 3 (n=18)

Gudrups, Aivis	76	3	
Metnieks, Ilvars	76	2	73/66
Mironovich, Juliana	76	3	86/70
Kica, Ieva	76	3	84/69
Murashova, Natalija	75	3	87/79
Zelenin, Dmitry	86/73**	3	
Valtere, Liana	84/72**	3	
Sils, Andris	89/71**		88/71
Rutins, Ingus	70	3	81/54
Grasis, Ingus	68	3	73/81
Grinbergs, Gvido	68	2	
Svarpstones, Raitis	68	3	87/78
Mecbergs, Arturs	67	3	76/56
Adijane, Anita	79/62**	3	
Vanags, Janis	78/62**	3	
Djacenko, Sergeys	77/62**	3	
Meiere, Inga	62	3	77/56**
Leitere, Ina	61	3	82/48**

Pre-MBA 2 (n=11)

Abramovich, Janis	70		74/48**
Vyacheslav, Lifits	70		
Strucovski, Jaca	66		
Eglitis, Martin	66		76/64
Malmanis, Ugis	66		74/66
Kaputskaya, Tatyana	65		63/49
Laimins, Egons	65		78/70
Shatsky, Andrei	64		74/60
Auzins, Lotars	81/63**		
Nikitina, Lelde	82/63**		
Veldre, Marina	64		78/50**

Pre-MBA Group 1 (n=10)

Rutins, Karlis	63	3	53/47
Dzenis, Juris	66/63**	3	
Liepins, Agnis	63	2	
Rozenberga, Ieva	61	3	75/60
Skutel, Solomon	60	2	
Skutelis, Andris	60	3	
Kreivane, Ausma	79/60**	2	60/50
Shrivelis, Guntis	77/60**	3	
Veidemanis, Nils	60		53/76
Viskere, Zina	60	3	68/48

* MPT taken 5/94

**MTAC/MTELP taken 8/94

Test Date	MTAC/MTELP	
	MPT 9/94	TWE 1/E 9/94 10/94
General English c (n=14)		
Maskalane, Ilga	81	78/81
Puzo, Edgars	59	71/56
Koniaeva, Olga	58	63/52
Sics, Alvils	58	73/63
Ozols, Dinars	57	66/60
Schvalbe, Raimonds	56	
Balodis, Aldis	56	78/58
Jansone, Antra	56	68/56
Birkevica, Sandra	55	66/40
Lazo, Varis	53	75/49
Kupcs, Valdis	52	76/54
Sniegs, Uldis	51	60/66
Mikajev, Vitaly	50	74/51
Stafecka, Marika	48	77/51
General English b (n=12)		
Gailitis, Valdis	47	74/49
Stikuts, Aigars	47	50/47
Ozolina, Sandra	46	
Ozols, Raimonds	46	63/54
Naidenovs, Arkadius	43	
Gulbinskis, Vatalijs	42	81/53
Vanaga, Sandra	42	
Freimane, Iveta	42	53/51
Heinsbergs, Gaitis	41	51/48
Lipacis, Juris	40	63/46
Romanova, Sandra	40	
Jamilovceva, Nataly		45/35
General English a (n=15)		
Milgrave, Ginta	39	
Jansone, Daiga	39	68/48
Kljuieva, Katja	37	
Lietavietis, Kaspars	37	60/41**
Kozlovskis, Andis	37	63/58
Speels-Dilcans, Raimonds	32	
Brice, Eleonora	31	54/54
Douilovskja, Zhanna	31	60/41
Jauja, Janis	31	38/56
Cekuls, Andrejs	31	52/58
Grikmane, Ilona	31	31/44

Roze, Armands	30	43/42
Eglite, Ilga	30	37/45
Lapurinja, Lidija	29	44/38
Jurgeleniece, Skaidrite	29	unint

* MPT taken 5/94

**MTAC/MTELP taken 8/94

Missing Persons

Vaivods, Janis	89*
Kubrjavcevs, Oleg	83
(3) Kramina, Inguna	76*
(3) Konovalova, Ilona	70
(2) Krishtafenko, Gleb	68*
(2) Apinis, Janis	64*
(1) Vismanis, Ugis	82/63**
(1) Pucitis, Ivars	61
(1) Ievins, Andris	60*
(GE/C) Prudneiks, Olavs	59
(GE/C) Berzins, Andis	59
(GE/A) Bogens, Karlis	34

* MPT taken 5/94

**MTAC/MTELP taken 8/94

Pre-MBA Student List
 Professions & Occupations

	Profession	Occupation
Pre-MBA Group 4 (n=20)		
Svarinska, Iveta	Education	Eng. teacher
Rotberga, Signe	Biologist	State Forest Mgt
Strasinskis, Janis	Int. Econ	Banking
Ozols, Valdis	Physics	Computer expert
Jesinska, Andra	Applied Math	Management
Ozols, Normunds	Medicine	Doctor
Kruze, Oskars	Computer Sci	Advertising
Strazinska, Rita	Engineer/Econ	Banking
Abele, Janis		
Korbs, Kaspars	Computer Sci	Sales (tobacco)
Erins, Ugis	Physics/Math	IBM Rep
Bariss, Andris	Electro-physics	Management
Pole, Vija	Chemistry	PR/EC Info Dept
Bretsko, Iveta	Computer Sci	IBM Rep
Kalnins, Gints	Medicine	Sales manager
Purvina, Lelde	Business Adm	Financial Analyst
Lipe, Ilona	Computer Sci	Casino Dealer
Kubile, Ilona	Art History	Interpreter/Sec'y
Greitane, Mara	Education	Sec'y
Jakobsone, Viktorija		Federal Employee
Pre-MBA Group 3 (n=17)		
Leitere, Ina	Architecture	Federal Employee
Meiere, Inga		Banking

Adijane, Anita		Htl/Rest. Mgt
Djacenko, Sergeys	Physics/Math	Engineer
Vanags, Janis	Civil Engr.	Education
Valtere, Liana	Economics	Senior Economist
Gudrups, Aivis	Engineering	Management
Metnieks, Ilvars	Architecture	Architect
Mironovich, Juliana	Applied Math	Computer expert
Kica, Ieva	Business Adm	Marketing Mgt
Murashova, Natalija	German Lang.	BMW Rep.
Sils, Andris		
Rutins, Ingus	Marketing Mgt	Marketing Mgt
Grasis, Ingus		
Grinbergs, Gvido		
Svarpstons, Raitis	Student at RTU	
Arturs, Meebergs	Agriculture	Marketing Mgt
Zelenin, Dmitry	Student/ Univ of Latvia	Tourism

Pre-MBA Group 2 (n=11)

Abramovich, Janis		Sales Mgt
Vjacheslav, Lifits		
Strucovski, Jaca		
Eglitis, Martin	Student at secondary school	
Malmanis, Ugis		
Kaputskaya, Tatyana	Applied Math	Accounting
Laimins, Egons	Mech. Engr.	Sales
Veldre, Marina	History	Sec'y
Shatsky, Andrei		Heat Engr.
Nikitina, Lelde	Radio Engr.	Publisher/Mgt
Auzins, Lotars	Engineer	Plant Super.

Pre-MBA Group 1 (n=10)

Rutins, Karlis	Biology	Pharmaceuticals
Dzenis, Juris		
Liepins, Agnis	Architecture	Management
Rozenberga, Ieva	Biology	Self-employed

Skutel, Solomon
Skutelis, Andris
Veidemanis, Nils
Kreivane, Ausma
Shrivelis, Guntis
Vichkere, Zina

Physics/Engr
Biology
Mech Engr
Agronomy
Engineer
Accounting

Trade manager
Business Adm
VW/Audi Shop
Office Mngr
Business Adm
Accounting

Appendix G

Pre-MBA Group 4 / Section 1

Test Date	MPT 9/94	TWE 9/94	MTAC/ MTELP	SPEAK	MTAC/ MTELP	TWE
			1/E 10/94	Form 4 11/94	2/Y 12/94	12/94
Strasinskis, Janis	90	3	87/82	270	94/88	4
Rothberga, Signe	95	3	90/86	288	92/87	5
Furrina, Lelde	89/79**	3	92/83	270	90/86	4
Ozols, Valdis	89	3	89/84	229	92/86	4
Embile, Ilona	78	3	90/78	260	90/84	4
Abele, Janis	84	3	86/74	280	91/84	4
Ozols, Kormunds	88	3	75/79	215	82/83	3
Korbs, Kasparis	83	3	89/69	204	90/83	3
Pole, Vilja	75*	3	92/87	215	87/81	4
Bariss, Andris	81	3	88/70	250	90/80	4
Jesinska, Audra	89	3	87/81	243	91/78	4
Lipe, Ilona	78	3	90/78	205	90/76	4
Bretsko, Iveta	79	4	87/68	246	90/76	4
Strazinska, Rita	85	3	90/73	275	90/75	4
Erins, Ugis	83	3	88/79		92/73	4
Kalvins, Gints	79*	3	79/76	213	83/72	4
Greibane, Mara	77*	4	85/73	235	85/71	4
Kruze, Oskars	86	3	89/68	231	90/65	4

*5/94 Intake

**MTAC/MTELP taken 8/94

Pre-MBA Group 4 / Section 2

Test Date	NPT 9/94	TWE 9/94	WTAC/ MYKLP	SPEAK
			1/E 2/95	Form 4 2/95
Kalnina, Elita	94	4	90/92	273
Zviedre, Baila	99	4	99/90	270
Akmens, Alvis	86++	4	92/89	275
Trizna, Ieva	87++	4	90/88	255
Lacberga, Raina	99	5	94/85	290
Vikmanis, Agnis	98	4	92/84	270
Porins, Kaspars	96	4	96/84	285
Ozola, Ilze	93	4	87/84	266
Braveniece, Liga	96	4	93/83	294
Siklis, Janis	94	4	86/81	266
Briedis, Maris	89	4	91/81	256
Stira, Ilandra	97	4	90/80	
Karklins, Guntis	88	4	84/79	248
Mende, Ingus	90	4	87/77	250
Iesalnieks, Maris	81+-	4	85/72	208
Podins, Valivaldis	91	4	65/70	238
Zorgenfreiija, Marita	98	5		294
Steina, Sandra	98*	5		
Vagalis, Normund	95	4		
Caune, Liviija	95*	5		
Viksna, Viesturs	93	4		
Zalite, Antra	92	4		263
Lazdina, Kristine	89	4		
Libeka, Sandra	81	4		

*5/94 Intake +-1/95 Intake

Expelled from Pre-MBA program because of non-attendance in and non-payment for courses.

Svarinska, Iveta	98	3
Vitolins, Valdis	90	4
Bukovska, Inga	99	4
Grunte, Vija	99	4
Raubo, Sandra	97	4
Brice, Lasma	95	4

Pre-MBA Group 3

Test Date	MPT 9/94	TWE 9/94	MTAC/ MTELP	MTAC/ MTELP	TWE 12/94
			1/E 10/94	2/P 12/94	
Murashova, Natalija	75	3	87/79	87/79	4
Grasis, Inga	68	3	73/81	81/75	3
Kica, Ieva	76	3	84/69	85/73	3
Sils, Andis	89/71**	3	88/71	87/71	3
Svarpstones, Raitis	68	3	87/78	84/71	3
Metnieks, Ilvars	76	2	73/66	85/70	3
Rutins, Ingus	70	3	81/54	81/70	3
Kecbergs, Arturs	67	3	76/56	77/70	
Zelenin, Dmitry	86/73**	3		80/68	3
Adijane, Anita	79/62**	3		70/64	3
Jakobsone, Viktorija	77	3	79/60	81/63	3
Valtere, Liana	84/72**	3		87/62	3
Mironovich, Juliana	76	3	86/70	87/60	3
Meiere, Inga	62	3	77/56**	74/58	3
Gudraps, Aivis	76	3	80/79		

* MPT taken 5/94

**MTAC/MTELP taken 8/94

Withdrew

Grinbergs, Gvido	68	2			
Vanags, Janis	78/62**	3			
Djacenko, Sergeys	77/62**	3			

Pre-MBA Group 2

Kipluks, Juris	77++			78/74	
Sarina, Sandra	76++			85/74	
Apsitis, Ojars	79++			93/73	
Vitkalovs, Raitis	78++			83/73	
Eitane, Liqa	78++			81/73	
Kalmanis, Ugis	66	2	74/66	84/72	3
Lalins, Egons	65	3	78/70	80/72	3
Nikitina, Lelde	82/63**	3		79/68	3
Vyacheslav, Lifits	70	3		74/67	3
Kalviske, Ieva	74++			81/66	
Kalnacs, Ansis		2	78/70	84/66	3
Kaputskaya, Tatyana	65	2	63/49	74/64	3
Auzins, Lotars	81/63**	2		81/64	3
Abramovich, Janis	70	2	74/48**	77/54	2
Leitere, Ina	61	2	82/48**	84/54	

* MPT taken 5/94

**MTAC/MTELP taken 8/94

++1/95 Intake & took MTAC(1) and MTELP(X) on 2/2/95.

Withdrawn from Group 2

Eglitis, Martins	66	2	76/64	82/66	0
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Expelled from Pre-MBA program (Group 2) because of non-attendance in and non-payment for courses.

Favare, Gundega	76++				
Shatsky, Andrei	64	3	74/60	70/67	3

Pre-MBA Group 1

Ozols, Dinars	57		66/60+	86/74	3
Puzo, Edgars	59		71/56	77/71++	
Revelis, Aivars	63			75/70E	
Shrivelis, Guntis	77/60**	3		78/70	
Koniaeva, Olga	58		63/52	65/68++	
Balodis, Valdis	56		78/58	79/66++	
Gailitis, Valdis	47		74/49	78/66++	
Veldre, Marina	64		78/50**	63/64	
Kozenberga, Ieva	61	3	75/60	75/64	3
Jansone, Andra	56		68/56	53/62--	
Sniegs, Uldis	51		60/66+	60/62	
Skutelis, Andris	60	3	75/65	79/60	2
Kreivane, Ausma	79/60**	2	60/50	78/60	2
Veldemanis, Mils	60		53/76		2
Sics, Aivils	58		73/63+	75/60	2
Viskere, Zina	60	3	68/48	66/54	3

**MTAC/HTFLP taken 8/94.

+ Moved from General English 9/94 on basis of high test scores

++ Moved from General English on teacher recommendation 1/95

E Moved from General English on basis of high HTFLP score 2/95

Withdrawn

Dzenis, Juris	66/63**	3			
Liepins, Agnis	63	2	71/54		
Skutel, Solomon	60	2	63/63		

Expelled from Pre-MBA program (Group 1) because of non-attendance in and non-payment for courses.

Rutins, Karlis	63	3	53/47		
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General English C

Test Date	NPT	MTAC/	MTAC/
		MTELP	MTELP
		1/E	2/7
	9/94	10/94	12/94
Maskalane, Ilga	81	78/81	78/82
Caune, Arturs	67++		83/65
Kanepa, Ilze	66++		80/58
Berzins, Andis	64++		78/un
Stare, Lauma	59++		
Kulareks, Ivars	59++		60/51
Gailums, Ribards	58++		74/63
Kozlovskis, Andis	37	63/58	71/63
Mierina, Ginta	58++		76/62
Lidaka, Sigita	57++		
Birkevica, Sandra	55	66/40	77/54
Lazo, Varis	53	75/49	
Kopcs, Valdis	52	76/54	71/56
Mikajev, Vitaly	50	74/51	74/63
Petters, Galda			

++1/95 Intake & took MTAC(1) and MTELP(E) on 2/2/95.

General English B

Jonass, Guntars	50++		74/56
Silke, Iveta	50++		
Cekuls, Andrejs	49++		63/60
Krumins, Drintars	43++		
Vanaga, Sandra	42	60/45	51/50
Lapurinja, Lidiija	29	44/38	52/51
Lietavietis, Kaspara	37	60/41**	49/51
Jansone, Daiga	39	68/48	48/51
Douilovskja, Zbanna	31	60/41	58/53
Bundole, Marita			48/48
Bundulis, Janis			38/52
Jauja, Janis	31	38/56	33/51
Petters, Baiba			

++1/95 Intake & took MTAC(1) and MTELP(E) on 2/2/95.

Expelled from Pre-MBA program (Group 1) because of non-attendance in and non-payment for courses.

Slisnans, Aivars	53++		
Pucitis, Ivars	46++		
Freimane, Iveta	42	53/51	50/51

General English A

Roze, Armands	30	43/42	46/48
Stafecka, Marika	48	77/51	79/45
Brice, Eleonora	31	54/54	37/47
Milgrave, Ginta	39	58/un	50/47
Gulbinskis, Vatalijs	42	81/53	71/46
Lipacis, Juris	40	63/46	56/46
Stikats, Aigars	47	50/47	40/44
Kljuieva, Katja	37		52/40
Heinshergs, Gaitis	41	51/48	60/un
Tambovceva, Nataly		45/35	53/un
Eglite, Ilga	30	37/45	51/un
Kirse, Ilze	34++		
Ceksters, Rolands	33++		40/un
Rerevska, Sanita	29++		
Bogans, Karlis	21++		
Grikmane, Ilona	31	31/44	50/un

++1/95 Intake & took NTAC(1) and NTKLP(E) on 2/2/95.

Withdrew from General English

Schvalbe, Raimonds	56		
Mazurs, Egils		52/44	
Romanova, Sandra	40		48/47
Ozolins, Sandra	46		
OZOLS, Raimonds	46	63/54	
Maidenovs, Arkadias	43		43/56
Speels, Raimonds	32		
Jurgeleniece, Skaidite	29	un	46/un



August 2, 1995

**MANAGEMENT TRAINING AND ECONOMICS EDUCATION PROJECT
(DHR-0029-A-00-5051-00)**

**QUARTERLY REPORT (FIRST YEAR)
Period: April 1 - June 30, 1995**

This report covers the second quarter of the first year of USAID support for a management training and economics education project in Riga, Latvia. The project is managed by the State University of New York at Buffalo School of Management in Buffalo, New York and is based at the Riga Business School in Riga, Latvia.

I. MBA INSTRUCTION

Two courses in the MBA program were taught between April 1 and June 30, 1995. The courses and the faculty members who taught them are listed below. Attached is a course schedule.

Faculty Member	Institution	Course
Dr. Patric Timmermans	Eindhoven U.	Planning & Control
Dr. Claude Henin	U. Ottawa	Managerial Statistics

Contact Hours

Course	Number of Students	Hours	Total
MGS 605 - Class 2	16	40	640
MGQ 606 - Class 3	46	40	1840
			Total Contact Hours: 2480

Supplementary Information

- Appendix A: MBA Course Schedule
- Appendix B: MBA Course Outlines

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First MBA Graduation

On May 20, Riga Technical University and Riga Business School conferred the degree of Master of Business Administration on twelve students who had successfully completed their MBA studies. The graduation was held at the Riga Stock Exchange.

The list of speakers included:

Dr. Olafs Brinkmanis, Director, Riga Business School and Prorector for Postgraduate Study, Riga Technical University

Dr. John M. Thomas, Associate Dean for International Programs, School of Management, State University of New York at Buffalo

Dr. Jerome Doutriaux, Vice-Dean, Faculty of Administration, University of Ottawa

Dr. Egons Lavendelis, Rektor, Riga Technical University

Dr. Jean-Michel Beillard, Vice Rector for University Relations and Development, University of Ottawa

Dr. William Greiner, President, State University of New York at Buffalo

Mr. Voldemar Innus, Senior Vice President, State University of New York at Buffalo

Dr. Janis Mazais, Professor, Riga Technical University

His Excellency Ints Silins, Ambassador of the United States of America to Latvia

Mr. Jacob Kunzer, First Secretary and Consul, Embassy of Canada

Ms. Vita Terauda, Minister of State Reform, Republic of Latvia

Dr. Vita Matiss, Executive Director, the Soros Foundation Latvia

Mr. Aristids Lambergis, Member of Parliament, Republic of Latvia, and past president, American Latvian Association

Over 200 persons attended the graduation which was covered by all of Latvia's major newspapers and was reported by Latvia's television network. The school received considerable publicity and visibility from the event.

In order to graduate, students had to:

- 1) pass 16 MBA courses
- 2) have an overall grade point average of 3.00 or greater
- 3) receive an evaluation of Satisfactory on their MBA thesis

Pre-MBA Business Courses

In May, 1995 Pre-MBA instruction for incoming students in Class V was begun.

<i>FacultyMember</i>	<i>Institution</i>	<i>Course</i>
Dr. Andrejs Dzedons	Riga Technical U.	Microeconomics
Dr. Leonids Petersons	Riga Technical U.	Accounting

Faculty Development

Dr. Leonids Petersons took three MBA courses at the State University of New York at Buffalo (UB) from January until May. He finished his MBA coursework during that time and was one of the twelve students to receive his MBA degree in May. He has taken his place as a full-time faculty member at Riga Business School and as noted already, began his teaching duties with the

Pre-MBA Accounting course.

Dr. Andrejs Dzedons studied at UB during the 1994-95 academic year. He will return to UB for the 1995-96 academic year and receive his degree from UB. He taught the Pre-MBA Microeconomics course from May until August.

Mr. Raimonds Lieksnis also studied at UB during the 1994-95 academic year. He will return to UB for the 1995-96 academic year and receive his degree from UB. Mr. Lieksnis was in charge of designing the new computer laboratory to be installed at 11 Skolas iela and for procuring that equipment. He will later teach the Introduction to Information Systems course.

Ms. Inta Cinite has been recruited as a new faculty member at Riga Business School. She will study in the UB MBA program during the 1995-96 academic year and will concentrate in the Organizational Behavior area.

Mr. Janis Grevins is another new faculty recruit who graduated from the University of Latvia in June. He will study in the UB MBA program over the next two academic years and will concentrate in the entrepreneurship and international business areas.

Dr. Modris Ozolins completed his MBA courses in June and will depart in July for Canada. He will undertake a one-month business internship in Toronto arranged by the University at Ottawa (UO) and later attend an intensive pedagogical training program at UO. Dr. Ozolins is being trained to teach the Marketing Management and Sales and Promotion courses.

Dr. Aigars Laizans will also participate in the business internship in Toronto and the pedagogical training program at UO. Dr. Laizans needs two more courses to complete the MBA program. He is being trained to teach the Financial Management course.

Dr. Janis Mazais received his MBA degree in May. He is a professor at Riga Technical University and will become a part-time faculty member at Riga Business School. He will travel to the University of Ottawa in August to participate in the pedagogical training program. He is being trained to teach the International Business Environment course.

Dr. Edgars Osins of the University of Latvia has agreed to join the Riga Business School faculty and to be retrained to teach the Human Resource Management course. Dr. Osins is presently the Dean of the Foreign Languages Department at the university.

Dr. Inese Vaidere, professor of economics at the University of Latvia, has also expressed an interest in joining the RBS faculty. She will later teach Managerial Economics at Riga Business School.

Riga Business School Advisory Board

On May 24 a meeting was held to discuss the formation of an Advisory Board for the Riga Business School. A description of the role of the RBS Advisory Board is attached.

Persons attending the meeting included:

- 1) Mr. Frank Kendrick, General Manager, Coca-Cola Dzerieni Ltd.
- 2) Ms. Ketija Fogle, Executive Assistant, Coca-Cola Dzerieni Ltd.

- 3) Mr. Ilmars Kreituss, Vice President, Bank Baltija
- 4) Mr. Walter Kronbergs, Associate, Carroll, Burdick ~ McDonough
- 5) Mrs. Valda Eversons, Manager, Arthur Anderson
- 6) Mr. Jacob Kunzer, First Secretary (Commercial) and Consul,
Embassy of Canada
- 7) Mr. Agnars Johanson, Consultant, Latvian Privatization Agency
- 8) Dr. John Thomas, Associate Dean for International Programs,
School of Management, State University of New York at Buffalo
- 9) Dr. Jerome Doutriaux, Vice Dean, Faculty of Administration,
University of Ottawa
- 10) Dr. Gundar King, Professor and former Dean, School of Business
Administration, Pacific Lutheran University
- 11) Dr. Olafs Brinkmanis, Director, Riga Business School and
Prorector for Postgraduate Study, Riga Technical University
- 12) Mr. Voldemar Innus, Senior Vice President, State University of
New York at Buffalo
- 13) Mr. Sam Bruce, Assistant Dean for Administration, Riga
Business School

Discussion centered upon the roles of the Board and the Chairman. It was noted that state-owned enterprises should also be represented on the Board. It was generally agreed that a Chairman should be named first and then a Board meeting convened. Those persons attending felt that excellent progress had been made toward establishing the Advisory Board.

Coordination and Planning Meetings

From May 23 through May 2, a series of planning meetings were held in Riga. The primary persons involved were Dr. John M. Thomas, Dr. Jerome Doutriaux, Dr. Olafs Brinkmanis and Mr. Sam Bruce. Topics in four general areas were discussed:

- 1) Strategic plan for long-term development
- 2) Competitiveness of RBS
- 3) RBS teaching resources
- 4) Administrative resources

The first topic discussed regarding the long-term strategy of the school was the mix of programs the school offers or will offer. Presently, the school offers the MBA degree program, a certificate program in Small Business Management (in collaboration with Gothenburg University in Sweden) and English language programs.

This Fall, Riga Business School plans to offer an undergraduate course in microeconomics at Riga Technical University. This course would be open to any student enrolled in an undergraduate program in Latvia and would be accepted for credit at each institution. By offering this course RBS hopes to broaden the base of business knowledge and skills possessed by Latvian undergraduate students. Also, if these students later apply to the Riga Business School MBA program, their incoming level of knowledge and expertise will be greater.

Also discussed was the possibility of offering courses in personal computer applications. Courses in word processing, spreadsheets, and database management could be offered to the general

public which would be a source of revenues for the school. The new computer laboratory should be installed at the RBS building on 11 Skolas street by the end of 1995. Once this is done, these courses could then be offered.

The second area discussed was the competitiveness of RBS. The current marketing activities consist of nothing more than small newspaper articles placed in the leading newspaper in Latvia advertising the start of a new academic year. The reason for this is that the school does not have the financial resources to undertake a more extensive marketing campaign.

However, this lack of a large marketing campaign has not been a problem. The school is attracting an ever-increasing number of persons interested in the MBA program and the number of students in the Pre-MBA program has been growing every year. Most RBS students have learned about the school by word of mouth, either from other previously-enrolled students or from friends. In conclusion, although a more aggressive marketing campaign would be a plus, the school has not been hampered by its lack of one.

The third topic area was the RBS teaching resources available. Permanent long-term faculty will be hired on both full-time and part-time arrangements. The reason for this is three-fold. First, RBS cannot afford to hire all faculty on full-time appointments. Second, since most professors will be teaching their courses once or twice a year, there is little need for full-time appointments. Third, a part-time appointment allows the professor time to conduct consulting or other business-related activities.

Administrative resources was the fourth topic area discussed. Generally, scheduling, admissions, and coordination of teaching staff is being handled well at the present time. There are plans to establish a Case Study Center at the School but a director needs to be identified and installed before such a center can be created.

Curriculum Review

On May 23 and 25 meetings were held to review and discuss the MBA curriculum at the Riga Business School. Several conclusions were reached. First, the Introduction to Management Information Systems (MGS 606) course needs to be modified to better suit the nature of computing needs in Latvia. In Latvia, very few companies utilize information systems; most companies operate on stand-alone personal computers. The MGS 606 course will be modified to place more emphasis on personal computer applications in the business environment.

Second, the International Marketing course will be replaced with a course in Sales and Promotion. The international Marketing course was certainly relevant in the Latvian context as Latvian companies look to sell their products in larger and more competitive markets as compared to the markets in the former Soviet Union. However, what is needed more in Latvia is knowledge about successful strategies to develop, promote and sell products not only in international markets but also in the domestic market. Latvian products are now having difficulties competing with products from other countries. Also, the current state of knowledge of sales and promotion in Latvia is so low that a course which specializes in these areas is badly needed.

Third, the International Finance course will be dropped and replaced with a Seminar. There were no problems with either the International Finance course or its content. The project directors wanted to build more flexibility into the MBA curriculum and of all the MBA courses, this one seemed to be the best course to eliminate as most Latvian enterprises are rather small and

operate entirely in Latvia. As such, they have little need for knowledge of international sources of capital, foreign exchange markets, balance of payments, and risk, hedging and speculation strategies. The Seminar may change from year to year and will permit certain topics which might need more emphasis to be included within the curriculum.

Fourth, the Special Topics in Manufacturing course (MGS 633) will be reviewed and changed. One of the reasons this course was included in the MBA curriculum was the cooperation of the VEF corporation when the MBA was begun in 1992. VEF was one of the largest companies in Latvia at that time and manufactured and supplied telecommunications equipment to Latvia and most of the former Soviet Union. VEF wanted to retrain most of its management and we wanted to include a course which would respond to their manufacturing needs. Also, at that time, manufacturing represented a large part of Latvia's gross national product (GNP).

Since then, VEF has suffered through a number of severe problems which have forced them to be unable to sponsor their managers to study in the program. In addition, Latvia's manufacturing sector has also steadily shrunk and now accounts for a much lower percentage of the GNP than it did three years ago. For those reasons, a special course in manufacturing is not as badly needed now.

We are looking at revamping the manufacturing course and including a major segment on applications in services. As such, this course will probably be better described as a course in Operations Management.

A fifth change in the future will be the incorporation of a course in Business Law. Most business persons in Latvia have one thing in common - they are unsure about the legal environment here. The laws and regulations in Latvia tend to change rather quickly. After they do, there is no designated source or agency to examine the implications for business and to inform business persons of those changes. Also, many laws and regulations are contradictory. Thus, most business persons are baffled by the Latvian legal environment.

We have spoken to a local lawyer who knows both Latvian and Canadian law and who has expressed an interest in developing and teaching this course at the Riga Business School. We believe that a course like this will greatly help our students understand the legal environment in which they are operating.

The final curriculum change we are examining is broadening the Microeconomics course (MGE 652) to include some macroeconomic concepts. The monetary policy of the Central Bank of Latvia has had a terrific impact on Latvian business over the past two years as the Latvian Lat has strengthened by over ten percent against the US dollar over that time. Our students need to have more knowledge of how macroeconomic factors such as monetary policy affect their businesses. Thus, Microeconomics may evolve into a Managerial Economics course.

II. ENGLISH LANGUAGE CENTER (ELC)

Pre-MBA English Courses

The English Language Center at Riga Business School continues the on-going instruction of English language instruction for Pre-MBA students.

Faculty Member	Institution
Mr. Brant Kresovich	Michigan State University
Ms. Christine Stanizcewski	Cal. State University Sacramento
Ms. Ilze Norvele	State U. of New York at Buffalo
Mrs. Ilze Lienerte	University of Latvia

Enrollment for the current academic year is as follows:

	Session I (9-12/94)	Session II (1-3/95)	Session III (4-5/95)	Session IV (Summer '95)
Pre-MBA	85	88	60	29
Gen English	<u>41</u>	<u>42</u>	<u>48</u>	<u>89</u>
Total	126	130	108	118

This session start-up report covers the following aspects of Session 3 (April 3 to May 19, 1995):

- Introduction
- January intake
- Class lists
- Textbooks and teaching loads
- Session 3 calendar
- Session 2 testing results

Introduction

This session is from April 3 to May 19, 1995, a period of seven weeks. This session is short because the students must attend Pre-MBA Business classes from May 29.

The numbers of students attending classes are as follows:

Pre-MBA	Group 4	14
	Group 3	16
	Group 2	15
	Group 1	15
General English	C	17
	B	17
	A	14
Total		108

The Pre-MBA English instruction during this session focused on the application of language skills and abilities developed in Sessions 1 and 2. As more advanced learners, the Pre-MBA students receive more challenging reading, writing, listening, and speaking tasks. That is, grammar, reading, and writing classes combine skill areas. In Session 3, Pre-MBA students thereby apply higher levels of English language proficiency in more demanding tasks than in the previous two sessions.

By successfully completing these classes, Pre-MBA students gain more self-confidence in expressing themselves orally and in writing. They also develop the various skills needed to be effective group members and contributors to wider and more various class discussions (e.g. case study exchanges).

About 88 students are now eligible to enter Pre-MBA business classes and, in future, to be considered for admission into MBA Class 4. Therefore, the English Language Center recommended, and the local staff accepted, the suggestion that no recruiting for the Pre-MBA English or Business was necessary. Unlike in past years, no third intake test was conducted this year.

General English, however, had vacancies that the Riga Business Institute and the English Language Center wanted to fill. One reason is that General English can establish contacts with the wider community. Those in the business community or general public who want to improve their English can do so in the grammar-oral practice and reading-writing classes offered. A second reason is to demonstrate to interested students the high quality of instruction that the RBS ELC can offer. Most importantly, the third reason is that General English students may become the Pre-MBA and MBA students of the future.

On March 31, the Michigan Placement test was administered to 27 examinees. All but one were accepted into the three General English classes. The higher scoring students were encouraged to attend Pre-MBA classes in September. The results and current class lists are included in Appendix C.

In addition, the anticipated enrollments for Session IV (June 26 - August 18, 1995) are attached as Appendix D.

Faculty Development

As part of the faculty development component of the grant, Ms. Vineta Apse will enroll in the M.A. TESOL program at the State University of New York at Buffalo beginning in September 1995. Upon completion of the degree, she will return to Riga to teach at the Center.

Contact Hours

<i>Course</i>	<i>Number of Students</i>	<i>Hours</i>	<i>Total</i>
Grammar	62	23	1426
Reading	68	23	1564
Writing	20	23	460
TOEFL Preparation	45	23	460
Case Studies	23	23	529
			Total Contact Hours: 5014

Appendix A - MBA Course Schedule

FIRST YEAR	CLASS I	CLASS II	CLASS III
Oct. 5 - Nov. 12, 1992	MGE 652 Microeconomics for Managers - J. Petriceks		
Nov. 16 - Dec. 18, 1992	MGB 601 Behavioral and Organizational Concepts for Management - Jeanne Crane		
Feb. 22 - March 26, 1993	MBA 604 Intro. to Financial and Management Accounting - Carol Dilworth		
March 29 - April 30, 1993	MGF 631 Financial Management Louis Calvet		
May 17 - June 25, 1993	MGM 625 Marketing Management Arun Jain		
	MGS 606 Intro. to Information Systems Bob Cerveny		
June 28 - August 6, 1993	MGQ 606 Probability & Statistics for Management - Stan Zions		
	MGT 680 International Business Environment - Carl Pegels		
SECOND YEAR	CLASS I	CLASS II	CLASS III
Oct. 4 - Nov. 5, 1993	MGI 601 Human Resource Mgmt. Linda Gasser	MGB 601 Behavioral and Organizational Concepts for Management Andre DeCarufel	
Nov. 8 - Dec. 10, 1993	MGE 660 Introduction to Entrepreneurship - Jerome Doutraux	MGE 652 Microeconomics for Managers - Janis Petriceks	
Feb. 1 - March 4, 1994	MGS 605 Managerial Planning & Control - Gundar King	MGA 604 Intro. to Financial and Management Accounting - Dwight Zulauf	
March 14 - April 15	MGF 685 International Financial Management - James Garry	MGF 631 Financial Management Toni Heikkila	
May 23 - July 1, 1994	MGS 604 Strategic Management Carl Pegels	MGM 625 Marketing Management Paul Sauer	
July 4 - August 12, 1994	MGS 633 Strategic Issues in Manufacturing - Nallan Suresh	MGQ 606 Probability & Statistics for Management - George Neimanis	
Sept. 26 - Nov. 4, 1994	MGM 683 International Marketing Gundar King	MGM 683 International Marketing Gundar King	MGE 652 Microeconomics for Managers Prof. Rowcroft
Nov. 7 - Dec. 16, 1994		MGT 680 International Business Environment - Zur Muehler	MGB 601 Behavioral & Organizational Concepts for Management Prof. Lee
THIRD YEAR	CLASS I	CLASS II	CLASS III
Jan. 23 - March 3, 1995	MGS 632 Management of Quality Assurance - Nasierowski, W.	MGI 601 Human Resource Mgmt. Bruce, Samuel	MGM 625 Marketing Management King, Gundar
March 13 - Apr. 21, 1995		MGS 606 Intro. to Information Sys. Pal, Siva	MBA 604 Introduction to Financial and Managerial Accounting, Zulauf - D.
May 15 - Jun. 22, 1995		MGS 605 Managerial Planning & Control - Patric Timmermans	MGQ 606 Probability & Statistics for Management - Claude Henin
July 3 - Aug. 11, 1995		MGF 685 International Financial Management - James Garry	MGF 631 Financial Management Alfred Kahl
	CLASS IV		
Sep. 18 - Oct. 27, 1995	MGE 652 Microeconomics for Managers - Warren Dixon	MGS 633 Strategic Issues in Manufacturing - Diana Dennis	MGT 680 International Business Environment - Zur Muehler
Nov. 6 - Dec. 15, 1995	MGB 601 Behavioral and Organizational Concepts - Ian Lee	MGB 660 Introduction to Entrepreneurship - Bob Blunden	MGS 606 Intro. to Information Systems - Peter Markulis
Jan. 22 - Feb. 29, 1996	MGM 625 Introduction to Marketing Management	MGS 604 Strategic Management	MGI 601 Introduction to Human Resource Management
Mar. 11 - April 18, 1996	MGA 604 Managerial and Financial Accounting - Bill Kelting	MGS 632 Total Quality Management Ronald Hobson	MGS 605 Managerial Planning and Control

Appendix B

Course Outlines

MG5 605 Professor Patric Timmermans

MGQ 606 Professor Claude Herin



Managerial Planning & Control **MGS 605**

Dr.ir. Patric Timmermans
11 May - 21 June 1995
6-9 pm, Room A, 11 Skolas iela
phone 728 6858



Objectives of the course

- o to provide understanding of the foundations and basic operating principles of managerial planning and control systems in manufacturing and services. Emphasis is on operational simplicity, and the operationally integrated nature of planning and control systems.
- o to provide working knowledge of basic managerial planning and control systems, with emphasis on current and future developments in western practice.
- o to provide conceptual knowledge and terminology of managerial planning and control systems in manufacturing and services.



Course schedule

	Mon.	Wed.	Fri.
May	15	17	19
	22	24	
	29	31	2
June	5	7	
	12	14	
	19	21	



Course content

1. typologies, production and service operations management strategies
today's production environment
flow management, decoupling, just-in-time, quality assurance
product & process redesign, facility layout, job design
2. workload management, constraints management
capacity allocation, MPS, MRP
3. Intermediate Exam (Mon. 29 May). Environmental issues
Customer Driven Manufacturing
Discussion assignment papers
4. Generic Bill-of-Material
Virtual enterprises, EDI
5. Engineering Data Management
Presentations and discussions on case studies
6. Software selection, Purchasing systems
Exam



Reading

- o Textbook: "Production and operations management," by Norman Gaither, 6th edition
- o Hand-out papers
- o Course transparencies



Assignments and exams

An important part of the course is the exchange of information on experience and knowledge of Latvian industry in order to apply the concepts presented in the course. The course participation, assignments and exams aim at the evaluation of this.

Assignments will focus on case studies and essays.

The exams will consist of (1) questions on terminology and concepts, and (2) an essay to illustrate understanding.

Assignments

- 1 Individual description and analysis of the Mortar case (max. 600 words, due 22 May)
- 2 Individual report on the need and limitations of customer driven manufacturing in Latvia, both from a market and manufacturing perspective, with emphasis on the latter (max. 600 words, due 5 June).
- 3 Group paper and presentation on a case problem (max. 1500 words, paper due 13 June, presentation 14 June).

Meaning of doodles in exams and assignments

	strong point
—	I agree
3 ~	I doubt if this is true
}	Important, but I doubt if this is true
~~~~	not relevant, wasting valuable space
////	this is wrong
////	this is absolutely wrong

## Course grading

□ class participation	25%
□ assignments	25%
□ intermediate exam	20%
□ final exam	30%

## Advice for good results

- Read chapters and hand-outs before you come to the class
- Consider the application of the concepts in your company
- Prepare questions and issues for discussion in the class
- Work on the assignments in 2 steps: initial preparation of the assignment and review of the assignment

# SYLLABUS

## PROBABILITY & STATISTICS FOR MANAGEMENT

C. Henin  
Summer 1995

### 1. Textbook

Berenson M.L. & Levinde D.M.: Basic Business Statistics: Concepts and Applications, 5th edition, Prentice Hall, 1992

### 2. The course

The course aims at giving the students a basic knowledge of business statistics. Through the use of assignments and computer projects the students will get a good opportunity to practice the concepts seen in the classroom. Moreover numerous problems will be solved in class to help the students in understanding the statistical concepts of the course.

Probability and Statistics are two important -and related - subjects for business students. Through the use of statistics, managers can analyse data, ascertain the impacts of some of their decisions or forecast future trends.

The course will present some of the most important statistical tools that managers should know, including regression analysis. This is one of the most frequently encountered statistical technique and should be part of any manager's background.

### 3. Grading

1. Assignments, Computer projects and quizzes:	20%
2, Midterm exam	30%
3. Final exam	50%

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#### 4. Time table and course outline:

(This time table constitutes an approximation, as the speed of progress cannot be perfectly fixed; hopefully, we will be able to move faster on the first two parts and then we shall be able to spend more time on the last two parts of the course; the midterm exam should take only two hours, leaving one hour of teaching)

##### Part I: Data collection, display and analysis

Lecture #1: Introduction	BL ch 1
Generalities on the world of statistics	
Data Collection	BL ch 2
Sources of data, questionnaire, sampling, preparation	
Of data, data collection	
Lecture #2: Describing and summarizing data	BL ch 3
Properties, measures of central tendency and dispersion	
Shape, stem and leaf display etc...	
Lecture #3: Data presentation	BL ch 4
Tabulating and graphing data, cumulative distributions	

##### Part II: Review of probability

Lecture #4: Basic probability	BL ch 6
Definitions, marginal and joint probabilities, addition and multiplication rules, conditional probability	
Lecture #5: Basic probability	BL ch 6
Bayes' theorem, counting rules	
Discrete distributions	BL ch 7
Probability distributions, mathematical concepts	
Distribution functions, uniform distribution	
Lecture #6: Discrete distributions	BL ch 7
Binomial, hypergeometric and Poisson distributions	
Lecture #7: The normal distribution	BL ch 8
Properties; the normal as an approximation of other distributions	
Lecture #8: Midterm exam	

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**Part III: Review of statistical inference**

**Lecture #9: Sampling distributions** **BL ch 9**  
Needs, sampling distribution for the mean and the proportion  
Finite populations

**Lecture #10: Estimation** **BL ch 10**  
Confidence intervals and sample sizes

**Lecture #11: Hypothesis testing, Introduction and concepts** **BL ch 11**  
Type I and II errors; one and two-tailed tests

**Part IV: Regression analysis**

**Lecture #12: Linear Regression** **BL ch 16**  
Linear regression, standard error, confidence interval,  
predictions, assumptions etc...

**Lecture #13: Multiple regression** **BL ch 17**  
Introductory concepts to the nonlinear regression models

**Final exam**

Cheating - Cheating is obtaining information from another student or unauthorized source, or giving information to another student in connection with an examination or assignment. Therefore, *students who help other students in examinations or on academic assignments may also be guilty of cheating.* Forms of cheating include taking or giving answers during an in-class examination either orally or by copying; collaborating on a take-home assignment when such collaboration is specifically prohibited by the instructor; and bringing in and using unauthorized material (dictionaries, notes, books, etc.) during an exam.

Plagiarism - Plagiarism is copying material from a source or sources and submitting this material as own's one without acknowledging, through specific footnoting and quotation marks, the particular debt of the source. Sources include those both published and unpublished (for example, another student's work).

Cheating and plagiarism will not be tolerated. Plagiarism will result in a "0" for the corresponding homework. Cheating at an exam will normally result in a strong warning (minor offenses) or in the note of 0 for the exam. Two attempts at cheating will result in expulsion from the course.

## Appendix C

### English Placement Test (Form C) Results

Test Date: March 31, 1995

Brunava, Jurita	88
Donins, Janis	87
Hofmanis, Ingus	84
Tribulas, Dzintars	79
Ozolins, Kaspars	71
Grinberga, Jana	66
Treijs, Gints	65
Brunavs, Aldis	64
Richika, Rita	59
Veisa, Ilze	59
Merhels, Gundars	57
Tambovcevs, Andreis	51
Rozentals, Aigars	48
Treija, Antra	45
Ozols, Ainars	44
Boze, Inese	42
Puzo, Andris	40
Vishkere, Jolanta	40
Sirmahere, Eva	37
Jansone, Jarva	35
Molodenkova, Liana	33
Bikis, Pauls	32
Teteris, Andris	32
Balina, Signe	28
Karpovs, Ivo	25
Mikelsons, Reno	25
Johivica, Inga	21

Class Lists

Pre-MBA Group 4

TOEFL Preparation  
Understanding & Using English Grammar Vol. A & B (blue Azar)

Abele, Janis  
Bariss, Andris  
Bretsko, Iveta  
Briedis, Maris  
Erins, Ugis  
Greitane, Mara  
Kruze, Oskars  
Mende, Ingus  
Ozols, Normunds  
Ozols, Valdis  
Podins, Talivaldis  
Pole, Vija  
Siklis, Janis  
Strazinska, Rita

Pre-MBA Group 3

Case Studies in International Business  
TOEFL Prep Book

Adijane, Anita  
Grasis, Ingus  
Gudrups, Aivis  
Jakobsone, Viktorija  
Kica, Ieva  
Mecbergs, Arturs  
Meiere, Inga  
Metnieks, Ilvars  
Mironovich, Juliana  
Murashova, Natalija  
Rutins, Ingus  
Sils, Andris  
Svarpstons, Raitis  
Valtere, Liana (TOEFL book ONLY)  
Zelenin, Dmitry

Pre-MBA Group 2

Communicating in the Real World  
Business World  
Intermediate TOEFL Practice  
Writing Academic English

Abramovich, Janis  
Apsitis, Ojars  
Auzins, Lotars

Bitane, Liga  
Kalviske, Ieva  
Kaputskaya, Tatyana  
Kalnacs, Ancis  
Kipluks, Juris  
Laimins, Egons  
Leitere, Ina  
Malmanis, Ugis  
Nikitina, Lelde  
Veldre, Marina  
Vitkalovs, Raitis  
Vjacheslav, Lifits  
Zarina, Sandra

Pre-MBA Group 1

Blue Azar Vol B  
Reader's Choice  
Paragraph Development

Balodis, Valdis  
Gailitis, Valdis  
Koniaeva, Olga  
Kreivane, Ausma  
Ozols, Dinars  
Puzo, Edgars  
Revelis, Aivars  
Rozenberga, Ieva  
Shrivelis, Guntis  
Sics, Alvilis  
Skutelis, Andris  
Veidemanis, Nils  
Vichkere, Zina  
Revelis, Aivars  
Jansone, Andra

General English C  
Bertule, Marika  
Berzins, Andis  
Birkevica, Sandra  
Caune, Arturs  
Cekuls, Andrejs  
Gailums, Rihards  
Kozlovskis, Andis  
Kupcs, Valdis  
Lidaka, Sigita  
Lipacis, Juris  
Maskalane, Ilga  
Merhels, Gundars  
Mierina, Ginta  
Mikajev, Vitaly  
Mulareks, Ivars  
Richika, Rita  
Veisa, Ilze

Red Azar  
Past Present & Future

General English B  
Brice, Eleonora  
Ceksters, Rolands  
Eglite, Elga  
Gulbinskis, Vatalijs  
Heinsbergs, Gaitis  
Jansone, Daiga  
Jauja, Janis  
Jonass, Guntars  
Kljuieva, Katja  
Lapurinja, Lidija  
Milgrave, Ginta  
Pettere, Baiba  
Roze, Armands  
Rozentals, Aigars  
Stikuts, Aigars  
Treijs, Gints  
Vanaga, Sandra

Red Azar  
Interactions II

General English A  
Balina, Signe  
Bikis, Pauls  
Bogans, Karlis  
Boze, Inese  
Jansone, Jana  
Johovica, Inga  
Karpovs, Ivo

Red Azar  
Interactions I

Molodenkova, Liana  
Ozols, Ainars  
Puzo, Andris  
Shirmahere, Eva  
Teteris, Andris  
Treija, Antra  
Vishkere, Jolanta

## Instructional Schedule

Pre-MBA English	Instructor	Textbook
Group 4 TOEFL Preparation	Norvele	Blue Azar A & B
Group 3 TOEFL Preparation Case Studies	Leinerte Kresovich	TOEFL Prep Book Case Studies in International Business
Group 2 Reading	Norvele	Comm in Real World World of Business
TOEFL Prep	Staniszewski	Intermediate TOEFL Test Practice
Writing	Leinerte	Writing Academic English
Group 1 Grammar	Leinerte	Blue Azar B
Reading	Staniszewski	Reader's Choice
Writing	Norvele	Paragraph Development
General English		
C Grammar	Kresovich/Novele	Red Azar
Reading	Kresovich/Norvele	Past Present and Future
B Grammar	Staniszewski	Red Azar
Reading	Kresovich	Interactions II
A Grammar	Kresovich	Red Azar
Reading	Staniszewski	Interactions I

## Teaching Loads

Kresovich		Staniszewski		Leinerte	
Grp 3 CS	3	Grp 2 TFL	3	Grp 3 TFL	3
GE C G/R	3	Grp 1 R	3	Grp 2 W	3
GE B R	3	GE B G	3	Grp 1 G	3/9
GE A G	3/12	GE A R	3/12		

## Norvele

Grp 4 TFL	3
Grp 2 R	3
Grp 1	3
GE C G/R	3/12

1/18

### Session 2 Testing Summary

At the end of Session 2, students in the Pre-MBA and General English groups were tested with the Michigan Test of Aural Comprehension (MTAC, form 3) and the Michigan Test of English Language Proficiency (MTELP, form K). Their scores were compared with scores gathered in December and increases were noted.

The results of the MTELP (grammar, vocabulary, and reading proficiency) give a clearer indication of the students' control over English than the listening test. Increases in MTELP scores are indicated below.

	Number Tested	Number Who Increased MTELP Scores	Average Increase in Points
Group 4	30	22	5
Group 3	13	11	9.5
Group 2	13	7	7.5
Group 1	13	7	9.2
Gen Eng C	12	4	10
Gen Eng B	8	1	2
Gen Eng A	14	9	9.3

To discuss the Pre-MBA groups, the most advanced students in Group 4 had seemingly smaller increases. The reason is that they already had very high scores. Based on my previous experience, I assert that an increase of five is striking among students at such a high level. Group 3, also an advanced group, had remarkable increases in scores. We teachers believe that those in Group 3 are the most motivated students in Pre-MBA English.

In Groups 2 and 1, only half the students increased their scores. One reason might be a lack of motivation; these students may believe that they will get into the MBA course in any event. Another reason might be lack of motivation owing to job changes; some of the students have received promotions and raises recently and they may be complacent. Another reason is that some have started new jobs and they do not have the time to study for English class. The last, and least convincing, explanation is that some of the lower proficiency students are becoming rather fatigued and discouraged.

General English C and B were relatively disappointing groups although both had students that have much potential to enter the

Pre-MBA course in September. Both groups were plagued with absences, low rates of completed work, and a general desultory atmosphere that highly energetic teachers always did their best to dispel. General English A was the most motivated and hard-working group. Elita Puspure and Chris Staniszewski should be praised for their hard work with Groups A and B.

Session 3: April 3--May 19, 1995

April 3	Session 2 Grades Due First Lay of Session 3 Classes
April 10	Last Day to Pay Tuition & Enter Classes
April 17 week	SPEAK test for Pre-MBA Group 3
April 24 week	Course Evaluations & Teacher Observations
April 14 (Fri)	Holiday--No classes
May 1 (Mon)	Holiday--No classes
May 15 (approx)	Buffalo VIPs Visit RBS
May 18	Official Opening of the Mistuh Tudd Memorial Commode (3rd Fl., Skolas) Mistress of Ceremonies: Ms. Nersinger
May 17 (Wed)	MTAC/MTELP for General English
May 18 (Thurs)	MTAC/MTELP for Pre-MBA English
May 19 (Fri)	Check Tests; Compute Grades
Business Classes	May 29--June 22
June 23	Holiday
June 26-- August 18	Session 4

ENGLISH LANGUAGE CENTER

at

RIGA BUSINESS SCHOOL

Session III, (April 3 - May 19, 1995)

Prepared by:

Brant Kresovich, Senior Lecturer/Coordinator

This session start-up report will cover the following aspects of Session 3 (April 3 to May 19, 1995):

- Introduction
- January intake
- Class lists
- Textbooks and teaching loads
- Session 3 calendar
- Session 2 testing results

Introduction

This session is from April 3 to May 19, 1995, a period of seven weeks. This session is short because the students must attend Pre-MBA Business classes from May 29.

The numbers of students attending classes are as follows:

Pre-MBA	Group 4	14
	Group 3	16
	Group 2	15
	Group 1	15

Appendix D

ENGLISH LANGUAGE CENTER  
at  
RIGA BUSINESS SCHOOL

Session IV (June 26 - August 18, 1995)

Prepared by:  
Brant Kresovich, Senior Lecturer/Coordinator

The number of students attending classes in Session 4 (June 26--August 18; 8 weeks) are as follows:

Pre-MBA	Group 2	18	General	C	16
	Group 1	11	English	B	26
				A	18

[Total Enrollment: 89]

In Session 4, the Pre-MBA classes will deliver instruction to the least proficient students in the program. The case studies and writing classes will combine all skill areas to provide the most advanced instruction. In fact, these Pre-MBA students have the most challenging task met by any of the Pre-MBA students at any time during the year. The reason is that they must take Business Content courses twice a week while they take English classes twice a week.

The General English classes take on added importance during Session 4. On one hand, the reputation of these classes is attracting more learners. These new learners are not necessarily interested in the Pre-MBA or MBA programs. Rather, they want to improve their English for various personal and professional reasons. Thus, the RBS ELC is moving towards fulfilling its mission of delivering English to the general public. This movement increases the likelihood of sustainability in the future.

On the other hand, numerous students in General English are indeed attracted by the prospect of entry in the Pre-MBA and MBA programs. Therefore, this summer will see further efforts by the teachers at the ELC to instruct these motivated learners. Providing the instruction for which the Center has come to be known, the teachers will assist General English students to achieve high enough scores on standardized examinations to enter the Pre-MBA English program in September.