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The United States Agency for International Development
*Management Training and Economics Education
for Central and Eastern Europe*

Development of a Center for Excellence in Management Education at Riga Business School:

a Cooperative Project of
State University of New York at Buffalo [Buffalo, New York, U.S.A],
and Riga Business School at Riga Technical University [Riga, Latvia]

Grant No. DHR-0029-A-00-5051-00

Closeout report

January 1, 1995 – September 30, 1999.

**Report prepared by
University at Buffalo**

2000

- 1 -

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Introduction

Shortly after the dissolution of the Soviet Union in 1989 and independence proclamations by the previous republics, including Latvia, various Western organizations and agencies began providing different types of assistance to the newly independent states. As the result of one such effort, the Riga Business School (RBS) was established at the Riga Technical University in June 1991. After initial support from different organizations including the University at Buffalo (UB), the University of Ottawa (UO), the Universtiy of Latvia (LU), the United States Information Agency (USIS) and Canadian Governments, in 1994 UB applied for funding from the United States Agency for International Development (USAID) [following Request for Application No. EE-94-A-002 of March 16, 1994] for the ongoing development of a Center of Excellence in Management Education at RBS. The funding of \$1,461,959 was awarded starting January 1, 1995 for the period of two and half years that was later extended till September 30, 1999.

This report will cover the main activities of the RBS project during the USAID grant period. It will devote special attention to the performance and effectiveness of the project, its impact on the needs of Latvia's emerging business sector as well as future sustainability of the Riga Business School as the Center of Excellence in Management Education in Latvia.

History

In 1991, the School of Management (SOM) of the State University of New York at Buffalo (UB) and Riga Technical University (RTU) agreed to work together to found a graduate school of management at RTU in Riga, Latvia.

In 1992, SOM received a major grant from the United States Information Agency (USIA) to continue and to expand the development of the MBA program at RTU. In September 1992, thirty-seven students were admitted into the first MBA class.

In 1993, the University of Ottawa was awarded a large grant from the Government of Canada and became a full partner in the project. Later that year twenty-six students were admitted into the second MBA class.

In 1994, Latvian Government through the Riga Technical University allocated a new building for the use by Riga Business School at 11 Skolas iela. This was a major support from the side of the Latvian government. In September of 1994 fifty-five students were admitted into the third MBA class.

In 1995, the University at Buffalo received 2.5 year grant from United States Agency for International Development in the amount of \$1,461,959. The grant was used for further institution building of RBS, by providing means for Latvian faculty training in the United States, resulting in American faculty visits to RBS and administrative help provided by the University at Buffalo. In summer of 1995 the first MBA graduation ceremony was held for 12 graduates.

In 1996, with the financial support from the USAID grant and Soros Foundation two new computer labs, with 10 and 20 workstations respectively were open in newly renovated facilities, and RBS was connected to the Internet. Latter the same year ELC expanded its programs offering to 3 programs: General English, Pre-MBA, and Outreach.

As the USAID grant comes to an end in 1997, a heavier load is placed on the local Latvian faculty in delivering courses, both in MBA and ELC programs. Although Fall 1997 was the first semester when 100% of the teaching in ELC and MBA programs was done by local faculty, UB applied for the no-cost extension of the USAID grant to use the remaining resources for future faculty development and visiting faculty. At the same time the Canadian Agency for International Development (CIDA) also approved the no-cost extension of its grant. In 1997 the Latvian Government also provided funds to streamline the restoration of RBS building. RBS faculty members won the tender to work together with the Ministry of Economics to develop the Foreign Trade Policy of the Republic of Latvia.

In 1998, the total number of RBS graduates exceeded 100, and the 1997/98 Academic Year showed that the financial feasibility of RBS is not a myth, but a reality. The RBS strategic planning session with participation of UB and UO outlined the main tasks for the following years, that included 25% UB and UO approved faculty in the MBA program.

1999, the last year of USAID in Latvia and the last year of the USAID grant for RBS. To ensure future cooperation and faculty exchange, RTU, UB and UO signed a new cooperation agreement that included faculty such that 25% of RBS teaching is done by UB and UO approved faculty. Also successful cooperation efforts of UB with RBS and Yanka Kupala State University of Grodno (Republic of Belarus) ensured a grant from the Eurasia Foundation, to establish an MBA program in Grodno. While UB has the oversight role in the project, RBS is responsible for the major part of implementation and Grodno faculty training. At the end of year RBS launched another MBA program – Weekend MBA. The Latvian government provides financing for repairs of RBS building, and new classroom development.

Program Objectives

The main goal of the USAID funding was to continue institutional development of RBS so that it can become a comprehensive and self-sustaining center for management education in Latvia, that serves the needs of the emerging private sector and promotes the country's transition to a market economy. More specifically that included following objectives:

- ◆ strengthen and consolidate a high quality MBA program;
- ◆ implement a planned phase-in of an undergraduate program at RTU;
- ◆ provide the Latvian business community with a variety of intensive in-country workshops, seminars and mini-course on entrepreneurship, small business development, and executive management topics;

- ◆ expand linkages between RBS and local business, and increase RBS technical assistance to Latvian enterprises in the form of consulting services and applied industry research;
- ◆ continue and expand the professional development program for the Latvian faculty;
- ◆ promote the quality and sustainability of the English Language Center at RBS by developing its pre-MBA English and pre-academic programs, increasing its offerings of its English for Specific Purposes course and the range of its English Language support services to Latvian business;
- ◆ enhance the academic and administrative infrastructure of RBS.

Project partners and supporters

At different stages of the RBS project many institutions played an integral role towards its success. The following list includes only the major contributors and their input.

State University of New York (SUNY) at Buffalo (UB), School of Management (SOM) and Intensive English Language Institute (IELI)

UB was a key partner in the project during the entire development of RBS. School of Management and Intensive English Language Institute carried out most of the project activities within UB. More specifically UB was responsible for curriculum development, quality control, faculty preparation, and oversight of the RBS project. To better facilitate these activities UB designated its faculty member as an Assistant Dean for Administration of RBS, with a full time appointment to RBS. The position provided a very valuable link between RBS and its western partners. Currently a new agreement is signed between UB and RTU for future academic cooperation.

State University of New York Research Foundation (RF)

RF was the first, and is the largest of SUNY's fiscal agents. RF accepts and administers funds from all types of external sources for the benefit of SUNY. RF exclusively administered the USAID grant.

Riga Technical University (RTU)

RTU is the second largest higher education institution in Latvia. The RTU Scientific Council established RBS as a separate degree-granting institute within RTU on June 16, 1991. During the USAID project RTU provided overall administrative and academic oversight of RBS including MBA degree conferral and financial administration of the RBS funds. RBS MBA graduates receive RTU diplomas with attached certificate from UB and UO. Such an arrangement proved to be extremely important for future sustainability of the MBA program.

University of Ottawa (UO)

University of Ottawa has been one of the key partners in the project. In cooperation with UB it participated in RBS curriculum development and faculty provisions, as well as Latvian faculty training. Most of UO activities were funded by a major grant from the Canadian International Development Agency.

US Government Institutions

Several US Government Institutions have provided financial and other types of support for the development of RBS. The United States Information Agency provided the first considerable funds for RBS development, that were later followed by the USAID grant in 1994. Besides financial support considerable organizational help was provided by United States Embassy in Latvia, United States Peace Corps, and other United States affiliated organizations in Latvia.

Canadian International Development Agency (CIDA)

CIDA is the second largest financial supporter of the RBS project after USAID. CIDA funds were used for Canadian faculty teaching in RBS and RBS faculty training in Canada, as well as for project administration at UO.

Expatriate Latvian Organizations

American Latvian Association, World Federation of Free Latvians, and Latvian National Federation in Canada provided very crucial financial support and organizational support at different stages, and for different activities of RBS development.

Soros Foundation

Soros foundation provided financial resources for new computer labs at RBS in 1996.

Latvian Government

The contributions of the Latvian Government have been critical, because they were in areas that were not eligible for other sources of support. In 1994, the government provided RBS with its own building in Riga. In 1997 and 1999 it also provided funds for building renovations.

In addition to support from the above-mentioned institutions, student tuition payments comprised considerable means towards the costs of RBS. However without substantial grants received from USIA (1992, 1993, and 1994), USAID (1995), and CIDA (1996), it would be impossible to operate the school even at the most basic level.. The USAID award in particular ensured that Riga Business School would have sufficient funds to continue its development, and that the school would have the time needed to train its faculty and put the administrative systems in place to maximize its chances of long-term viability.

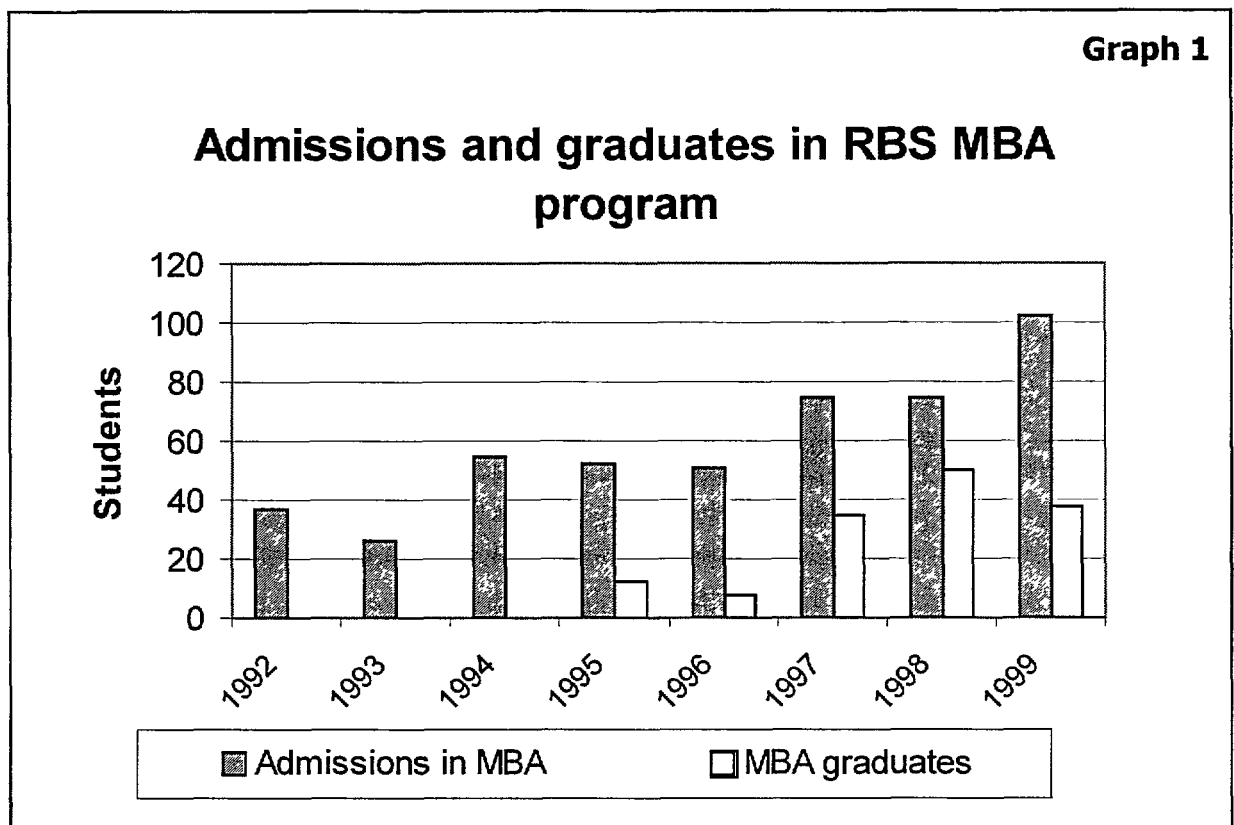
Project Outputs

By different assessments performed by various outside evaluators, the RBS development has so far been a success (Attachment 1, 2, 3). As already noted, the USAID grant had provided very critical input in the successes of different activities of RBS.

MBA Program

Currently RBS MBA is the leading MBA program in Latvia and one of the leading MBA programs in Central and Eastern Europe. The number of students is steadily increasing, and so is the recognition of the program in Latvia (Graph 1). The expected number of graduates in the original proposal was 100 by mid-1998. RBS has exceeded this target by five students. The total number of MBA students exceeds 200, and it lays stable foundation for the sustainability of the program.

The program follows the model described in the proposal for USAID funding. Students are required to complete sixteen courses in the MBA program. Ten courses comprise the



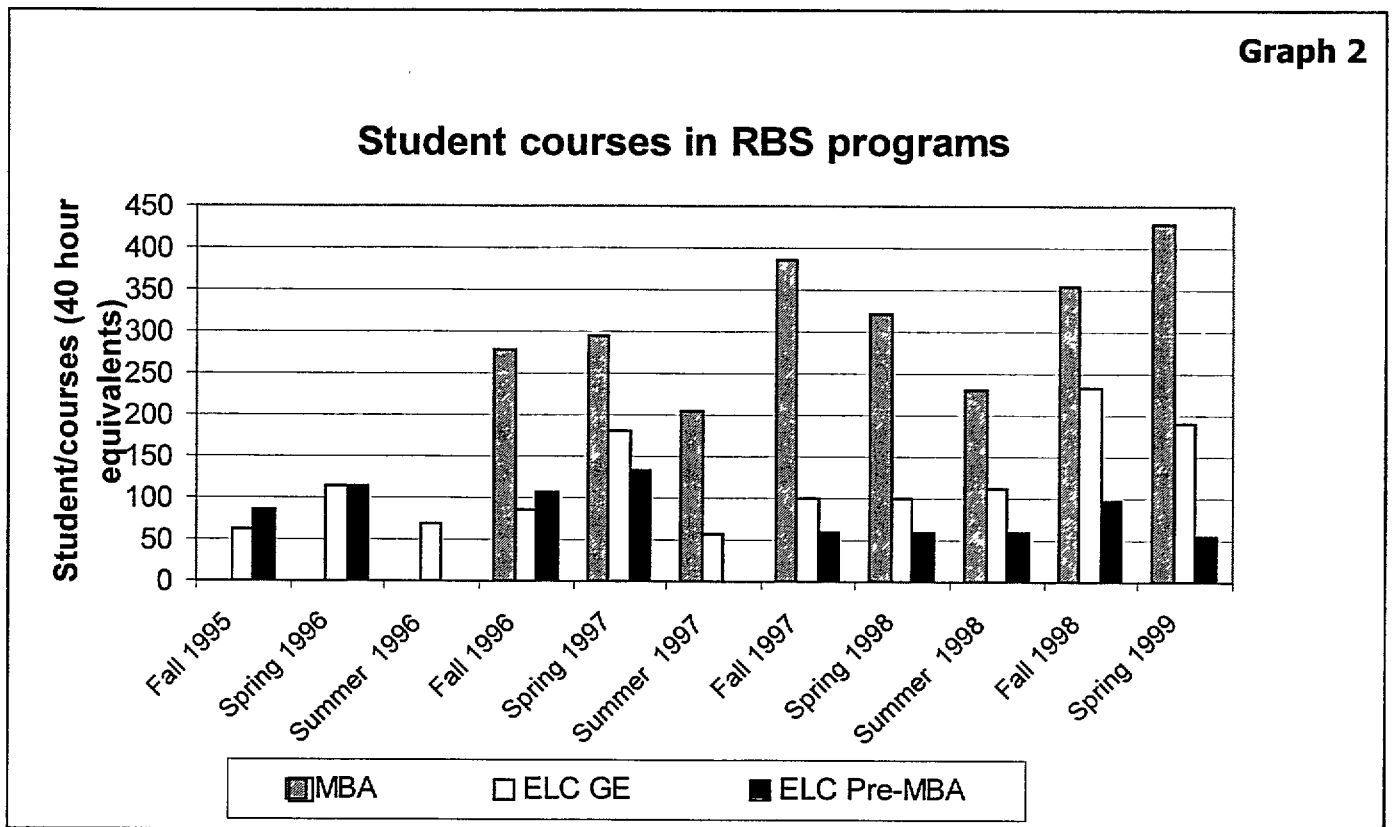
"core" and six other courses are termed "electives," although not all "elective" courses are offered on a regular enough basis for students to have full choice. However, as the number of students increases, the choice is becoming wider. 6-week (45 contact hours) class modules were initially designed to accommodate students with full time day jobs and short time visiting faculty. With increased presence of the local faculty in the program in 1997, it

was possible to switch to 14-week (45 contact hours) courses; thus increasing the program's capacity, and making it more flexible for the students. This also allowed more efficient use of teaching techniques emphasizing leadership, teambuilding, negotiation, and project management.

Currently RBS is offering 21 courses (Attachment 4) with 6 to 8 courses running every semester (20 courses per year). This is consistent with the trend planned in the proposal of having 16 courses a year in 1996. Despite the end of external financing, 25% of the teaching load in the program is delivered by UB and UO approved faculty, who are financed by internal resources of RBS (mainly student fees). The RTU, UB, and UO cooperation agreement signed in Fall 1999 foresees that the MBA program completion certificates will be signed by all three universities as long as the 25% foreign faculty portion is maintained.

To widen the MBA reach, the Weekend MBA (WMBA) program with 18 students admitted was launched in spring 2000. WMBA (Attachment 6) has the same curriculum only it is offered in weekends, to meet the needs of students who cannot take part in the evening program. The new program extends the RBS expertise of MBA programs to new market segments.

Graph 2



The Pre-MBA Program

Students, who wish to enroll in the MBA program, but do not meet the entrance requirements (Attachment 4) can choose to study in the Pre-MBA program. The Pre-MBA program provides English language instruction as well as introductory courses in Business Statistics, Economics, and Financial and Managerial Accounting.

The Pre-MBA program has been an integral part in the successful development of the MBA program. In the first years of operation especially, the program provided in-house preparation for the MBA admissions. Besides the financial benefits from the program, it also attracted students and helped them to decide about the MBA program. Currently, when Latvian population's level of English Language knowledge and introductory business subjects have increased, there are many students who can pass the MBA entrance requirements without Pre-MBA (therefore the number of student courses in Pre-MBA is slightly decreasing (Graph 2).

English Language Center

The English Language Center (ELC) was established at the RBS in June 1992 with the help of UB's Intensive English Language Institute (IELI) in order to provide English language training to students applying for the MBA program. During the grant period ELC has developed into a comprehensive English Language training center, with a well-established reputation for high quality programs and contemporary teaching practices. In 1999 more than 10 full and part time faculty members formed the core of ELC. Six of them have participated in various study activities and degree programs at UB's IELI (Attachment 7).

ELC development during the grant period has been consistent with the activities planned for the grant period. Besides the English language training for potential MBA students, it also provides short language courses for local businesses, offers teacher training and faculty development opportunities for Latvian teachers of the English language, as well as provides English language support services for different Latvian institutions.

ELC English training programs are based upon the intensive English courses offered at the English Language Institute of the University of Buffalo (SUNY). There are three main programs offered by the ELC: Pre-MBA English, General English, and Outreach (Attachment 5).

Pre-MBA English program provides English language instruction in the skill areas of grammar, writing, reading, spoken English, and listening comprehension. The program is specifically designed to improve the English-language proficiency of students seeking to enter the MBA program at RBS. The focus of the program, therefore, is on English for academic purposes. That is, the instructional emphasis is on language skills typically associated with university success: reading, writing, and listening, besides high abilities in verbal communication.

In addition, the particular skills which students need to succeed in an MBA program receive special emphasis. For example, after instruction in reading, writing, grammar, and oral and aural skills, students are exposed to more authentic MBA classroom activities.

Classes are structured to emphasize three areas of instruction: case study analysis, discussion and presentation skills, and writing.

The General English Program. Two kinds of students tend to study in the General English program offered at the ELC: (1) those who want to improve their English language skills for personal or professional reasons, and (2) those who wish to study English for entry into the Pre-MBA program scheduled to start in September.

The General English program is an important component of the course offerings at the English Language Center at RBS. The chief purpose of the ELC is preparing students for MBA study. However, the General English Program (e.g. a program of English as a Foreign Language (EFL) classes offered to the general public) helps to increase public awareness of the school's various programs. Further, through tuition paid by students attending these courses, it helps to contribute to the financial sustainability of the school itself. While not as rigorous or as specialized as the EFL classes offered through the Pre-MBA track, the classes of General English help serious students improve their English language skills.

Outreach English classes offered to corporate customers are other means of public awareness. Besides the financial and promotional benefits, outreach classes also help to level the faculty teaching load because they are offered in morning and early afternoon, while RBS classes take place in the evenings.

Faculty training

During report period more than 15 people participated in different training activities both in the USA and Canada (Attachment 7). As the result RBS has built up a considerable cadre of faculty, however the level of teaching quality varies considerably among different faculty members, both local and foreign. Several quality improvement measures have been implemented to improve the overall quality of the teaching staff. The main, and one of the most effective so far is the mid-semester and end of course student evaluations. One source of the problem is part time appointment of most of the faculty. So in the long term, with more programs being implemented the RBS will be able to maintain a larger body of full time faculty, which will lead overall quality improvement. The English Language Center, where the breathe of the teaching material is not as wide as in MBA program, is a good example of how permanent full time faculty lead to high teaching quality.

To address the faculty attraction and retention issue RBS has successfully participated in several consulting and research projects. The primary of which is a foreign trade policy project with the government of Latvia and Grodno MBA program development together with UB and Yanka Kupala State University of Grodno, Belarus.

To further continue faculty development UB have provided assistantships for two RBS faculty members for their PhD studies in Management Systems and Finance respectively.

Indicators of Sustainability

Programmatic Sustainability

High quality MBA program in English. RBS is the only institution in Latvia that offers North American style MBA in English. In the last few years several other higher education institutions in Latvia have developed MBA programs, however only RBS offers it in English and uses up-to date materials (MBA program students buy books for their courses). The closest program to the one in RBS is in the Stockholm School of Economics that offers a day time undergraduate program. This program mainly attracts recent high school graduates, while RBS is mainly oriented towards already existing management training.

High quality faculty. Different faculty training programs as part of the RBS development projects have prepared a considerable number of faculty members who can successfully deliver courses in RBS programs. Although the in most cases instructors are not permanently employed with RBS, they are teaching the same courses on a regular basis. Most of the MBA program's part time instructors have high positions in different companies in Riga, so they bring very valuable practical experience to the MBA classes.

RTU Agreement with UB and UO about visiting faculty in RBS programs.

According to the Agreement 25% of the MBA program course load will be taught by UB and UO approved faculty. MBA students consider foreign faculty participation an important component and quality determinant of the program. More specifically the foreign faculty bring up-to-date teaching methods as well as broad practical and theoretical knowledge to the class. The combination of foreign and local faculty provides the unique value of the program that is highly valued by students.

Good facilities and technical support. With support from different funding agencies including USAID and Latvian and Canadian governments, the classrooms and offices are renovated and connected to the local area network (LAN). The LAN is connected to the Internet using a high-speed access line. That means that all RBS faculty and students have Internet access. Classrooms can also be equipped with liquid crystal projectors, and video and computer equipment depending on the needs of the faculty member.

Organizational Sustainability

All necessary official procedures and policies are established and effectively implemented. Local staff has administrative and management authority and responsibility. Self-evaluation mechanisms are in place. From 1994 to 1999, a number of other improvements were made in administrative procedures to provide for better support of academic programs. The most notables of these are as follows:

- standardization of the admissions procedure and establishment of an admissions committee;
- development of a computerized student record-keeping system;
- institution of course and instructor evaluations;

- development of Dbase program for course and instructor evaluations;
- institution of periodic back-up of computer files on floppy disks;
- development of dual tuition system (1 - Latvians & Balts and 2 - all others);
- institution of a course waiver evaluation system;
- development of a certificate for graduates.

Financial Sustainability

Income from tuition and other regular income permits RBS to run independently of the USAID grant. RBS annual program budget (MBA and English language) for the 1999-2000 school year was over 0.5 million dollars. That covers all direct expenses including travel, accommodations, and salaries for visiting faculty as well as remaining resources for further development. To further improve the financial situation RBS has signed agreements with several other educational institutions to use the RBS facilities during vacant hours.

Overall the financial situation is stable and as the new programs are being developed, it improves.

Participation in external projects

To improve the financial situation and to engage faculty in different activities associated with the school, RBS promotes and participates in different external projects. For example, several RBS faculty members participated in and won the contract to develop A foreign Trade Policy of the Republic of Latvia in 1997. In 1999 RBS, together with UB and Yanka Kupala State University of Grodno participated in project competition "Creating Capacity in Business Education in Belarus". After receiving the grant, RBS has the major role in implementing the Belarus faculty-training program.

Project Impact

The impact of the USAID grant should be addressed from two perspectives. First is the impact of the RBS development towards improving the level of business knowledge in Latvia. Second, on an individual level, the impact can be measured as the professional development achieved by the RBS project participants, namely, the students.

On the institutional level the number of students educated in different RBS programs exceeds 2500. Out of them nearly 500 are trained at different levels in MBA program. The main trends in the student body during 1995-1999 are as follows:

- ◆ The percentage of female participants increased in the MBA program: from 26 percent in Class 1 to 55 percent in Class 5 (1997) and remains at that level since then.
- ◆ The average age of our students became younger with each class.
- ◆ Fewer of our students were coming with an engineering background, although this remained the single largest group.

- ◆ The percentage of employed students rose every year.
- ◆ The percentage of students employed by foreign joint ventures or foreign subsidiaries increased every year.
- ◆ The initial level of English language knowledge of students intending to study in the MBA program increases with every year.

In other words MBA program graduates are of high demand, and they earn above average management salaries, as the salary level in joint ventures and foreign subsidiaries is higher than in local companies.

On the individual level MBA graduates have reported considerable increases in their job responsibilities and salaries, as well as better career perspectives as a result of the training in RBS. From an educational institutions perspective, this is one of the best results one can expect. Attachment 8 shows the comments of 1999 MBA graduates. Other comments can be found at the RBS website @ www.rbi.lv.

Lessons Learned

Overall the RBS development project by all stakeholders has been considered a success. It has met all major objectives and partially fulfilled the others. Such a situation is justifiable, taking into account the scope of the project. However there are several lessons which were learned, that can be used for similar projects.

Presence of resident liaison. UB faculty member Sam Bruce was assigned as chief liaison between UB and RBS from January 1994 till April 1997. His duties included assisting RBS management in program development, student recruitment, and program planning, as well as coordinating communications between RBS and western partners. The position turned out to be very critical in transferring Western business practices and principles to RBS. Onsite presence also allowed him to familiarize himself with the local situation so that he could redirect project efforts to the most critical areas. Externally his presence also showed the commitment of all institutions towards establishing a truly North American style Business School.

English Language as a language of instruction. Although always questioned by different parties, the English language remains by far one most critical factors in the management program success. There are several reasons for this:

- ◆ English has emerged as the global language of business and international trade. People wishing to work in a global economy must be fluent in English;
- ◆ The most up-to-date business education materials are all published in the English language;
- ◆ It is much less expensive to teach people English than to translate business materials;
- ◆ Fluency in the English language provides opportunities for international faculty exchange, and enhances the flow of academic research and technology transfer.

Scope and length of the project. The initial USAID grant was for 2.5 years (January 1995 – September 1997). In 1997 it was extended to September 1999. This extension was of critical importance to gradually phase out the external support. From the other end, the grant resources during the last 2 years have provided a safety buffer to continue full fledged operation of RBS without any noticeable decrease in activity as the grant ends. So the support/project length is very important to institutional sustainability.

Grant extension has also helped to achieve the breath of the objectives outlined in the grant proposal. For example, only when the faculty returned from training in 1997 was RBS able to offer different services to Latvian businesses besides the core MBA and English language programs. Currently all faculty members participate in different RBS initiated consultancy and or training projects.

English Language Center has played an important role in the promotion of RBS, and student attraction. ELC's expansion into a full fledged English language training center has attracted many students who initially did not intend to apply for the MBA program. However, after undergoing English language training, they decided to continue in the MBA program.

Other issues

Disposition of Property

Non-expendable property (copying machines, computers, office equipment) will remain in use at RBS. The list of equipment and its location is provided in Attachment 9. All other resources and reference books and related materials have been granted to the RBS for their continued use.

End of Project Financial Status

Total amount of USAID funds transferred to UB was \$1,430,637. Out of this amount \$1,428,765.18 had been spent by September 31, 1999 (Attachment 10). The rest of the money was returned to USAID.

Conclusion

The USAID grant has helped to develop one of the most successful business education centers in the Eastern Europe. The grant provided very valuable input during the most critical time of Latvia's economic development. UB is very proud to have been a part of this process and will continue its cooperation with RBS in the future, because it believes that RBS will grow into a business education center for entire surrounding region, including other Baltic States, Russia, Belarus, Ukraine, and the rest of Eastern Europe.

Attachments

Attachment #	Subject
1.	Datex evaluation summary of RBS project (Datex 1997)
2.	Executive summary of "Master of Business Administration Feasibility study". (Ticon Holdings Inc. September 1999)
3.	Executive summary of "RBS evaluation by the students of RBS" (Ticon Holdings Inc., Baltic Connections Inc. September 1999)
4.	RBS MBA Student Handbook (includes program and course description as well as different rules and procedures)
5.	RBS ELC Student Handbook (includes program and course description as well as different rules and procedures)
6.	RBS Weekend MBA description
7.	RBS faculty who have been trained using the funds from the grant.
8.	1999 MBA graduates' comments about RBS
9.	Current status of non-expendable property obtained using grant funds
10.	Summary financial report

Management Training and Economics Education Project
for Central and Eastern Europe

*Annex
Kersinger
V. Anne 521*

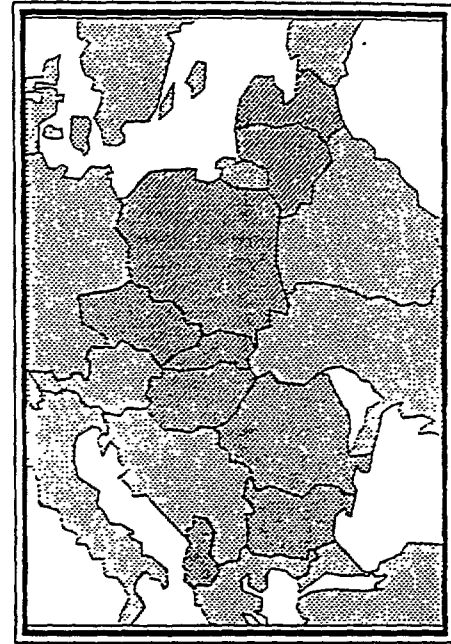
Attachment 1

Contract No. DHR-C-00-95-00059-00

Project No. 180-0029

**ANNUAL SUMMATIVE
MONITORING &
EVALUATION REPORT**

JULY 1, 1996 - JUNE 30, 1997



Submitted to:

**Office of Democracy, Governance, and Social Reform
Human Resources Development Social Reform Division
(ENI/DGSR/HRDSR)**

**Bureau for Europe and the New Independent States
U.S. Agency for International Development
Washington, DC 20523**

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July 31, 1997

I. COUNTRY CONTEXT

Latvia has passed through the most difficult phase of the economic transition to a market economy and shows steady gains in many of the economic indicators. The economic policy is designed to facilitate a timely integration of Latvia into the European Community. An additional step toward this goal was taken when, on May 29, 1997, the Welfare Minister signed the European Social Charter and its first two protocols in Strasbourg. Signing the charter, which guarantees 19 fundamental social and economic rights, is a condition for admission to the Council of Europe. Before Latvia ratifies the charter, it has to bring its legislation into line with Council of Europe standards. It is worth noting that Latvia is the first Baltic State to sign the charter. While Latvia's integration into the European Community is supported by the EU foreign affairs commissioner for Central and Eastern Europe, the commissioner also urged Latvia to speed up adopting legislation on the abolition of foreign trade barriers, customs, free competition, and money laundering.

In a parallel move, Latvia has moved closer to membership in the Central European Free Trade Agreement (CEFTA), when, on April 22, 1997 it signed a free trade pact with Poland. Latvia still needs to sign a free trade agreement with Hungary and join the World Trade Organization to become eligible for CEFTA. Current CEFTA members include the Czech Republic, Hungary, Poland, Slovakia, and Slovenia.

Latvia's economic recovery is further evidenced by the fact that it attracts more per capita foreign investment than Estonia or Lithuania. According to a recent EBRD report, within the CEE region Latvia lags behind Hungary and the Czech Republic. The same report estimates that, in 1997, Latvia's inflation rate will be the lowest among the Baltic States, most likely not exceeding 10 percent.

In an effort to restructure its social sector, Latvia will embark on a welfare reform project which will be financed by an \$18.1 million loan from the World Bank. Latvia will become the first country in the CEE region to engage in a major reform of its public pension system.

On February 13, the new Latvian government was approved by the Seima (Parliament). The new cabinet was formed by six parliamentary parties: the Democratic Party Saimnieks, Latvia's Way, For the Fatherland and Freedom, For People and Justice, the National Independence Party and Green Party coalition, and the Farmers' Union and Christian Democratic coalition.

Local elections were held on March 9, with registered turn out of 56.8 percent. The results of these elections surprised many observers since they demonstrated a strong resurgence of the left. The extreme left Social Democratic Party (SDP), which is not represented in the Saeima, won 13 of the 15 seats on the Daugavpils council, as well as 11 of the 60 seats in Riga. In November 1996, the Saeima passed a number of amendments to the local election law, the most important of which extends local governments' term from three to four years.

II. PROJECT DESCRIPTION

The cooperative program between the State University of New York - Buffalo (SUNY-B) and the Riga Business School (RBS) of Riga Technical University (RTU), along with the collaboration of the University of Ottawa, started in 1991 and 1993, respectively. RBS is an outgrowth of the post graduate education department founded in 1987 at RTU. US government funding was initially received in 1992 through a United States Information Agency (USIA) grant. The present cooperative agreement became effective in January 1995 and is scheduled to end in September 1997, the same time the overall USAID/Latvia program is scheduled to close. USAID funding is estimated at \$1,461,959 out of a total program funding of \$5,455,178.

The MTEE project cooperative agreement consists of several components: (1) a high quality MBA program, supported by pre-MBA and English language training, delivered by US, Canadian and Latvian faculty, the latter trained as part of this project; (2) an English Language Center (ELC) which provides general and specialized language training courses; (3) a revised undergraduate program in business management at RTU; and (4) small business development workshops for Latvian entrepreneurs and government officials. The above activities are to be supported by an improved infrastructure, including a computer laboratory and a resource library.

The first two components of the MTEE project are in place but the last two have not been implemented because restructuring of the undergraduate curriculum is intricately connected with the successful completion of the accreditation process, now underway at RBS. In addition, any curricular restructuring involves decisions of the appropriate Faculty Senate and RBS is only now at the point of establishing this body.

The primary reason for the inability to develop small business development workshops is the emphasis placed on developing a strong faculty base for the MBA program and the necessity to divert tuition generated funds to repair the school's facilities.

The assistance provided by Canada (External/Foreign Affairs and CIDA) was scheduled to close in June 1997. The second phase of this assistance (September 1994-June 1997) may be extended until March 1998, at which time the supporting agencies will consider launching a Phase III (1998-2001) aimed at reinforcing the current RBS achievements, supporting integration of the school into the Latvian business environment, and developing lasting ties with Canadian organizations.

Phase I and II of the Canadian assistance has focused on (1) training and retraining of RBS faculty at the University of Ottawa through attending MBA courses, pedagogical training, and business internships; (2) assistance with MBA program development and delivery by visiting Canadian faculty; and (3) creation at RBS of a Case Center for the Baltics with such activities as summer case writing and teaching seminars, and support for business liaison activities.

Two monitoring visits to this project have taken place, in April 1996 and April 1997. The purpose of the most recent visit was to conduct a close-out summative evaluation. The subsequent evaluation report was based on the site visits results, information provided in quarterly reports, communications with project staff, documents from USAID-Latvia describing the new strategic plan, and the Canadian proposal for program extension.

III. PRINCIPAL FINDINGS

A. STATUS VERSUS PREVIOUS RECOMMENDATIONS

The December 1996 MTEEP semi-annual report noted several areas where SUNY-B and RBS might take action to strengthen their efforts. These recommendations and the actions SUNY-B/RBS have taken are noted below:

With the number of graduates increasing, SUNY-B and RBS should more actively track and report the utilization of MBA skills/knowledge by graduates and the resulting changes that occur at the individual and organizational levels. Before his departure, the RBS Assistant Dean for Administration (and SUNY In-Country Director) conducted a survey of the continuing and graduate MBA students with an objective to determine: (1) the utilization of MBA skills and knowledge; (2) resulting changes which occur at individual and organizational levels; (3) the impact of the program on students and graduates; and (4) why some students are not able to keep up with their classmates. The RBS administration recognizes the importance of systematic collection of such data both for the purposes of introducing modifications into the programs as well as for effective marketing of the program. It has not yet been decided how best to institutionalize this activity. At the time of this report, a new Interim Director has been appointed and one of his tasks will be to reevaluate the administrative structure and procedures. The results of the above survey are discussed below.

Because of the concern over program quality and MBA faculty retention, SUNY-B and RBS should more completely track and report on two of the key elements of program sustainability: (1) faculty quality as measured through evaluations by US staff and Latvian students; (2) faculty turnover and progress on accreditation of RBS as part of RTU. RBS and SUNY-B administration are making a concerted effort to select the best qualified faculty for the full-time positions as well as to provide an appropriate balance between the theoretical knowledge and practical experience through the part-time faculty. As of January 1997, the full contingent of the Latvian faculty trained through MTEEP is in place and takes part in program delivery. The issue of continuing faculty development will remain one of high priority for the Interim Director as well as for the US Canadian counterpart, CIDA, which is considering extending its support to March 1998.

The accreditation process is being carried out in accordance with the RTU rules and requirements. The RBS administration hoped to be further along in the process but the school is making good progress and still has one and one half years to complete the accreditation requirements. The RTU

Rector is satisfied with the progress so far and expressed confidence that RBS will fulfill the necessary requirements within the remaining time.

B. UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

MTEEP has been an integral part of USAID strategy in Latvia. MTEEP has been placed under SO 1.3 -- achieving accelerated growth and development of private enterprises -- and directly supports IR 1.3.3 which aims at strengthening private business operations. This aim can be achieved by providing training in western style business management skills to the increasing numbers of local residents. Therefore, the intermediate result focuses on the development of institutional capacity to train business managers. This is translated into the specific performance indicator: establishment of Riga Business School and graduating MBAs. RBS is the only school in Latvia which provides this kind of training. Three measures are used and the following targets given:

Definition	Baseline		Targets	
	Year	Value	Year	Target
MBAs graduated (cumulative)	1994	0	1996	20
	1995	12	1997	50
Latvian faculty trained (cumulative)	1994	0	1996	7
	1995	1	1997	11
Pre-MBA enrollment (cumulative)	1994	93	1996	254
	1995	175	1997	350

The Results Review (R-2) prepared in June 1996 noted that by mission close-out, scheduled for September 1997, the following was expected from the RBS:

- ▶ A sixteen course MBA curriculum fully developed.
- ▶ A year-long Pre-MBA curriculum developed.
- ▶ A faculty of at least eleven professors, including two who will receive doctorates, and two English language instructors trained.
- ▶ Formal linkage and accreditation with a major UK university established [this is not part of the original SUNY-B proposal but is briefly discussed under **Program/Partner Sustainability**].
- ▶ Thirty MBA graduates in 1997.

MTEEP has met the first three requirements and exceeded the number of graduates.

As mentioned above, initially, the closing down of the MTEEP project was to coincide with the closing down of the USAID mission in Latvia. However, the funding for mission activities has been extended until 1999 as a response to identified gaps in the transition process. The new strategy contains two strategic objectives: (1) the development of a more competitive and market responsive private financial sector, and (2) increased and better informed citizen participation in political and economic decision making, and two special initiatives: (1) legislation and regulation that promote investment in the energy sector, and (2) cross cutting participant training.

Under the first strategic objective, USAID/Latvia has proposed a program budget of \$2.5 million in FY 1997 and \$1.7 million in FY 1998. The primary focus of this SO will be capital markets development in Latvia. The second SO has a proposed budget of \$1.6 million in FY 1998, and it is anticipated that Latvia will participate in the recently proposed Baltic-American Foundation for Participatory Democracy when it is established. As a result, RBS will have an opportunity to develop appropriate training programs under the new funding activities, in particular in the area of the capital markets development. The RBS faculty and administration are very excited about these new opportunities and will embark on specific discussions as soon as the implementor for the capital markets development is identified. The mission anticipated that this process should be completed in July or August 1997.

C. PROGRAM IMPACT

The impact of MBA and Pre-MBA training can be clearly seen at the personal (career) and institutional (place of employment) levels. During the final site visit, the evaluation team interviewed 18 past and present participants of the pre-MBA and MBA programs. All past and overwhelming numbers of present participants see a direct connection between their MBA training and their professional advancement. Most of those interviewed hold high positions in marketing, finance, banking, and management. These individuals were either promoted within the same company or found new, better paid jobs as a result of MBA training.

Even the pre-MBA students follow a similar pattern of professional advancement. For example, one participant, who prior to starting the course was a full-time mother, launched her own company while taking the courses and incorporated her newly acquired skills and knowledge into the progress of her company start up. Other pre-MBA students changed employment in the course of their studies (often as many as three times) and secured better paid and professionally more advanced positions. Many of them work for major local, joint-venture or multi-national companies operating in Latvia. Yet another student utilizes his enhanced English language skills to write company reports, a job previously performed by his superior.

MBA graduates and current program participants are involved in introducing innovative procedures and ideas at their places of employment. Information gathered during interviews as well as the written survey of continuing and graduate MBA students, amply documents the impact these individuals have at an organizational level. It is worth emphasizing that the contribution of the

current participants is just as impressive as that of the recent graduates. Except for the first one, all of the examples provided below are for students enrolled in MBA IV and V. These are only some of the more dramatic examples of utilization of knowledge and introduction of innovations at the organizational level.

- ▶ Two MBA graduates, who presently work for Aldaris Brewery, a Latvian-Finnish joint venture, as a Director of Finance and Director of Marketing, reorganized their respective departments in accordance with the principles learned at RBS.
- ▶ Creating a new division within the company.
- ▶ Developing plans for launching new products (several of the participants).
- ▶ Projects based on the participant's company and developed as part of MBA course work were partly or fully implemented in the further work of that company.
- ▶ Developing a new information technology infrastructure for the company on the basis of concepts learned in the Information Systems class.
- ▶ Developing and implementing a new bonus system which resulted in increased employee efficiency.
- ▶ Contributing to a more efficient operation of the company which can be measured by an increase in bonus allocation.
- ▶ Increasing a market share of the company's business.
- ▶ Adapting a formula learned during an economics class into the company's revenue forecasting models.
- ▶ Receiving a credit loan as a result of a business plan developed by the employee/participant.

MBA training leaves a lasting impact on participants' understanding of the economic trends and opportunities. Without exception, all those interviewed during the site visits expressed the above view. This impact of training on the individual may be more difficult to quantify because of often tenuous causality links between the specific knowledge and the outcome. However, the qualitative aspect of the changes which take place in the people's way of thinking and understanding their environment, forms the base of their future professional successes. A very characteristic example of such a change is an increased awareness of opportunities open to these individuals, directions for growth and exploration which they were not aware of before. It is precisely such broadening of entrepreneurial and professional horizons which is the most effective engine for continuing economic growth and development of any country.

RBS continues to attract increasing numbers of women into the MBA program. From the point of view of women's participation, RBS's MBA program is one of the most successful of such programs in the MTEEP portfolio. Over the past five years, the program has witnessed a significant growth in enrollment of women -- from 26 percent in MBA I to 55 percent in MBA V. This growth in percentage is paralleled by increases in enrollment -- from 38 participants in MBA I to 56 for the current class. Not surprisingly, these changes are also reflected in enrollment in pre-MBA and General English classes. The percentage of women in the pre-MBA classes (for all five cohorts) is 49 percent, including 57 percent for the current group; and the percentage of women in General English is 58 percent. These trends, and particularly the enrollment in MBA, are very encouraging in terms of providing greater opportunities for professional involvement for women during the often unstable transition process.

Success Stories

The Director of Retail Banking for Hansabanka, a Finnish-Estonian joint venture which expanded into Latvia in 1996, emphasizes that the training he received at RBS is not only greatly relevant to his job but also finds continuous application. For example, the Marketing Management course has helped him with determining the location of new branches, developing new products, conducting market research, and identifying and serving customers' needs. The Human Resource Management course has been very helpful during the process of writing job descriptions for new positions. As a member of the board for Hansabanka, he brings his knowledge from the Strategic Management course into discussion and elaboration of short- and long-term strategies for the bank.

The Marketing Director at Aldaris, the largest brewery in Latvia and a Latvian-Swedish-Finnish joint venture, used her training from the Marketing Management course, particularly market segmentation and product differentiation, to create different products for the different segments of the Latvian market. The Entrepreneurship course and the training to write business plans, helped her with developing costing, sales, forecasts, and projected returns on investments for new product. The Marketing Director particularly liked the case method approach used at RBS. She remarked that "It permits learning to occur beyond your years. You are able to learn and benefit from situations in other companies and anticipate problems in those areas in advance."

D. PARTNER/PROGRAM SUSTAINABILITY

Programmatic Sustainability

RBS is the only post graduate institution in Riga and in Latvia which offers high quality, executive MBA training in English. Although RTU also offers a Master's degree in Management, the prospective student also is required to have an undergraduate degree in the same field. This requirement effectively eliminates most of the present RBS MBA participants from pursuing studies at RTU. At the same time, in addition to important differences in curriculum, RTU's training does not require a high proficiency in English.

There is another institution in Riga which offers MBA training in English the Stockholm School of Economics, but this institution provides only a day-time, undergraduate program. At the moment, the school does not offer follow-up graduate studies but is in the process of discussing the introduction of such programs. Were such program to be launched, it is very likely that it would also have a residency requirement which would necessitate an interruption in employment. Therefore, such a program would predominantly attract younger individuals at entry level positions and RBS would still fill a strategic niche in management training.

RBS is on firm ground in terms of its ability to deliver MBA courses, the academic centerpiece of the program. As of January 1997, RBS had a full complement of US and Canadian trained faculty to assume delivery of MBA courses developed through the MTEEP. Four Latvian faculty members team-taught courses with visiting professors from Canada and the UK during the January-March quarter. And during the previous quarter, two faculty members independently taught courses in their specialties -- marketing management and managerial statistics. Other faculty continue to upgrade their qualifications through internships at SUNY-B or at University of Ottawa, studying for an EdM and teaching and conducting research, respectively. One faculty member will begin his studies toward a PhD at SUNY-B in January 1998. While there, he will concentrate on a project dealing with long distance learning which can later be utilized at RBS.

In addition, RBS is continuing efforts to hire three full-time faculty with PhD degrees in management to complete the requirements necessary for establishing a Faculty Senate and constituting an Academic Board which will approve all candidates for degrees. Until now, this has been done with the assistance of the US Project Director and his counterpart at the University of Ottawa.

Attracting and retaining well trained faculty will remain one of the central challenges for the RBS leadership. It is a well documented fact that the cornerstone of every successful and dynamic program is its faculty. In the case of RBS, issues to be addressed are two-fold. The first challenge is to attract well qualified faculty and be able to offer a sufficient number of full-time positions in order to satisfy the RTU accreditation requirements. The second challenge is to provide an attractive enough compensation and benefits package to prevent faculty from leaving academe for jobs in the business sectors.

The first challenge will be met by providing a combination of graduate and undergraduate teaching assignments, the latter at RTU. Involving RBS faculty in undergraduate instruction at RTU will facilitate restructuring of those classes and exposing day-time students to Western teaching methods. Providing competitive salary levels may prove more difficult considering the financial constraints under which the school operates and the attractive employment opportunities for qualified managers which will characterize the Latvian market for the foreseeable future. However, the salaries can be augmented by assigning additional administrative responsibilities and by providing opportunities for consulting, research collaboration with Western colleagues and financial assistance with attending conferences abroad. At the same time, RBS is a unique institution which carries with it professional

prestige and opportunities for faculty development not available at other universities. This point was stressed by all of the interviewed faculty members.

Another issue, although less tangible, but one which might ultimately become an important determining factor in faculty retention, is the ability by the new RBS leadership to develop *esprit de corps* – making faculty feel that they are not only an integral part of the institution but also its engine of dynamic and innovative growth. What will attract new faculty to the school is an opportunity to be involved and to contribute to developing and restructuring the country's educational environment.

Continued participation of Western faculty in course delivery is seen by participants as an important element for maintaining quality of education and the school's prestige. Both current students and MBA graduates consider regular participation of Western faculty in delivering MBA training as a cornerstone of their educational experience and a practice which RBS should endeavor to continue. They stress two issues: (1) the importance of Western teaching methods, presenting divergent points of view, and an opportunity to interact with and learn from faculty who have both practical experience as well as good theoretical knowledge of the subject, and (2) the qualifications of the newly trained Latvian faculty and the continuing need for faculty development. To further compound this issue, the students are making comparisons between experienced and carefully chosen Western faculty with a much younger local faculty. At the same time, the students are not trying to argue that any Western faculty is superior to the local one but, simply, that they would prefer to have more diversified and experienced instructors.

With the end of the USAID assistance, the number of foreign professors participating in MBA teaching will decrease significantly. RBS has started to develop linkages with other foreign universities (Göteborg, Harfordshire, Sheffield) but these are not advanced enough to provide a regular exchange of qualified professors. Part of this problem will be alleviated by the expected extension of the CIDA grant to March 1998 with a specific focus on sending Canadian faculty to RBS and on providing faculty development in Canada. If Phase III of CIDA assistance is approved, it will provide additional opportunities for RBS faculty to collaborate with their Canadian colleagues and mentors on research projects, to update their knowledge in fast moving fields as well as to supplement and/or revise course materials.

For its part, SUNY-B will offer at least one PhD internship (per year) for qualified RBS faculty. The US institution is also committed to developing Long Distance Learning capabilities at RBS in order to enable a higher level of participation of US faculty in the course delivery. The funding for this project will have to be secured from other donor agencies.

RBS English training activities will continue to receive support and guidance from the Provost of Intensive Language Training. Various internships at SUNY-B will be provided to ELC faculty, with the latter paying for the air fare and the former covering the living expenses during the stay in the US.

The newly established RBS Case Center will further enhance the school's academic standing. The Case Center was established in March 1997. In the beginning, the Center was operating with full Canadian support, and it is envisioned that in the next few years this support will be progressively phased out and replaced by contributions from the business community. As its name indicates, the Case Center, will develop, publish and distribute studies. To facilitate this process the Center will provide technical support and funding to writers, provide guidance for case teaching, explore opportunities for case write-ups (linkages with local firms), and organize summer case teaching and writing workshops delivered by visiting Canadian faculty. Two such workshops, designed for new writers and users, have already been held in 1995 and 1996. The workshop scheduled for the summer of 1997 is designed as a refresher course for past participants.

The English Language Center (ELC) provides important programmatic support to MBA students and faculty and is a sustainable institution in its own right within RBS. The ELC programs, both pre-MBA and General English, continue to be in demand and attract increasingly better qualified students. At the same time, as the demand has increased, the drop out rate has decreased from 40 percent last year to 20 percent this year. In the summer of 1996, the General English program had an enrollment of 70, the highest for the year. Sixty-two of the 70 students enrolled in the succeeding class, a much higher proportion than observed in the previous years. This year, 91 students were enrolled in each of the January and March sessions. This program tends to attract two kinds of students: those who want to improve their English language skills for personal or professional reasons, and those who wish to enter into the pre-MBA program. This competitive advantage appeals to the ELC's largest and most stable market -- beginning and lower intermediate English. Although the chief goal of the ELC is to prepare students for MBA studies, the General English program helps to increase public awareness of the school's various programs and tuition-generated funds contribute to the financial sustainability of the entire school.

Applicants for the pre-MBA program within the ELC may enter the course in September, January, or March. They must achieve a certain score on the Michigan Test of English Language Proficiency (MTELP). For the January session, 20 applicants had high enough scores to qualify for admission, and 16 of them entered the program. Only one person qualified for the March session because the cut off score is set higher in order to ensure that only the most linguistically qualified applicants are admitted into the program so late in the academic year. As of the January-March 1997 quarterly report, 56 students were enrolled in the pre-MBA English classes with a total number of 94 in the whole program.

The pre-MBA program is more than just upgrading of English skills. Preparation in Western style approaches, such as the case study method of instruction, report writing, interactive dialogue, and small group teaching methodology are included. In addition, students have the opportunity to strengthen their technical skills in areas including: calculus, economics and accounting. Students who can demonstrate both appropriate proficiency in English and these other requirements can apply directly to the MBA program. Likewise, prospective MBA applicants can enroll only in those pre-MBA courses for which their proficiency does not meet the set admissions standards.

ELC is considering expanding its course offerings to include specialized English classes for doctors and accountants as well as courses on basic computer skills, writing resumes, interviewing, negotiation and presentation techniques. The Center will also be actively involved in verifying and, if needed, upgrading English language skills of the Latvian faculty.

The retention of well qualified ELC faculty poses specific challenges. In order to assure a stable base of qualified English instructors, ELC is engaged in a continuing effort to identify appropriate candidates, to explore possibilities of their employment (often on a part-time basis), and to offer additional training. In order to help ensure the development of qualified ELC faculty, two qualified participants are currently enrolled in a twelve week language and teaching skills certificate program at SUNY-B. The biggest challenge at the moment is how to prevent instructors' burn-out due to intensive teaching conducted in the evenings. Working evenings raises the issues of secure commuting from work as well as the added stress of balancing family responsibilities, particularly when teachers are parents of small children. As the Center develops and broadens its activities to daytime instruction, it might become possible to introduce some kind of a rotation schedule for daytime and evening teaching responsibilities, but at the moment this is still only a consideration.

Organizational Sustainability

Integration of RBS into RTU is progressing well and the accreditation is continuing on schedule. RBS has filed by-laws which conform with the RTU requirement for an independent (within the university structure) institution. In order to facilitate the financial management of the MTEE project, RBS received the Rector's permission to establish a sub-account within the RTU financial structure which has enabled the RBS to control the school's finances in accordance with the agreed upon strategic plan for institutional development. This arrangement is unique within the university structure and will remain in place after the USAID assistance ends. In January 1997, RBS has become a line item in the RTU budget which means that the school will begin to receive government allocations for full-time students at the same level as RTU, which currently is at the level of US\$300.

In an environment where space is in short supply, RBS has been allocated an entire building in the central part of Riga as its permanent home. The building has been transferred to the Riga Technical University by the order of the Prime Minister, in June 1994, and the RTU Rector designated it for the permanent use by RBS in a letter dated December 17, 1994. Although the building still requires substantial investments into infrastructure renovation, it has all the space requirements to accommodate the school's developing programmatic needs.

From the programmatic standpoint, RBS is in the process of hiring three full time PhD faculty, thus satisfying RTU's requirement for establishing an independent Faculty and, consequently, a Faculty Senate which is one of the central requirements for accreditation.

RBS leadership is in the process of finalizing a strategic plan for the future development of the institution. The guiding principle of this plan, as elaborated by the RTU Rector, is developing and

maintaining RBS as an institution of higher education based on the Western principles and, at the same time, a catalyst for curricular development at RTU, in particular, training new and upgrading present faculty. The school also embarked on a transition to a new leadership. An Interim Director has been selected and approved by the Rector. He is scheduled to remain in this position until the end of the year, at which time a new permanent director will have been selected.

RBS will need to address the issue of type of degree offered and language of instruction before the expiration of the current agreements addressing these subjects. An issue which needs to be finalized deals with the type of degree to be awarded to the MBA graduates. Currently, the graduates receive a Masters of Science from RTU and a MBA Certificate from SUNY-B and University of Ottawa. The MBA certificate is awarded by the permission of the Rector and, as such, has only a limited legal life. It is SUNY-B's intention to continue offering the joint certificate with RBS after the USAID grant closes, provided they can insure appropriate quality control over the program, and if it is felt by the RTU and RBS administration that this practice is desirable. The question was raised at the University of Ottawa but no decision has been taken. Both the US Project Director and his Canadian counterpart will continue to sit on the degree awarding committee and provide their guidance and oversight.

A separate issue regarding the type of degree offered, is to determine whether and how long RTU will be able to award a MS degree, since the rules guiding this issue stipulate that there should be a continuity of degrees, namely those who want to receive a MS must have a BS in a related field. The present arrangement allows for a much greater flexibility and attracts able students from diverse professional fields. This obviously is an issue which requires a very thorough consideration by the university administration. At the same time, the MBA alumni can become an effective lobby group for continuing the present practice.

Finally, Latvian law on higher education stipulates that the language of instruction in the institutions of higher education must be Latvian. When the present project was elaborated, one of the unique features of the executive MBA training was maintaining English as the language of instruction. In order to conform with the Latvian law, RBS had to obtain a special exemption to allow instruction in English. This issue will have to be revisited and a more permanent solution found. The students overwhelmingly support the notion of retaining English as the language of instruction, arguing that this feature allows them to be competitive not only domestically but also on the international market, thus promoting Latvian integration into the European economic community. At the same time, it should be stressed that this issue has no relevance for fulfilling accreditation requirements by RBS with RTU.

RBS continues to make progress in securing additional space for its programs. RBS was able to renovate additional rooms (in the basement) which will be used as a lecture hall and a faculty lounge. These additions provide a badly needed space to effectively implement school's programs. In addition, a whole wing on the fourth floor has been vacated by the Student Health Services of the

University of Latvia but its utilization will have to wait until funding for restoration becomes available.

The importance of an active Advisory Board will increase as the program makes a transition to a fully fledged academic institution. As has been noted several times by the SUNY-B administration involved in MTEEP, until this year RBS has been operating as a project and not as an independent academic institution in its own right. It is only now that sufficient faculty have been trained to take over the delivery of the majority of the courses that the school can begin to plan for an institutionally independent future. An integral part of such a plan involves an advisory board which, on the one hand, helps to develop and guide the institution's growth strategy, and on the other hand, provides a bridge to the business community. Unlike most of the projects in the MTEEP portfolio, RBS has had the benefit of a diversified advisory board which until now has primarily provided input on school's finances. In an effort to institutionalize its activities, the Board has established a rotation policy for its members, currently set for two years. The incoming members are required to be approved by the RTU Senate.

An active Alumni Association could provide an important support to the school's links with the business community and enhance its visibility. An Alumni Association was established with the assistance from SUNY-B after the first graduating class. At the beginning, the members met for informal meetings rather frequently but with time this activity became primarily social, focusing on networking. As a result, the group never developed a cohesive plan of activities. Revitalizing the Alumni Association could greatly enhance the attractiveness of the MBA program and the overall school competitiveness. Several alumni expressed an interest in seeing this organization becoming more active in areas such as sponsorship of short seminars, workshops and lectures.

Financial Sustainability

RBS is finalizing its financial strategy which will deliver programs under the changed financial circumstances. RBS has developed a conservative budget through the year 2000 based on tuition revenues which enables delivery of pre-MBA and MBA courses. In 1996, there was a year-end loss due primarily to the costs of repairs to the building which were covered through tuition-generated revenues. This provided an additional impetus to redouble efforts to lobby the Latvian government to honor an earlier pledge to support structural renovation of RBS. These efforts have yielded some progress because the RBS administration has been informed that the Prime Minister has directed the Minister of Education and Science and the Foreign Minister to find a suitable way of providing RBS with funds for renovation. This development, to a significant extent, can be attributed to a strong letter of support co-signed by the Canadian and US Ambassadors.

The income projections for 1997-2000 show a steady increase which allows for a break-even budget. At the same time, no funds have been allocated for renovation and repairs for 1998-2000. This situation might be able to be rectified when RBS begins to receive funds from RTU based on student enrollment in FY 1997-98. Additional funding for renovation and repairs might also become available

through income derived from renting RBS facilities during the day to companies or governmental agencies for conducting training.

RBS has finalized its financial responsibilities (overhead) toward RTU. Starting with the 1997-98 academic year, the overhead costs will be 20 percent of gross income and 5.2 percent of all salaries, which comes to approximately 23 percent of gross income. The school does not have to pay rent to RTU unless it utilizes other RTU facilities but it is responsible for electricity and heating costs.

RBS is in a good position to become an effective competitor for future Western funded projects. With a broad enough base of well trained faculty, RBS will be able to broaden its scope of activities to include special training projects financed by either US or EU agencies. The most immediate such opportunity will be the USAID financed project on Capital Markets Development. This project is in the final stages of bidding and once the implementor is selected, RBS will have an opportunity to discuss future collaboration.

Additional opportunities for branching out might come from establishing third-country training programs for NIS countries, particularly those which would complement the existing scope of academic activities and thus would not unduly divert or overburden the faculty.

RBS is actively engaged in developing collaboration with other Western universities and in securing additional funding for development of its academic programs. The TEMPUS Phare grant will further enhance and support RBS's progress toward building a sustainable and academically solid institution. In January 1997, RBS submitted an application for funding a Joint European Project (JEP) under the TEMPUS Phare system. This project is structured to achieve three goals:

- Develop and implement a four course concentration in the MBA program in Business Information Management.
- ▶ Offer short non-degree courses in Information Management designed especially for professionals in the fields of accounting, medicine and library sciences.
- ▶ Offer an MS degree program at RTU in Information Management.

This project is designed as a collaborative effort between Sheffield University (UK), Tallin Pedagogical University (Estonia), Vilnius University (Lithuania), University do Porto (Portugal), University of Latvia, InvestRiga, and the Medical Academy of Latvia. This collaboration would provide extensive training for RBS personnel in Sheffield and Porto. The proposed budget is ECU 395,740, or approximately US\$500,000, over a three year period.

RBS is also moving forward with possible collaboration with Herfordshire University (UK) and a proposal was submitted to the Know-How Fund in December 1996. The initial collaboration would center on holding 4-day seminar courses on selected topics during the summer of 1997 and could

later develop into a program offering training for consultants. If these initiatives are successful, the cooperation between the two institutions could be broadened to include recognition of RTU's baccalaureate degree by Herfordshire.

E. PROGRAM MANAGEMENT

RBS is effectively making a transition to new leadership. The In-Country Coordinator and Assistant Dean of Academic Affairs ended his assignment at the beginning of April. His duties have been taken over by the Resident Director of the MBA and English Language Program. As a result, a new Latvian Coordinator of the English Language Center has been named. She is well familiar with both the ELC and RBS policies and procedures since she has taught at ELC since 1993 and already has a year of administrative experience at RBS.

MTEEP continues to enjoy the strong support of USAID/Latvia.

IV. RESULTS IN BRIEF

A. PROGRAM REACH

Program Reach Data from January 1 - June 30, 1997

The last MBA cohort numbers 56 individuals. Participation of women has increased significantly in comparison with the two earlier cohorts. Pre-MBA and General English continue to show strong demand as well as strong participation of women.

Program Type	# Active Cohorts/Programs	# Male Participants	# Female Participants	# Total Participants
MBA (list by cohort)	3	22	18	40
	4	23	17	40
	25	25	31	56
Certificate (list by type) MA/TESOL IELI	Teaching English as Second Lang	1		1
	Certificate IELI		2	2
Seminars (1 day maximum)	Issues in Globalization; Business Information Management			42 30
Workshops (multiple days)	Decision Making	15	15	30
Other ** (specify)	Pre-MBA English	40	54	94
	General English	38	53	91

Note: * Place number of companies served in column entitled "# active cohorts/programs."
 ** Include further explanations as necessary on program types, etc.

Program Reach Life of Project Data from Beginning of Project Through June 30, 1997

To date, the MBA program has produced 54 graduates, 60% of whom are women. The Pre-MBA program, with 372 total enrollment, shows a 49% participation of women, and female participation in General English is almost 58%.

Program Type	# Total Cohorts/ Programs	# Male Participants	# Female Participants	# Total Participants	# Male Grads	# Female Grads	# Total Grads	
MBA (list by cohort)	1	28	10	38	9	3	12	
	2	17	17	34	4	4	8	
	3	22	18	40	9	25	34	
	4	23	17	40	N/A	N/A	N/A	
	5	25	31	56	N/A	N/A	N/A	
Certificate (list by type)								
	MBA	4	3	1	4	3	1	4
	MBA/TESOL Intensive English	2	1	1	2	1	1	2
	3	0	3	3	0	3	3	
Business Counseling Outreach	9	64	77	141	N/A	N/A	N/A	
Other	Pre-MBA	189	183	372	N/A	N/A	N/A	
ELC	Gen Eng	79	108	187				

B. SUMMARY OF FINDINGS BASED ON INDICATORS

B.1 EVIDENCE OF PROGRAM IMPACT

The SUNY-B/RBS program continues to meet USAID/Latvia targets; evidence of utilization and change has increased as the number of graduates grows. Present MBA students also describe utilization of education in the work environment.

Impact Level	Indicator	Summary of Findings
Acquisition	Participants acquire skills, knowledge and confidence in subject matter	MBA graduates accepted in marketplace; ELC test scores consistently increase - all levels
	Enrollments reflect equitable gender distribution	% of women participants increase to 55% in most recent MBA V class
	Target enrollment numbers are reached for entering class ; cumulative pre-MBA enrollment: FY96 - 254; FY 97 - 350	Applicants for MBA and ELC are continuing to exceed capacity

Impact Level	Indicator	Summary of Findings
	Target enrollment numbers are retained through program; cumulative MBA graduates: FY 96 - 20; FY 97 - 50	54 MBA graduates by end of FY 97; General English attrition reduced to 20% from 40%
Satisfaction	Participants positively rate their experience	Participants find the courses well delivered and relevant to their needs.
	Faculty and staff positively rate their experience	Faculty training received high marks as relevant.
	There is a high demand for the program	# applicants exceed capacity - all programs
	Cross-marketing occurs: students in one type of program either return for additional courses, or refer friends or their employer to other programs at RBS	70% of General English students heard from others, with high% applying for pre-MBA program
Utilization	Program is responsive to students' and faculty's needs (availability of library resources, courses and seminars of interest, computer resources, etc.)	Renovations of RBS classroom space continue; new lecture rooms and coffee room.
	Graduates acquire some benefit from having completed degree program (for example, better paying job)	MBA graduates in key positions in banking, major Latvian & international firms; introduce new procedures, restructure departments in firms
Change	ELC and short-cycle participants can demonstrate that they have applied course information to their work	N/A in this report
	RBS is seen and used as a resource by employers	Employers continue to sponsor additional students in RBS programs

B.2 EVIDENCE OF SUSTAINABILITY

SUNY-B is exceeding the USAID/Latvia targets in programmatic sustainability and is active in working with RBS to strengthen other areas of sustainability.

Sustainability Level	Indicator	Summary of Findings
Programmatic	Permanent faculty is well trained and its teaching is well received, turnover low; cumulative Latvian faculty trained: FY 96 - 7; FY 97 - 11	Full complement of trained faculty for MBA courses since January 97; ELC director now Latvian; 2 of 3 Latvian ELC faculty have received TESOL degrees
	Visiting faculty effectively adapt their courses to local issues and needs	Student questionnaires indicate this is so.

Sustainability Level	Indicator	Summary of Findings
Organizational	Curriculum is approved by the degree-granting institution	Students receive RTU degree under special procedure of RTU because program follows SUNY-B requirements; permanent accreditation process started
	Necessary space, computers, library materials and support staff are available	Space renovation continues; new classrooms are made available.
	Advisory Board membership has balance of Latvian and non-Latvian representation	Active Board primarily from international and major Latvian firms
	Increasing percentage of local staff with administrative authority and responsibility	Increasing % of Latvian faculty teaching in MBA program; ELC coordinator is Latvian
	Recruitment and admissions processes result in an equitable selection of targeted numbers of high quality students	Clearly written new student handbook published; general English serving as feeder for pre-MBA and later MBA; quality of applicants increases
	Self-evaluation mechanisms are developed and implemented; findings are applied to operations	Evaluations used in all programs, especially for faculty quality; faculty with unacceptable performance not continued
Financial	Long range strategic plans for funding and program development are developed, implemented, evaluated and revised when needed	Plan exists; utilize Advisory Board especially in financial aspects; adopted RTU grading system; academic student data part of university systems
	Tuition policies, fee collection, and other alternate funding mechanisms are established and operating	Renting training space; identified several alternate donor sources; starting to receive government allocation for full-time students as do other RTU faculties
	Increasing percentage and sources of institution/program funds from non-USAID sources	No significant change in last 6 months

C. SUMMARY OF FINANCIAL STATUS

There has been no change in the distribution of funds by source. Other sources include external grants.

Funding Source	% of total project support 06/30/97
USAID Grant	34%
US Institution	9%
Local Institution(s)	26%
Tuition and Fees	15%

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Funding Source	% of total project support 06/30/97
Other Sources	16%
TOTAL	100%

V. CONCLUSIONS AND RECOMMENDATIONS

The SUNY-B and RBS program is moving into its final phases under MTEEP funding. With the exception of implementing small business development workshops and establishing an undergraduate program of business management at RTU, the project has either met or exceeded original targets. The main reasons for the inability to implement the two components were the necessity to divert financial resources for renovation of classroom space and the priority given to faculty development and fulfilling the requirements for accreditation.

The impact of MBA training can be clearly seen through the professional advancement of the participants as well as through their contribution to restructuring managerial practices at their places of employment. What bears emphasizing, is that because of positions held, many of the current program participants are just as effective engines of change as the graduates.

RBS is making good progress toward fulfilling the RTU accreditation requirements -- faculty with PhD degrees in management have been identified and are in the process of being hired, enabling the creation of a Faculty Senate. Other faculty members have completed their training at SUNY-B and University of Ottawa and have begun to participate in course delivery either as co-instructors or on their own. One faculty member will begin PhD studies at SUNY-B early next year. The ELC program has essentially completed its transition to Latvian faculty and management.

One of the consequences of the ending of USAID assistance is a significant drop in the participation of US professors in course delivery, with a corollary concern on the part of the students with continuing program quality. These concerns are only partly justified because the newly trained faculty, although less experienced, are none-the-less very able, and it should be only a matter of time until the students share this confidence. However, their concern for instructors with a practical experience base (not just book knowledge) and diverse international backgrounds has merit.

The most immediate challenge for SUNY-B and RBS collaboration is to ascertain the feasibility (from the point of view of quality control) of continuing to award the joint certificate.

RBS is one of the few institutions in the MTEEP portfolio which has established both an Advisory Board and an Alumni Association. The challenge ahead is to utilize these organizations to the best of their abilities and in this way further support and promote the school's programs, visibility and prestige. Revitalizing the Alumni Association could greatly enhance the attractiveness of the MBA program and the overall school competitiveness. The alumni could offer lectures in their areas of

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expertise to the current MBA students and host guest lecture seminars. Producing an Alumni Directory and publishing a newsletter would also strengthen alumni ties with the school as well as promote networking among the group.

As RBS makes a transition to a permanent new leadership, scheduled to take place at the end of this year, the involvement of the Advisory Board in elaboration of the school's development strategy, will acquire an even greater importance. A clear understanding by the Board members of their responsibilities will greatly aid the overall effectiveness of this body. Establishing active linkages with local business networks and providing quality executive and professional training activities (workshops, seminars) is an important part of services provided by a mature business school. Advisory Board members are well positioned to act as initial contacts for developing such linkages.

RBS has developed a conservative financial plan which allows it to deliver its programs under the changed financial circumstances and continues to explore other collaboration and funding opportunities to support faculty course development. At the same time, RBS already has a sizable base of Western trained faculty, which makes the school a good candidate for developing and delivering specialized training programs, including those for the NIS.

RECOMMENDATIONS

The DATEX MTEEP team urges that the following actions be taken:

- ▶ As part of the on-going faculty and organizational development process, RBS should adopt a "learning institution" philosophy which integrates the self-evaluation and strategy development mechanisms as developed under SUNY-B leadership. This could include:
 - directly addressing the concerns of the current participants regarding the transition to the local faculty and to monitor the effect of this transition on the quality of the program;
 - providing opportunities for faculty research and training which would support the school's overall vision of development and involve special projects for MBA students;
 - supporting both the Advisory Board and Alumni Associations in strengthening their operations and value to the institution; a support position of Alumni Affairs Coordinator should be considered.
- ▶ RBS, with support from SUNY-B, should resolve with RTU the issue of what degree(s) and certificate(s) will continue to be offered.
- ▶ RBS should actively explore the possibility of becoming a training provider for the USAID funded Capital Markets Development Project, as well as delivering third-country training for the NIS as part of the USAID assistance effort.

- ▶ RBS should work with its Advisory Board to investigate opportunities to establish business outreach activities, possibly creating a position of a Business Outreach Coordinator. Some of these activities could be combined with those of a revitalized Alumni Association.

Master of Business Administration Feasibility Study

Prepared for
Riga Business School

Prepared by
Ticon Holdings Inc.
Toronto, Ontario, Canada

September 1999



1. EXECUTIVE SUMMARY

1.1. PURPOSE OF THE STUDY

This consulting project has two major objectives:

- to prepare a concise, yet complete feasibility study for the potential introduction of one or more new MBA "products" at Riga Business School beginning in January 2000 or possibly September 2000; and,
- to identify potential "partner" institutions in the United States and in Central and Eastern Europe (CEE).

1.2. BACKGROUND

In 1991 the State University of New York at Buffalo (UB) established Riga Business School (RBS) as an academic unit within Riga Technical University (RTU). In 1992 UB was joined as an RBS partner by the University of Ottawa (UO). With the strong support of both North American institutions and the financial assistance of the United States Agency for International Development (USAID) and of the Canadian International Development Agency (CIDA), RBS now offers a North American-style graduate program in business administration in Latvia.

RBS has met all the goals it originally set for itself in 1991 particularly that of graduating high calibre business executives that can work for any Latvian company – local or international. To June 1999 RBS has had four graduations totaling 141 students. In September 1999 RBS had the largest intake of new students in its history – 108. Currently about 250 students are studying in the MBA program and about 500 in the English Language Center.

1.3. CURRENT SITUATION

RBS is the leader in the Latvian MBA market, and based on the survey conducted for this report as well as an independent analysis done for USAID in 1998, it is also one of the leading business schools in CEE.

Nevertheless, RBS faces some challenges as it strives to not only maintain its position but to reach a higher level of performance. The most important issue is attracting and maintaining a cadre of both full-time and part-time local and foreign faculty. Some of each should be on staff permanently. RBS has one full-time local faculty member now, and intends to hire two additional ones in the very near future. A customer survey done for this report gives RBS a very good overall rating, but stresses the need to upgrade faculty development activities.

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Other areas requiring, and receiving, management attention include administrative systems, physical facilities and accreditation. Finally, one of the most important areas needing attention is the area of management. RBS' management team is small in numbers and thus is stretched at all times. Some key additional managers are needed, and management upgrading activities should continue.

RBS has both local and foreign competitors. Despite well-funded foreign partners at some schools, and Latvian government financial support at schools teaching in Latvian, RBS is more than holding its own. However, with the spread of Internet technology in Latvia, online competitors could start to affect RBS in a few years time.

Finally, there is a "stealth" competitor on RBS' horizon. Some companies offering short courses, seminars, and the like, have developed their expertise and systems to the point where they are starting to offer programs of a year or longer to their clients. From offering a program of short training courses over a year to offering educational courses over a year or more is a small step for these leading companies.

1.4. MBA PROGRAM REVIEW

Eighty-six business schools in Europe, Central and Eastern Europe (CEE), the United States and Canada were reviewed. Personal visits were made to three in Central and Eastern Europe and four in the U.S.

The main program offered by almost all schools is the full-time, day MBA. The total of part-time and executive programs is larger than the day program, but the latter is the "flagship" program of most schools.

The survey also confirmed the key success factors that RBS has already identified, i.e. qualified local and foreign faculty, high quality programs and courses, an appropriate fee structure, and strategic partnerships. RBS course fees at just over \$4,000 for a full MBA program are at the bottom end of the scale for Central and Eastern Europe. The most common CEE price is around \$10,000, but fees totaling \$15,000 - \$18,000 were identified, and one school charges \$22,000. Executive MBA program fees are even higher.

AACSB accreditation is very important to many schools in the U.S., but is not an issue in CEE. Most CEE schools also do not have local accreditation as the MBA degree is not yet recognized as a professional degree by many ministries of education. The customer survey also showed that Latvian accreditation is not an issue with students; however, they place great importance on the certificate they obtain from the University at Buffalo and the University of Ottawa and reject any thought of teaching in Latvian.

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Riga Business School – New Products Feasibility Study

The personal visits identified some new potential partners in the United States who would be interested in some small pilot projects. No CEE partners were identified.

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The survey also showed some interesting trends in MBA programs, particularly in the U.S. Most are driven by the rapid technological change taking place in the United States. The main ones are:

- a change in teaching focus from managing “things” to managing leadership and decision-making in a rapidly changing environment
- distance education using the Internet
- a focus on entrepreneurship in specialized programs
- in increase in specialized programs of all kinds
- development of joint-degree programs
- the rise of the electronic commerce MBA

1.5. RECOMMENDATIONS

Taking into account the environment in which RBS has to work, it is recommended that RBS use a “platform” strategy for new programs. That is, it uses the existing evening MBA program as a base, and offers it via different delivery mechanisms to target audiences with different needs and wants. Additional elective courses can be added as required.

The main new programs to be introduced are a weekend/accelerated MBA as of January 1, 2000 and a distance MBA as of September 2000. A third program, joint-degree or specialized MBA can be added the following year, however, additional research will have to be done to determine which of these is the correct option. Finally, for long-term viability, RBS will have to develop a full-time, day MBA program.

It is not recommended that RBS get into the short course, seminar, workshop market.

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THE RIGA BUSINESS INSTITUTE
AN EVALUATION BY THE STUDENTS OF THE INSTITUTE

September, 1999

Conducted for: Ticon Holdings Inc.
Victoria, British Columbia, Canada

Conducted by: Baltic Connections Inc.
Riga, Latvia

FOREWORD

Purpose

The purpose of the study is threefold:

1. To ascertain student reasons and criteria for selecting business education establishments in Latvia, with specific reference to the Riga Business Institute (forthwith RBI).
2. To determine RBI student attitudes to certain aspects of RBI.
3. To gauge RBI student interest in new RBI MBA programme concepts.

Method

The relevant data were collected from September 9 to 13, 1999 by trained interviewers of the sociological and market research firm SKDS of Riga. All interviewing was from computer assisted telephone interviewing facilities with RBI students, whose names and telephone numbers were supplied by RBI. However, it should be noted that in two instances the contacted persons responded that they do not attend RBI and accordingly were excluded from the sample of completed interviews.

The number of contacts supplied, interviews planned and completed, and weights applied to respondents in each group at tabulation are as follows:

	<u>First Year Students</u>	<u>Subsequent Year Students</u>	<u>Russian Nationality Students</u>
Contacts Supplied	101	142	17
Interviews – planned	50	50	N/A
- completed	56	59	14
Weight (Contacts/Completed)	1,00	1,32	*

* The Russian nationality students are already included in the study year groups and their individual weights depend on their year of study.

The questionnaire was administered in Latvian to the Latvian nationality students and in Russian to the Russian nationality students. The Russian nationality students were asked the following two additional questions at the end of the interview:

1. It is known that relatively few Russian nationality students attend the Riga Business School – how would you explain this? What in your opinion is the reason for this?
2. What do you think the Riga Business School should do to attract more Russian nationality students?

Results

Results of the study are presented herein under two headings:

- A. Executive Summary
- B. General Summary

Detailed tables are available under separate cover.

Baltic Connections Inc.

September 18, 1999

EXECUTIVE SUMMARY

- RBI students identify two main shortcomings at RBI – high tuition fees and unevenly qualified teaching staff. Of the two, the latter is the more serious, for it threatens the very foundations of RBI's reputation and undermines the justification for the fees charged.
 - The main problem is perceived to be with the local teaching staff, though the staff from abroad do not get particularly high evaluations either.
 - Generally, however, student perceptions of RBI are positive. Prior to enrolling at RBI over a half of them (56%) had apparently considered other business education establishments as well. Typically these were the University of Latvia and Turība, the latter being an alternative considered more often by the first year students than their more senior colleagues.
 - RBI's attractions are many. Its orientation to English carries particular appeal, as does its overall reputation, despite the criticism noted above, for quality teaching staff and programmes. These perceptions are probably the basis for the recommendations or referrals, which students mention as an important reason for their choosing RBI. The North American certification is rated very highly and the Case Method is also seen in quite a positive light.
 - Given their appreciation of RBI's orientation to English, students reject outright any thought of switching the language of tuition to Latvian. And they see the seasonal decline in attendance as no more than that – after a tiring winter students wish to enjoy the early Summer sun.
 - The students were asked to indicate their interest in five new MBA programmes that RBI could offer. The modular Evening MBA and the Specialised MBA programmes generate the most appeal, particularly among the senior, as opposed to the first year, students. The Executive MBA programme carries somewhat less appeal, but about equally to both groups of students. But the Full Time and Week-End MBA options are of little interest to any of them.
 - In conclusion, the crucial need at this time is to upgrade the actual and perceived qualifications of individual members in order to achieve a more highly qualified and, in this respect, a more evenly balanced team of teachers at RBI.
-

Student Handbook

1999/2000

Introduction

What is Riga Business School

Riga Business School (RBS) is an independent management-training institute within Riga Technical University (RTU). RBS was established in June, 1991.

Riga Business School is a cooperative project between Riga Technical University, the State University of New York at Buffalo and the University of Ottawa. Major financial support since 1994 has been provided in grants from the United States Agency for International Development and the Canadian International Development Agency. The project has also received substantial financial support from the United States Information Agency, the State University of New York at Buffalo, the University of Ottawa, Riga Technical University, the Soros Foundation - Latvia, the American Latvian Association, the Latvian National Federation in Canada, and the Worldwide Federation of Free Latvians. The biggest Local firms that have financially supported RBS are Maersk, Hansa Business Solution.

The language of instruction is English. The instructors have been visiting professors from leading universities in North America and Europe as well as Latvian faculty members who have undergone an extensive training program in Canada and the USA.

RBS English Language Center was established to provide intensive language training for Riga Business School students who seek to enter the Master's of Business Administration program through its Pre-MBA program. Another important objective of the ELC is to provide English language training to organizations in the public and private sectors. The training improves the language proficiency of the participants primarily for professional purposes.

RBS mission

RBS mission is to provide our customers with high quality, internationally competitive, management development opportunities to assist them in achieving their goals.

Who comes to RBS

Students often have work experience of various kinds. That experience can range from one year to thirty. Some have managed a department, and others have worked solo in retail or production positions. The school has served and /or employed former or currently studying RBS students in the following well-known firms and organizations ABB, Aldaris, Arthur Andersen, Coca-Cola Maersk, Stomorol, Procter&Gamble, Bank of Latvia, Investment Bank of Latvia, Philips, Ministry of Education, Ministry of Economics, Central Statistics Board, International Trendsetters, House of Prince, Colgate Palmolive, Coopers&Lybrand, Deloitte&Touch, Lattelekom, Latvia Privatization Agency, Software House Riga, Unilever, World Bank, Kalnozols and many others.

Why?

- Profound and unique program - North-American MBA
- International partners - University of Ottawa and University of Buffalo
- Local faculty trained in North America
- Foreign visiting faculty
- Modern teaching methods based on case-method pedagogy
- Evening classes from 18:00 - 21:00
- Perfect English knowledge acquired in RBS English Language Center
- Action-oriented graduates

Admission Requirements

Riga Business School welcomes all persons who hold a university diploma or bachelor's degree for MBA program. We welcome anybody for our different short courses and English studies. We do not discriminate on race, creed, nationality, gender, age or handicap.

MBA Program

Persons applying to the MBA program must submit:

- a completed application form
- six photographs
- A photocopy of his or her university diploma (an original must be submitted after the last examination; it will be returned after an official admission documents are signed)
- A non-refundable registration fee of Ls 11

All required application information should be submitted before the deadline in August of each year.

Pre-MBA Program and English Language Courses

Persons applying to the PRE-MBA program and English Language courses must submit:

- A completed application form
- Two photographs
- A non-refundable registration fee of Ls 3

ADMISSIONS TESTING and examinations

After prospective students have completed the application, they will be scheduled for necessary testing or exams.

Ask the secretaryat for detailed information (7217921, admin@rbi.lv)

Faculty

Our visiting professors, lecturers and guest lecturers come from leading universities in Canada, the United States, Australia, the United Kingdom and other English-speaking countries. Many have developed successful careers in business as well as in academia. They both teach and consult in their home country, in Latvia and in other countries around the world.

Our local professors have been academically qualified in Latvia and have had extensive training at our partner universities in Canada and the United States. Many have been recognized for their world-class capabilities.

RBS also invites local business leaders to present their point of view on different topics in our lectures.

We are thus able to offer studies adapted to the local environment.

Calendar of Academic Year 1999/2000

MBA Program

Entrance Exams to MBA Program

August 16 18: 00 TOEFL

August 17 17: 00 SPEAK

August 18 18: 00 TWE

August 20 18: 00 Intellectual Test

Fall Semester 1999

September 13 - December 24

Registration for courses by September 10

Last day to pay tuition September 20

Last day to drop course

without financial liability September 20

MBA orientation meeting September 9

Midterm break November 1 - 5

Spring Semester 2000

January 10 - April 21

Registration for courses by January 7

Last day to pay tuition January 17

Last day to drop course

without financial liability January 17

Midterm break February 28 - March 3

Summer Semester 2000

May 1 - August 11

Registration for courses by April 30

Last day to pay tuition May 8

Last day to drop course

without financial liability May 8

Midterm break June 19 - June 23

English Language Center Programs

At present the ELC offers the following programs:

- Pre-MBA courses which include English language training and business content courses.
- General English courses. Two different types of students tend to take the General English courses offered at the ELC: (1) those who want to improve their English language skills for personal or professional reasons, and (2) those who wish to study English for entry into the Pre-MBA courses.
- Outreach courses. An important objective of the ELC is to provide English language training to organizations in the public and private sectors.
- Distance learning course.

For more detailed information contact Riga Business School English Language Center:

Phone: 7217921 7288822

Fax: 7820178

E-mail: admin@rbi.lv

<http://www.rbi.lv>

Session I (September 20 - December 17)

Midterm break: November 1 - 5

Testing

September 6 MPT

September 7 MTAC/MTELP

September 8 TWE

September 9 - 15 Students pay for classes

Session II (January 17 - April 7)

Midterm break: February 28 - March 3

Testing

January 3 MTAC/MTELP

January 4 MTAC/MTELP

January 5 TWE

January 6 - 12 Students pay for classes

Session III (April 25 - June 17)

Testing

April 10 MTAC/MTELP

April 11 MTAC/MTELP

April 12 TWE

April 13 - 19 Students pay for classes

June 17 TOEFL

Session IV (July 3 - August 25)

Testing

June 19 MPT

June 20 MTAC/MTELP, TWE

June 21 - 28 Students pay for classes

MBA Course Offer 1999/2000

Fall Semester 1999

September 13 - December 24

Managerial Statistics

Financial Management

International Business Environment

Managerial Economics

Managerial Information Systems

Project Management

Sales and Promotion

Strategic Management

Final Thesis

Spring Semester 2000

January 10 - April 21

Business Law

Entrepreneurship

Financial and Managerial Accounting

Operations and Service Management

Human Resources Management

Managerial Information Systems

Marketing Management

Sales and Promotion

Final Thesis

Summer Semester 2000

May 1 - Aug 11

Entrepreneurship

Financial Management

Human Resource Management

International Marketing Management

Investment and Banking

Organizational Behavior

Project Management

Suggested Course Sequence and prerequisites

First year

Managerial Economics

Managerial Statistics

Financial and Managerial Accounting

Marketing Management

Financial Management

Human Resource Management

Second Year

Managerial Information Systems

Organizational Behavior

4 electives

Third Year

Strategic Management

2 electives

Final Thesis

Core Courses and Prerequisites

Core Courses Prerequisites

Managerial Economics none

Organizational Behavior none

Marketing Management none

Financial and Managerial Accounting Managerial Statistics

Managerial Statistics none

Financial Management Financial and Managerial Accounting,

Management Information Systems none

Human Resource Management none

Strategic Management Financial Management,

Marketing
Management

Final Theses 15 MBA courses

Elective Courses and Prerequisites

<i>Elective Courses</i>	<i>Prerequisites</i>
International Business Environment	none
Entrepreneurship	none
International Financial Management	Financial Management
Operations Management	Financial Management, Marketing Management
International Marketing Management	Marketing Management
Total Quality Management	Operations Management
Project Management	none
Investment and Banking	Financial Management
Business Law	none
Sales and Product Promotion	Marketing Management

Description of Courses

Core courses

Managerial Economics

This course concentrates on detailed study of microeconomic concepts and models using quantitative problems as well as case examples. The emphasis is on the application of price theory to the behavior of customers and the producers, production and cost theory, market models.

Behavioral and Organizational Concepts for Management

The application of behavioral science theory to an understanding of organizational structure, behavior and performance. Topics included are environmental influences on individual behavior in organizations, motivation, learning, communication, group formation, group dynamics, organizational processes and design, as well organizational change.

Marketing Management

The course focuses on management decision making: on the analysis, planning and control of marketing programs. Text material and lectures provide the background theory, and conceptual frameworks useful in solving marketing management problems.

Topics covered in the course include: the marketing concept; segmentation; product differentiation; consumer and industrial buyer behavior; marketing planning; product decisions; pricing decisions; advertising and promotion decisions; selling and distribution decisions; and social, legal and ethical issues in marketing. Marketing problems in the form of management case studies provide opportunities for the practical application of concepts and tools covered in the readings. A number of classes during the term will be spent on cases.

Financial and Managerial Accounting

This course includes mastering of principles and organization of Financial and Managerial Accounting. The first part of the course includes mastering of double entry system, preparing of income statement and balance sheet. The second part includes analyzing of the financial and accounting information as well as using this information for managerial decision making.

Managerial Statistics

Basic concepts of probability and statistics used in management are presented. Topics include data analysis and display, descriptive measures, random variables, probability distributions, inference, an introduction to analysis of variance and regression analysis, time series analysis, and statistical applications to quality control, as well as model usage and statistical communication. Management applications using case studies/examples and computer packages are emphasized.

Financial Management

The course begins with a discussion of basic concepts: financial statements and financial ratios, time value of money, valuation of stocks and bonds. Portfolio risk and return and capital asset pricing model are also introduced. Later in the course students learn about different types of securities and the cost of capital. Capital budgeting, leasing analysis and working capital management are introduced as well.

Management Information Systems

This course is about the strategic importance of information systems (IS) and their impact on business processes in organizations. It will provide students with an understanding of the ways in which managers can utilize IS. This course is not computer science course nor computer usage course. The purpose of this course is to help the student understand and appreciate the relationship between organizational goals and information technology. This course includes the overview of hardware, software and main paradigms of IS development.

Human Resource Management

Human resource management systems and their evaluation as well as human resource planning. Job analysis and descriptions. Employee recruitment, selection and training. Performance evaluation and developing employee relations and communications. Compensation management, labor legislation and union issues.

Strategic Management

A study of the process of formulating and implementing business and corporate strategic plans and evaluating management strategic performance in complex business environments. Topics included are the corporate mission and objectives, industry analysis, competitive analysis, environmental analysis, business strategy, financial strategy, corporate portfolio planning, acquisitions and divestments, organizational implications, international strategy, and entrepreneurship.

Elective courses

International Business Environment

Course describes Global Business Environment factors affecting the operation of an enterprise in an international setting. Political, economical, legal, and social factors are covered. Specifics topics covered are alternative forms of government, political stability, political problems facing business, economic systems, regional markets, economic regulations, legal systems, and cultural factors which affect business operations.

Entrepreneurship

This course focuses on factors related to the initiation and development of new business ventures, in contrast to the management of large, ongoing enterprises. Topics covered include personal entrepreneurial potential, career considerations, start-up planning, sources of venture ideas, entry wedges, acquisition strategies, managing for survival. Primary emphasis is on the process of starting a new venture. Entrepreneurs will meet with the class to discuss their own experiences.

International Financial Management

This course is designed to familiarize students with several basic areas of international financial management, including foreign exchange markets international financing and investment decisions, international financial markets (especially Eurodollar markets), transfer pricing, and selected policy issues. In all these fields, theory, applications, and cases are equally emphasized. Typical topics include international financial accounting; speculating, covering, and hedging activities in foreign exchange markets; translation, economic and political risks; arbitrage operations; capital budgeting; the cost of capital and international capital asset pricing; the determination of security prices.

Operations Management

The course stresses the development and integration of marketing, production, human resources, and financial plans to form the annual operating plan for the enterprise. The course makes use of cases to illustrate the processes and problems involved. The main component of the course is a survey of methods for planning and control, project management, facilities location and layout, and quality management and control.

International Marketing Management

The objective of this course is to familiarize business students with the similarities and difference in marketing systems used in different countries. The impact of different marketing systems on the various marketing functions - product, price, promotion, and distribution - will be analyzed.

Total Quality Management

This course deals with the pervasive impact of quality assurance within and outside organizations. In addition to statistical tools and techniques utilized for quality assurance, this course primarily deals with the managerial aspects of quality assurance such as planning, organizing, and control of quality assurance. New contending systems of quality assurance philosophies are also covered in depth, apart from the problems and issues encountered in practice, through case studies.

Project Management

This course provides the knowledge and tools needed to manage small-and large-scale projects in the productive and the service sectors of the economy: the project cycle; identification of need; formulation and initial conception; ideas generation and creativity techniques; permissibility and project selection techniques (value analysis, technical feasibility, cost-benefit analysis, social impact techniques, risk analysis), organization, planning and control of project execution (PERT/CPM, software tools); human and organizational dimensions of project management (organizational structure, team management, conflict resolution); post project evaluation.

Investment and Banking

This course offers an overview of two topics of importance to financial managers: financial institutions, and financial instruments and investment strategies. In the first part, a description and analysis of the various types of financial institutions is presented: banks, insurance companies, investment dealers, mutual funds; assets, liability, capital management issues; legal, economic and regulatory environment; structure of financial institutions, competition in the sector; implications for corporate managers. In the second part, issues related to financial instruments of increasing importance to corporate managers are approached: securities market, common and preferred equity, options, commodities and financial futures, portfolio management, risk and performance evaluation.

Business Law

An introduction to the basic legal principles governing business transactions in market economics. Adapting legal principles in Latvian context. Topics covered include international business transactions; domestic contracts; dispute resolution mechanisms; law on business organizations, including agencies, corporations and joint ventures; debtor-creditor relations such as loans and leasing, regulations on operation of pension funds; legal principles used in international trade and transportation; emerging

business law in Latvia; employment regulations.

Sales and Product Promotion

This course focuses on the central issue of how to develop new products from ideas to actual items on the market, as well as the implementation of brand strategies for existing products. Student will learn about the promotional mix for sales from the perspective of the manager, including decision-making techniques related to the design of promotional campaigns, budgeting for promotion, media selection, and the measurement of effectiveness. Specific topics addressed are: organization and product strategy, the role of marketing in new product development, forecasting sales potential, test market evaluation systems, advertising response and budgeting, how advertising works and media selection.

Final Thesis

The thesis is a detailed research study of a firm or an organization, which includes the following: the organization; detailed functional analysis; detailed external analysis; project performance-demand; pro-forma statements; an evaluation and assessment of the firm, and conclusions. The thesis should basically resemble a business plan for the firm being studied.

For detailed information ask the Student Affair Office (7217971, admin@rbi.lv)

Academic policies and procedures

Registration for Courses

Students have to register for the courses before a course starts according to the deadline given in the calendar of academic year.

Attendance

Attendance requirements are set by each professor for each course. Attendance and participation are usually components of the final grade for each course.

If you cannot attend the first week of classes please contact the Student Affair Office to inform us that you still intend to take the course. Students who do not attend the first week of classes and who do not contact the Secretariat to inform us why they cannot attend may be dropped from the student list and their place in class offered to another student.

Dropping a Course

The deadline for dropping a course is given in the calendar of academic year. Last day to drop a course without financial liability usually is by the end of the first week of instruction.

Financial Penalty - Tuition will be refunded or credited against a future course ONLY if a student drops from the course by the end of the first week of instruction.

Procedure - To drop a course, a student must submit a written application in the Student Affair Office. Requests received by telephone to drop a course will not be accepted.

Merely failing to attend class will NOT drop a student from the course. Students MUST complete and submit a Withdraw from Course form by the deadline specified above.

Grading System

The Grades are recorded and reported as follows:

Points Description

10 Superior
9 Excellent
8 Good
7 Satisfactory
6 Sufficient
5
4
3 Failing grades
2
1

Points below 6 are failing grades. The minimum average necessary for completion and conferral of the MBA degree is 8.00.

Repeating Courses

Students may repeat courses if needed. The higher of the two grades will be recorded in the students' record and the lower grade will be erased. Students must repeat courses in which they received a failing grade and receive a passing grade.

Tuition

Contact the Student Affair Office for the current tuition rates. Latvian citizens and permanent residents are charged an in-country rate. Citizens and permanent residents of other countries are charged an out-of-country rate. Tuition rates generally increase at the beginning of each academic year. Riga Business School reserves the right to change tuition fees at any time if there is a reason to do it and will inform students when tuition changes.

Tuition Payment Procedure

Tuition must be paid in full by 6 p.m. the end of the first study week. Before paying the tuition, students may not borrow the textbooks from the library. Students may petition the Director for an extension if they are unable to pay by this time. Students who have not fully paid their tuition by the deadline and have not received an extension from the Director **MAY BE DROPPED FROM THE COURSE WITHOUT NOTIFICATION** and their place given to another student. Students who are dropped from a course will not receive any tuition refund.

Leave of Absence

If a student becomes ill or for other serious reasons cannot continue in the program, it is his or her responsibility to inform the school in written form and apply for petition.

Library and Computer facilities

Library

Riga Business School is supported by a growing Library of business and economics and manuals in English. It is the premier collection of business texts and self-help books for managers in the country. Library holds a wide range of latest English study books from American and British publishers and also video material for acquiring of material. New textbooks are bought every year and it is possible for the students to purchase a textbook. For some courses it is a responsibility of the student to buy a textbook.

Library holds newest periodicals about economics and business world and most of magazines are available On-line access.

Electronic catalogue of the Library is in preparation now, where the readers will have the possibility to search literature according to different criteria.

Library offers such services as:

- Consultation;
- Bibliographic information (oral, by phone, written and on-line);
- Domestic inter-library loan services;
- Consultations in book searching.

Regulations

All RBS students, graduates and academic staff and others are welcome to the RBS Library. The Library Regulations, approved by the RBS Council, are for the safety and comfort of everyone in the Library. They are intended to prevent disturbance to users, and to maintain the security of the building and its contents. Failure to comply with any of the regulations may result in fine and/or suspension of library privileges. All users of the Library are required to respect the rules of the Library.

Opening hours

12.00 - 20.00 (Mon., Tue, Thur),

9.00 - 17.00 (Wed, Fri).

Borrowing

You are welcome to use any of the materials in the Library.

Books may be borrowed only by:

- RBS faculty (please return all Library material before leaving for vacation, when the course is completed, etc.);
- RBS students (textbooks till the end of the appropriate course; additional literature (no more than 5 items) for a maximum of 1 month);
- RBS staff members;
- RBS graduates (no more than 5 items for a maximum of 1 month).

Other Regulations:

- The last copy of the book can be borrowed only for one working day.
- No Library material may be removed from the Library room unless it is checked out.
- All borrowers are responsible for Library material borrowed on his/her name.
- If the library doesn't have the book or periodicals the readers need, it can be borrowed from another library (National Library of Latvia) by means of
- Interlibrary Loan.
- Material must be returned in the same condition as when loaned out - books and other materials must be kept clean, must not be damaged, defaced or marked in any way; offenders will be prosecuted. If a textbook is lost, stolen or damaged to a degree that the textbook is no longer usable, the student must pay an amount equal to ten times the price of the cost of the textbook or can replace lost item with identical item, replace lost item with more valuable item, needed for the library.
- Keep in mind that Riga Business School textbooks cost generally between US\$50-80.
- Books may be renewed for a further period unless required by another user.
- All literature borrowed from the Library must be returned by the due date (courses books - at the conclusion of the course, others - after 1 month or earlier). The loan period may be prolonged if the item on loan has not been reserved by others. If books are not returned in due time, the borrower has to pay a fine at a rate fixed by the Library.
- Readers may not borrow books if they have overdue items or unpaid fines.
- Borrowers who do not respect the rules of the Library will lose their privileges.

Conduct

- Food and drinks may not be consumed in the Library.
- Conversation, noise and other forms of disturbance must be kept to a minimum.
- Mobile phones should be switched off before being brought into the Library if at the Library there are more than one user.
- You are welcome to use our facilities and please do not hesitate to contact the librarian if you have any problems using the Library.

Computer Laboratory

The school has a 7-station computer laboratory with modern hardware and software. The computer laboratory is connected to a local area network and INTERNET. Modern printer serves the computer laboratory. Software available for students' use includes Windows 95, full Microsoft Office 97, Internet Explorer, Netscape Communicator and others. Also direct Apollo Internet connection is a benefit for our study process.

Students and staff can use Latvian law database NAIS and Statistical Yearbooks, as well as CD-s containing useful business information

There is a possibility to order the following equipment for class presentation:

- LCD projector;
- VCR;
- TV set.

The equipment should be ordered through secretariat at least one day in advance. As soon as you order the necessary equipment the computer lab provides the technical assistance for it.

Detailed computer lab regulations available at the computer lab.

If you have more questions contact system administrator (zzitmanis@rbi.lv).

Opening hours

9:00 - 9:00 every workday.

Social life and external activities

As the business marketplace demands not only academic qualifications, but an understanding of wider business issues and an ability to function with people of many different skills, backgrounds, and interests, students and staff have the opportunity to participate in various extra-curricular activities, such as Alumni Association or Business Club. RBS Advisory Board, members of which are from leading Latvian and international companies, like Aldaris, Latvijas Kugnieciba, Rigas Komercbanka, Privatization Agency, Shell, and others, play an important role in the academic and social life of the school.

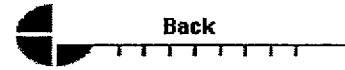
RBS supports different student activities and interest clubs as well.

RBS is a member of Chamber of Trade and Commerce Industry, Association of Business Consultants planning to join Ceeman. RBS Faculty members belong to different organizations as well, bringing variety in the school.

Career Services

RBS offers its services to the leading businesses in Latvia in terms of recruitment. Thus it provides guidance to its students in career planning. The school facilitates the selection process between the graduates/students and potential employers.

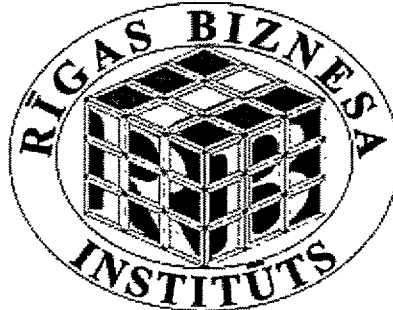
Student Handbook



Riga Business School

English Language Center

Student Handbook



Dear student,

Riga Business School staff is honored to have you as our student in one of the English Language Center programs. We hope you will improve your English language skills while studying here and will be able to use the acquired knowledge in your work and personal life.

We have prepared this handbook to let you find out more about the course content for the program you have chosen and also for all the other programs you or your friends and colleagues might be interested in, about how the courses are organized, what the RBS library regulations are, and how and when you pay for the classes. However, never hesitate to ask any questions about the programs to your instructors or at the English Language Center, which is located on the 3rd floor.

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Have an enjoyable and successful study session in the RBS ELC.

Yours sincerely,

Signe Skujeniece

ELC Director

RBS English Language Center

INTRODUCTION AND HISTORY

The English Language Center (ELC) was founded in 1991, when the first instructors from the University of Buffalo (SUNY) arrived in Riga and started working with the first groups of students. With the help of Buffalo books were selected and shipped to Latvia. Audio and video materials were provided. Local teachers were trained in Buffalo and hired to work in the Riga Business School together with foreign faculty. Currently about 25 instructors teach in ELC programs.

SERVICE DESCRIPTION

Teaching of the English language is the main task of the center. Local instructors as well as native speakers from USA, Canada, Holland, and Sierra Leone teach in the English language programs. The reputation of the Center has grown steadily, and now it is considered one of the best in the Baltic. On its premises ELC provides Pre-MBA program, General English program, and distance learning courses.

To achieve the best result, the faculty strictly follows several preconditions of overall quality. Before the classes start, every student is tested for achievement and/or diagnostic purposes. The ELC offers the following English language tests:

- 1. Michigan English Placement Test.** The MPT can be administered in one hour. It measures listening comprehension, grammar knowledge and reading comprehension.
- 2. The Spoken English Assessment Kit.** The SPEAK takes about 30 minutes. It measures how comprehensibly an examinee can speak.
- 3. The Test of Written English.** The TWE takes 30 minutes. It measures writing ability.

4. **Michigan Test of Aural Comprehension.** The MTAC takes 30 minutes. It measures listening ability.

5. **Michigan Test of English Language Proficiency.** The MTELP takes 75 minutes. It measures grammar, vocabulary, and reading ability. It is useful for intermediate and advanced users of English.

6. **The Test of English as a Foreign Language.** The TOEFL is administered to candidates for the Masters of Business Administration. It measures listening comprehension, grammar, vocabulary, and reading comprehension. It takes about 3 hours to administer.

AT PRESENT THE ELC OFFERS THE FOLLOWING PROGRAMS:

- General English Program
- Academic English
- Business English
- Pre-MBA program
- Distance learning courses
- Outreach courses
- General English in the countryside

HOW TO APPLY

APPLICATION FORM

DESCRIPTION OF ELC PROGRAMS

GENERAL ENGLISH

These courses are designed as integrated courses for adult learners of English as a foreign language. They are planned to be a minimum of two terms of 12 weeks each. The program content is divided according to the student's level of English language proficiency.

Beginners Level

The goal of the course is to enable students who do not know the language or know very little of it to understand and use the language in everyday speech. The following conversational and grammar themes will be covered during the course:

Term 1

Introductions

Locations and Directions

Jobs and Occupation

On the Telephone

Food and Shopping

Numbers

Simple Present

Present Progressive

Talking about Past Activities

Prepositions

Pronouns

Term 2

Talking about one's Health

Offering Assistance

Ordering Food

Going Shopping

Talking about one's Feelings

Comparatives

Past Tense of the Verbs

Talking about the Future

Pre - intermediate Level

Focusing on speaking, the course promotes all language skills, and it will increase students' mastery of basic English. The following conversational and grammar themes will be covered during the course:

Term 1

Nature

Eating Habits

Housing and Family

Health and Illnesses

Getting around the Community

Holidays

Simple Present

Present Progressive

Simple Past

Past Progressive

Present Perfect

Comparisons

Term 2

Lifestyles

Going Shopping

Talking about Future Plans

People and their Characters

Expressions of Quantity

Gerunds and Infinitives

First and Second Conditionals

Time Clauses

Past Perfect

Modal Verbs

Low - intermediate Level

The curriculum provides practice in all language skills and it is divided between Grammar curriculum and Reading curriculum. Students will learn to use grammar structures so that they can communicate successfully in English. The Reading classes will help the students improve their reading and speaking proficiency of English and enable them to become skilled performers of English. The following grammar topics will be covered in the classes:

Term 1

Simple Present

Present Progressive

Expressing Future Time

Simple Past

Past Progressive

Present Perfect

Expressing Likes and Dislikes

Modal Verbs

Comparison

Term 2

Requests and Permission

Past Habitual

Past Perfect

Articles

The Passive

Conditionals

Noun Compliments

Phrasal Verbs

Emphatic Structure

The following themes will be covered in the Reading classes:

Term 1

Homes, Housing

Health

Family

Shopping

Clothes and Fashions

Getting around, Travelling

Food, Meals

Term 2

Education

City Life

Business and Money

Lifestyles

Tastes and Preferences

Jobs and Professions

Prejudice, Tolerance, Justice

The Media

Intermediate Level

This course serves a group of students who need to communicate successfully for professional purposes. It will help the students to use the language meaningfully and appropriately in a professional setting. It will improve students' ability to listen, speak, read and write in English.

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The grammar, speaking and writing themes that will be covered in the classes are given below:

Grammar:

Term 1	Term 2
Present time	Connecting ideas
Past time	Gerunds and infinitives
Future time	Passive sentences
Nouns and pronouns	Adjective clauses
Modal auxiliaries	Comparisons
Asking questions	Noun clauses
Present Perfect and Past Perfect	Quoted and reported speech
Count/non-count nouns and articles	Future using <i>Wish</i> and <i>if</i>
Preposition combinations	Preposition combinations
Differences in American and British English	Phrasal verbs

Reading:

Term 1	Term 2
Wonders of the Modern World	Winning a Fortune
TV Stars, Celebrities	A Man in the World
Writers, painters and musicians	Science
Behavior in different parts of the world	An Interview
American tourists in Europe	
History of English food	

Writing:**Term 1**

Informal letter

Describing something

Filling in a form

Sending a fax

Term 2

Formal letters

Sentence combination

Producing a class poster

High-intermediate/Advanced Level

The students will use a variety of contemporary materials to continue their English language study focusing mainly on developing general fluency and specific areas of accuracy through a variety of integrated and specific lessons. The classes, drawing from many subject areas of general interest, will assist students to increase speaking and listening skills through reading and discussion. Grammar skills, as well as some writing skills, will be further developed to assist the students to become more masterful in the English language.

Grammar:

Term 1	Term 2
Present Time	Adverbials
Present Perfect	Passive Voice
Future Time	Infinitives
Past Time	Gerunds
Asking Questions	Conditionals
Logical Connectors	Hypothetical Statements
Articles	Prepositional Phrases
Relative Clauses	Punctuation
Modals in Past Time	Quantifiers
Other Modals	Demonstratives
Reported Speech	Sensory Verbs
Comparatives	Causative Verbs

Reading:

Term 1

Choosing a Career

Choosing Where to Work

Making Difficult Career Decisions

Predicting Tomorrow's Jobs

How Do We Learn Gender Roles?

Do Men and Women "Speak" the Same
Body Language?

Working for Social and Political Change

Nonviolent Resistance

Would You Have the Courage to Say No?

Term 2

Save a Village, Save the World

Can One person Make a Difference?

Language in Conflict

Losing Your Language

Relationships(Marriage)

What Pulls Couples Apart?

Final Project

ACADEMIC ENGLISH

This program is designed for those students of English who are hoping for eventual entry into Pre-MBA and MBA courses at Riga Business School.

Intermediate Level

This course will provide the students with sufficient grasp of the rules for use and usage of the English language to enable them to function successfully in all aspects of the academic setting, from understanding lectures and doing tests to small group discussions and presentations. Students will practice all four language skills in the classes. The grammar, speaking and writing themes that will be covered in the classes are given below:

Grammar:

Term 1

Present time

Past time

Future time

Nouns and pronouns

Modal auxiliaries

Asking questions

Present Perfect and Past Perfect

Count/non-count nouns and articles

Preposition combinations

Differences in American and British English

Reading:**Term 1**

Successful business people

Nontraditional Forms of Music

Citizenship

Men and Women

Problems of Old People

Active life after age 60.

Social Problems

-

Writing:**Term 2**

Connecting ideas

Gerunds and infinitives

Passive sentences

Adjective clauses

Comparisons

Noun clauses

Quoted and reported speech

Future using *Wish* and *if*

Preposition combinations

Phrasal verbs

Term 2

People's Character

Meals, Preparing Food

Body language, Non-Verbal behavior

Art

Entrepreneurship

Environment

Term 1

Collecting information

Developing a point of view

Listing ideas

Organizing ideas

Quickwriting

Using quotes

Term 2

Brainstorming

Giving examples

Making a time line

Making a cluster diagram

Making a tree diagram

Summarizing

High-Intermediate/Advanced Level

This course is planned to be a minimum of two terms of 12 weeks each. The students will use a variety of materials to continue their English Language study focusing mainly on developing the accuracy and skills required for taking University level courses in the English language. If a student is planning to continue on to take the Riga Business School's MBA Program or wishes to prepare to continue their academic careers, in business or other subjects, elsewhere in the world in the English language, this course might be chosen.

The courses will be offered in two distinct segments of Grammar Skills and Reading Skills development.

Grammar:

Term 1

Present Time

Present Perfect

Future Time

Past Time

Asking Questions

Logical Connectors

Articles

Relative Clauses

Modals in Past Time

Other Modals

Reported Speech

Comparatives

Term 2

Adverbials

Passive Voice

Infinitives

Gerunds

Conditionals

Hypothetical Statements

Prepositional Phrases

Punctuation

Quantifiers

Demonstratives

Sensory Verbs

Causative Verbs

The Reading Skills segment will use a variety of contemporary readings on a variety of general subjects to spark discussion and develop and practice the Reading skills necessary for English in an academic context. The students will concentrate on skills such as skimming, scanning, topic identification and identifying the components of topic development during both terms.

Term 1

Career Choices

Identity (Gender Roles)

Working for Social and Political Change

Language in Conflict

Relationships (Marriage)

Term 2

Living in Society

Safety and Health

Government and Education

Science and Technology

A special emphasis will be given during both terms to introduce the Writing skills necessary for writing in an academic environment in both the Grammar and Reading segments. Special

emphasis will be given to simple sentence formation, sentence combining and the transitional components of a sentence. The following skills will be introduced: overall planning strategies, logical order and appropriate length and style. Students will learn how to write descriptions, action plans, and short essays.

BUSINESS ENGLISH

Beginners Level

Only students who already have basic English language skills can apply for this course. The first term will concentrate on the basic business communication skills (verbal and nonverbal) that a modern business person uses today – introductions, receiving and requesting for information, presenting one's company. The second term will concentrate more on different business issues, e.g., discussing company finances, competition, etc.

The following grammar themes will be covered:

Term 1	Term 2
Simple Present	Comparison
Present Progressive	Past Habitual
Expressing Future Time	Past Perfect
Simple Past	Articles
Past Progressive	The Passive
Present Perfect	Conditionals
Expressing Likes and Dislikes	Noun Compliments
Modal Verbs	Phrasal Verbs
Requests and Permission	Emphatic Structures

The business topics to be learned are given below:

Term 1

First meetings

Presenting the company (company organization)

On the Telephone

Making Arrangements

Information Handling

Giving and Understanding Directions

Non-verbal Communication

Business Correspondence

Job Routines, Current Projects

Term 2

Sales Review and Forecasts

Company Results and Strategy

Competition

Budget Meeting, Financial Control

Market Research

Presenting Information

Project Timing

Intermediate Level

This course serves students to improve their ability and overall comprehension and efficiency in business reading, writing, speaking and listening. It will provide grammatical structures and vocabulary necessary to communicate successfully in a business setting. This course is designed specifically for those students who already have basic knowledge of English and wish to acquire the specialized vocabulary and language skills of business.

During the classes the following grammar themes will be taught:

Term 1

Present time

Past time

Future time

Nouns and pronouns

Modal auxiliaries

Asking questions

Present Perfect and Past Perfect

Count/non-count nouns and articles

Preposition combinations

Differences in American and British
English**Term 2**

Connecting ideas

Gerunds and infinitives

Passive sentences

Comparisons

Noun clauses

Quoted and reported speech

Future using *Wish* and *if*

Preposition combinations

Phrasal verbs

The business topics to be used for the development of students' vocabulary and writing skills are given below:

Term 1

Telephoning

Dress Code

Executives and Age

Job Description

Scheduling

Quality

Buying and Selling

Retail

Business Meetings

Company's Image

Writing Letters

Requesting Information

Term 2

Women Executives

Small business

Company Structure

Fulfilling Orders

Making a Complaint

Negotiations

Dealing with International Changes

Pursuing Excellence and Moving Ahead

High-intermediate/Advanced Level

In this course students will use a variety of materials to continue their English language study focusing mainly on developing fluency and accuracy in performing the tasks and functions of Business Communication. By actually performing these tasks in simulated Business environments, the students will be expected to use English to interact in ways similar to the modern business world today. Grammar study will be integrated into the tasks and given separately as required by the needs of the students.

During the two terms, constant attention will be focused on recognizing that although there is no one way to do business there are certain norms of business communication and behavior in the modern world today.

If a student is developing their English Language skills to improve their communication skills either with the outside world or because he/she wishes to be able to work more comfortably in an English Language Business Environment, this course might be chosen. If a student is unsure if they will wish to continue on in the Riga Business School's MBA Program but wishes to continue to prepare themselves for this choice, this course would also be a good choice.

The following areas will be studied during the course:

Term 1

Face to Face Communication; Asking Questions

Letters, Memos, Faxes, E-mails - Written Communications; Joining Sentences

Telephone Communications; Present Tense

Reports & Summaries; Passive Voice

Communicating in Meetings and other Group Situations; Place + Direction

Development of Style Book

Describing the Work Place; Past Tenses, Agreeing and Disagreeing

Visits and Travel; Infinitives and Gerunds

New Jobs; Relative Clauses

Import & Export; Future Tenses

Money Matters; Reported Speech

Term 2

Marketing and Sales; Comparison, Levels of probability

Delivery; Conditionals

After sales and Customer service; Conditionals

Operation & Processes; Modal Verbs, Instructions

Working with Others; Order of Adverbs, Asking and Giving Advice

Other Money Matters

A Special Group Project (using all of the Specialized and Fundamental Communication Skills of both terms).

Admission procedure for the 1999/2000 in General English, Business English and Academic English programs

- Fill in the APPLICATION FORM (available at the secretary's office). The deadline is:
 - Fall session - September 3
 - Winter session - December 30
 - Spring session - April 10
 - Summer session - June 22
 You can fill in the application forms for the next semester distributed by the instructor during the last class.
- Pay LVL 3.00 admission fee when entering the program
- Take MPT and if needed, Placement Evaluation tests.

Courses take place twice a week, for three hours. The following times are available:

Morning groups: 9:00 a.m. - 12:00 p.m.

Afternoon groups: 1:00 p.m. - 4:00 p.m.

Evening groups: 6:00 p.m. - 9:00 p.m.

Tuition fee is 1.75 Ls per academic hour. In total for a 12 week session it is 168.00 Ls, for an 8 week session - 112.00 Ls.

Only those who have paid till :

September 15

January 12

April 19

June 28, **are included into the groups.**

Schedule for Academic Year 1999/2000

Fall session (12 weeks): September 20 - December 17)

Winter session (12 weeks): January 17 - April 7)

Spring session (8 weeks): April 25 - June 17

Summer session (8 weeks): July 7 - August 25

Pre-MBA

It is an evening program consisting of Pre-MBA English courses and Pre-MBA business content courses. Classes are from 6:00 p.m. to 9:00 p.m.

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Pre-MBA English courses are generally based upon the pre-academic English language program of the English Language Institute of the University of Buffalo (SUNY). Those who have to study English to enter the MBA, take the courses. Students are taught reading, writing, grammar, listening, and speaking. Pre-MBA English courses are offered to students of 3 different levels of English language proficiency.

Pre-MBA Program

The Pre-MBA program is offered in three levels: Pre-MBA 1, Pre-MBA 2 and Pre-MBA 3. Writing course which includes also a grammar instruction is offered to all three levels but the reading course is offered for 2 terms to Pre-MBA 1 and for one term to Pre-MBA 2.

Writing:

The Pre-MBA Writing Curriculum has been designed for academically bound students. Its expected outcome is to enable the students to perform writing tasks in an English language study program, such as MBA: (e.g. written case analysis, reports, papers, essay questions on exams).

Writing 1 and Writing 2 are required courses for Pre-MBA 1 level students;

Writing 2 is a required course for Pre-MBA 2 level students;

Writing 3 is a required course for Pre-MBA 3 level students and a required or optional remedial course for students in Pre-MBA levels 1 and 2.

Writing 1

The emphasis of this course lies on grammar but it will be taught through communication and writing. The writing themes covered by the course are the following:

Intro to process writing. Paragraph

Topic sentence

Supporting topic sentence (details, examples, statistics, etc.)

Unity and coherence

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Enumeration (logical, chronological)

Definition

Narrative

Description

CV and cover letter, business letter & memo

The following grammar topics will also be taught:

Verb Tenses: past, present, future.

Modal Auxiliaries and similar expressions

The Passive Voice

The Usage of Gerunds and Infinitives

Singular and Plural. Irregular Plural Nouns

Expressions of Quantity

Writing 2

This is a condensed course in grammar and writing structures. It emphasizes teaching the following grammar and writing themes:

Basic Subject-Verb Agreement

Adjective clauses

Noun clauses

The Subjunctive

Showing relationships between ideas: coordinating conjunctions; correlative conjunctions; transition words; comparisons

Adverb clauses

Basic Article Use

Conditional sentences

Review on Verb Tenses

Essay

- Process Analysis Essay
- Classification Essay
- Cause & Effect Essay
- Comparison & Contrast Essay
- Quotation, Summary, Paraphrasing
- TWE preparation
- Research paper and presentation
- Business Report

Writing 3

This course concentrates on reviewing basic academic writing principles and on short grammar review with a special attention to the most difficult areas of English grammar. The following writing themes are studied in the course:

Argumentative essay

Review of logical/chronological, comparison/contrast, cause/effect essays

Writing an action plan, a business plan

Any of the following grammar themes can be reviewed depending on what the students' needs are:

Verb Tenses in Discourse

Subject – Verb Agreement

Review of Modal Auxiliaries

Passive vs. Active Voice

Article Usage

Relative Clauses

Conditional Sentences

Adverbial Clauses

Gerunds and Infinitives

Review of Noun Clauses

The Subjunctive

Reading

The aim of the reading instruction is to prepare students for the kinds of reading assignments they are most likely to encounter in the MBA course of study at the Riga Business School. In this course professors tend to demand more of their students as to the reading load in a given course. As a result students find that without sufficient training they are at a disadvantage and cannot keep up with the expected reading load. The reading curriculum therefore is designed to help students develop reading skills that they will use once they enter MBA.

Pre- MBA 1 Term 1:

Students will develop the following skills:

Reading skills - skimming, scanning, reading speed

Vocabulary skills - dictionary skills, understanding phrasal verbs and idioms,

identifying words that can be ignored, learning when to ignore difficult words,
learning synonyms/ antonyms

Academic skills - identifying topics, identifying central ideas, identifying important
details, identifying supporting examples

Students will participate in meetings and a debate.

Pre MBA 1 Term 2 and Pre-MBA 2 Term 1:

Students will practice the following skills:

Reading for plain sense - understanding syntax (understanding the sentence);

recognising and interpreting cohesive devices; interpreting discourse markers
(those that signal relationships, between different parts of discourse between
the writer and their message)

Understanding discourse - recognising functional value (readers have to work out

themselves whether the writer intended the sentence to be a hypothesis, an example, a definition); recognising text organisation; recognising the presuppositions underlying the text; recognising implications and making inferences; prediction

Students will also undertake one individual presentation and a final group project.

Tuition fee is 1.75 Ls per one academic hour of instruction. Total tuition fee for Pre-MBA 3 is 84.00 Ls. For other Pre-MBA level groups it is the following:

Fall session: Pre-MBA 1 & 2 - 252.00 Ls

Winter session: Pre-MBA 2 - 84.00 Ls

Pre-MBA 1 - 252.00 Ls

Spring session: Pre-MBA 1 - 112.00 Ls

Only those who have paid till :

September 15

January 12

April 19

June 28, **are included into the groups.**

Pre-MBA business content courses are compulsory for non-economics and non-science bachelors. They are optional for the rest of the students. The following subjects are offered:

Calculus and Statistics

This is an introductory course in mathematics and statistics focusing on the basic techniques and concepts used in more advanced studies of statistics. The objective of the course is to recall and review some fundamental notions from calculus in a non-mathematical fashion, to give students feeling of confidence when using mathematics in business like areas, to exhibit the usefulness of data analysis in management problem solving and decision making. Specifically, this preparatory module covers topics from calculus, linear algebra, and descriptive statistics.

Principles of Economics

The course is aimed at gaining understanding about basic economic analyses. The studies of the characteristics of economic environment will help to understand the interrelations among various economic variables.

Basic Accounting

This course presents an overview of the basic understanding of financial accounting. The main objective is that every student obtains an understanding of financial accounting concepts and of how they are applied to organizations.

Computer Applications

Case Studies (compulsory for all students enrolled in the Pre-MBA program).

This course will train you in communication and discussion skills used in the business case study method. You will learn to participate actively by responding quickly to the instructor's questions and taking the initiative in presenting facts and opinions. You will practice giving presentations in groups. For a final project you have to write a case which describes a problem situation.

SPEAK test is also offered to students taking the course.

Only the students who are taking Writing 3 course or do not have to take any English courses can register for Case Studies.

Electives

TOEFL Preparation

This course provides Pre-MBA students with Practice in the TOEFL listening and grammar sections, which are apt to be the most challenging sections to students. Brief overviews and practice sessions will be given to the vocabulary and reading sections.

Intellectual Test preparation

Students should register for these classes in the secretariat by the time they start.

Tuition fee for a business content course is LVL 109.00.

The students can pay for the business content courses during the first week of classes. After the first week of classes the penalty fee will be calculated.

Admission procedure in Pre-MBA for the Academic Year 1999/2000

- Fill in the APPLICATION FORM (available at the secretary's office). The deadline is:
 - Fall session - September 3
 - Winter session - December 30
 - Spring session - April 10
 - Summer session - June 22
- 2 photos.
- Pay LVL 3.00 admission fee when entering the program.
- Take MPT, MTAC, MTELP and TWE tests.

Pre-MBA course offer for Academic Year 1999/2000

English courses:

<p><i>Fall session</i> <i>(September 20 - December 17)</i></p>	<p>Pre-MBA 3 - once a week Pre-MBA 1 & 2 - 3 times a week</p>
<p><i>Winter session</i> <i>(January 17 - April 7)</i></p>	<p>Pre-MBA 2 - once a week Pre-MBA 1 - 3 times a week</p>
<p><i>Spring session</i> <i>(April 25 - June 17)</i></p>	<p>Pre-MBA 1 - twice a week</p>

Business content courses:

<i>Fall session</i> <i>(September 20 - December 17)</i>	Case Studies Calculus and Statistics
<i>Winter session</i> <i>(January 17 - April 7)</i>	Case Studies Principles of Economics
<i>Spring session</i> <i>(April 25 - June 17)</i>	Case Studies Basic Accounting Calculus and Statistics Computer Applications
<i>Summer session</i> <i>(July 7 - August 25)</i>	Basic Accounting Principles of Economics Computer Applications

Elective Courses:

<i>Spring session</i> <i>(April 25 - June 17)</i>	Preparatory course for TOEFL
<i>Summer session</i> <i>(July 7 - August 25)</i>	Preparatory course for GMAT

DISTANCE LEARNING COURSES**MEBA** (Modern English for Baltic Adults)

A distance learning English course taking students to intermediate level

MEBA, an integrated skills distance learning EFL course at pre-intermediate level, is meant for adults who have studied English at school or on their own for some time, but still lack confidence to use this language effectively. The aim of this course is to help the students to develop their English language skills to the level that would give them confidence to cope with communicative tasks in the modern world, and, as a result, would make them more competitive in the present-day labor market.

The course materials have been developed to address the needs of students in the Baltic states, as a project in the PHARE Multi-country Program in Distance Education. The listening section of the course is based on a BBC English course, "Tuning into English" (also to be broadcast on the radio from October, 1999).

The principle of distance learning means that the student will do most of the studying independently, at a time and place convenient for them; at the same time, the student will receive continuous support in their studies from special self-access materials, their tutor, and other students.

The course materials include **audio tapes** with 13 listening units, a **student workbook** with **listening comprehension**, **grammar**, **reading**, **vocabulary study** and **writing** tasks for independent study, **13 assignments**, an **answer key**, a **vocabulary and grammar index**, and a **study guide**. Besides, the students will receive detailed **feedback** after they have submitted their assignments and continuous **individual advising** from their tutors. Optional **face-to-face** sessions will be offered every two weeks.

The 26 units of the course are intended for about 6 months of study, with average study time of 3-6 hours per week (or unit). A tutor-marked assignment follows every two units. At the end of the course, the student will take a final examination based on the entire course materials. Those students who have successfully completed over 60% of the assignments and passed the final exam, will receive an RTU certificate.

Upon completing this course, the students may also choose to take the Preliminary English Test (PET) at the British Council Riga branch office.

To enroll in this course, you have to fill in the application form (available in the secretary's office).

Tuition fee: 25 LVL per month.

MAKE OR BREAK

Distance Learning Business English Course for High-Intermediate - Advanced Students.

This course is meant for those, who have once studied English at school or at the university, and now would like to activate their English language skills, both spoken and written, at the same time learning the most common concepts and vocabulary from the modern business environment. "Make or Break" can also be taken as one of the courses in the Pre-MBA English program, and is recognized as an equivalent of a master's level course (worth 2 credit points).

The 9 units of the course are based on 18 recorded radio programs. The radio sessions present a bilingual version of the program.

In the distance learning course, students also receive other materials for independent study: a study guide and workbook with tasks for listening comprehension and a list of key words in the unit which are meant for active study, assignments for vocabulary studies, grammar review, reading and writing practice. Besides, they receive detailed feedback from the teachers after they have submitted their assignments and continuous individual advising and counseling from teachers and distance learning specialists. We also offer optional face-to-face sessions twice a month. At the end of the course, student performance is evaluated based on their work during the whole session. Students who have completed satisfactorily over 60% of the assignments have earned a passing grade.

The course is intended for 4 months. The tuition fee is 25 LVL per month.

To enroll in the course you have to fill in the APPLICATION FORM (available in the secretary's office).

OTHER SERVICES

OUTREACH COURSES

RBS English Language Center offers its outreach courses to:

- State and private organizations with special requirements in the English language, e.g. English for doctors, English for accountants or banking personnel, etc.

- State and private organizations requiring general English training. This is an integrated skills course for people who would like to improve their English. It provides practice in all language skills (listening, reading, writing, speaking). The course is suitable for a wide range of learners from beginning level to advanced.

- State and private organizations requiring training in Business English. This is an integrated skills course for learners from low-intermediate to advanced levels. It provides practice in all language skills (listening, reading, writing, speaking) with an emphasis on business vocabulary. It introduces the language material in a business related context. In the class, participants will practice skills such as interviewing, giving presentations, and negotiating.

- People wishing to prepare for different exams such as high school graduation exams, TOEFL (Test of English as a Foreign Language), etc. ELC has a variety of preparation materials for different tests. The faculty is trained and has experience teaching such intensive courses. Students actually take the test to see their progress.
- Any interested organization. We can customize any of our current programs for your special needs or make a program especially for you based on the needs you have. We need only two weeks to design a program.

The following courses are also currently available:

- **Business Correspondence.** People working in business, commerce, or administration need to write letters or faxes in English. Participants in this course will practice the conventions and expressions used in typical business correspondence.
- **Writing Business Reports.** This class is for people working in business, commerce, or administration who need to write reports in English. Participants will practice the conventions and expressions used in typical business reports.
- **Presentation Skills.** This course helps those who already have good English language skills to prepare presentations. Participants are expected to be somewhat proficient in English (especially in speaking and grammar) so that most attention can be given to presentation skills : good organization, pronunciation, and other delivery skills. Participants will have to do some preparation work outside class time.

Outreach courses are available either in the company building during the time convenient for you or on our premises from 9:00 a.m. to 8:00 p.m.

GENERAL ENGLISH PROGRAMS IN THE COUNTRYSIDE

In October 1999 ELC opens its branches in Rezekne, Valmiera, Ogre, Saldus and Aluksne. This academic year only the General English program will be offered there.

For more information contact ELC in Riga (phone 7 288 822) or Rezekne (phone 46 21278 (Mârîte Opincâne, Svetlana Iijina)).

RBS Library regulations

ADDRESS

Riga, Skolas street 11, LV-1010, 3-rd floor, Room 303

HOURS OF OPENING

Monday

Tuesday

Thursday

from 12 AM to 8 PM

Wednesday

Friday

from 9 AM to 5 PM

CONTACTS

Librarian Lita Eglite

E-mail: leglite@rbi.lv

Phone: 7288813

The main purpose of the Riga Business School library is to serve the needs of students and academic staff. In order to provide all interested parties with a good service all users of the library are required to respect the Library Regulations whether they are students or lecturers. Library holds a wide range of latest English study books from American and British publishers. On-line access to most of magazines is available, too.

LIBRARY REGULATIONS

PREAMBLE

All RBS students, graduates and academic staff are welcome to the RBS Library. All library users must provide their names and addresses by writing them in the Visitor's Register. When you move, immediately inform the library of your new address. The Library Regulations, approved by the RBS Council, are for the safety and comfort of everyone in the Library.

GENERAL REGULATIONS

No library material may be removed from the library room unless it is checked out.

Material must be returned in the same condition as when loaned out - books and other materials must be kept clean, must not be damaged, defaced or marked in any way; offenders will be prosecuted. Library materials may not be reshelved and must be left on the table.

CONDUCT

Conversation, noise and other forms of disturbance must be kept to a minimum.

Mobile phones should be switched off before being brought into the Library if at the library there are more than one user.

BORROWING

You are welcome to use any of the materials in the library.

Books may be borrowed by:

RBS students (textbooks till the end of the appropriate course; additional literature (no more than 5 items) for a maximum of 1 month.

All borrowed items must be returned by their due date and time.

All borrowers are responsible for library material borrowed on his/her name.

Readers may not borrow books if they have overdue items or unpaid fines.

Borrowers who do not respect the rules of the library will lose their privileges.

FINES

A user failing to return an item within the allowed period of loan for that item, or within seven days of the date of recall of that item must pay fine for each item Ls 0.10 per day.

For the reminder, which will be sent by mail user must pay for the postage, for the reminder by phone must pay for the call.

Anyone damaging Library material, for example by marking or removing pages, will be fined to a maximum of tenfold value of the item.

Readers should report lost books immediately. If the item is lost you can choose: to pay the tenfold value of the item; replace lost item with identical item; replace lost item with more valuable item, needed for the library

MBA ADMISSION REQUIREMENTS

1. General requirements

1. In order to study at Riga Business School a person must hold a university diploma or bachelor's degree and have Latvian citizenship, or non-citizen passport of Republic of Latvia, or a residence permit.

2. In accordance with the RTU Senate resolution, students at RBS must pay tuition.

3.The language of instruction at RBS is English.

2. Study possibilities

1.RBS enrolls students and provides studies in the higher professional program in the field of business administration.

2.After two and a half-year course of studies, students receive Master of Business Administration (MBA) degree.

3. Application procedure and admission requirements

1.Persons applying to studies must fill out an application form.

2.Applicants must submit with their application form the original of their university diploma and 6 photos (3x4 cm). Potential students will also have to show their passport at the time of application.

3.Required previous education for the MBA degree is either a bachelor's degree in economics or business administration, a higher education diploma, a bachelor's degree in sciences, or any other bachelor's degree or higher education diploma, but in the later, it should be combined with an extra preparatory program.

4.When submitting documents, a non-refundable registration fee of Ls11 must be paid.

5.Applicants must take intellectual test and English language tests.

6.Student admission is based upon a competition and the decision of the admission commission. Admission to the MBA is once a year. If necessary, an alternative admission in accordance with RBS Board resolution could be organized.

4. Entrance exams

English language. The examination consists of 3 parts: TOEFL , TWE, SPEAK. Successfully passed previous stage is a prerequisite for the next stages.

Intellectual test. Prepared by RBS or GMAT (Graduate Management Admission Test).

TOEFL for Pre-MBA will be offered on June 17, 2000.

For more information about MBA programs contact RBS secretariat on the 1st floor; phone 7 217 921.

Useful phone numbers and e-mail addresses:

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ELC phone: +371 - 7288822

e-mail: avc@rbi.lv

fax: +371-7820178

English Language Center Administrative Coordinator e-mail: sskujeniece@rbi.lv

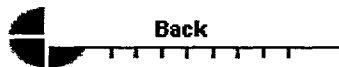
English Language center Academic and Distance Learning Coordinator e-mail: inorvele@rbi.lv;

Secretary / Student Affairs phone: +371 - 7217921

Computer lab phone: +371 – 7288813

Accountant phone: +371 - 7289623

<http://www.rbi.lv>



WMBA program



The RBS Weekend MBA Program

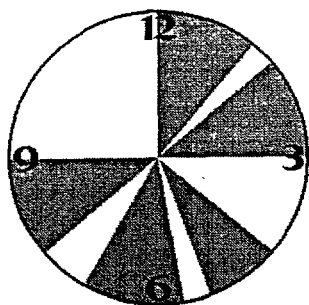
The Weekend Master of Business Administration (Weekend MBA) at Riga Business School (RBS), is an excellent opportunity for senior managers in Baltic companies, with at least five years management experience to obtain, via a highly concentrated and intensive study program, a North American-style MBA in only one and a half years.

Benefits of the RBS Weekend MBA

- Participants in the RBS Weekend MBA program will enjoy the following benefits:
- Graduation a full year sooner than in traditional part-time MBA programs
- Developing contacts with key business leaders from Baltic companies
- Regular field trips (business visits) to leading Baltic enterprises for "real life" business case analysis
- A two-week study trip to business schools and firms in either Germany or Scandinavia
- An intensive, interactive study process under the guidance of foreign (mainly North American) and local faculty
- Modern classrooms, internet access, complete audio/visual equipment, and a library with up-to-date business literature
- Refreshments during breaks and between classes
- Group work to develop team-building skills

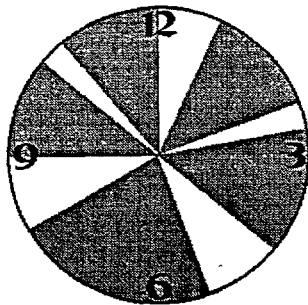
Study Program

Studies will take place **every second weekend**, beginning at noon on Friday and finishing on Sunday afternoon. The study year is divided into three semesters, with three courses in each semester. The time schedule is as follows:



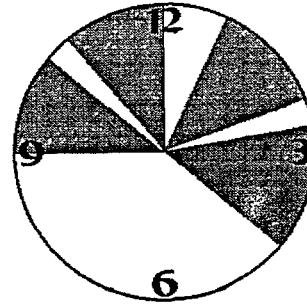
Friday 12:00 – 21:00

12:00 13:20 classes
 13:20 13:40 break
 13:40 15:00 classes
 15:00 16:00 lunch
 16:00 17:20 classes
 17:20 17:40 break
 17:40 19:00 classes
 19:00 19:30 break
 19:30 21:00 group work



Saturday 09:00 – 20:00

9:00 10:20 classes
 10:20 10:40 break
 10:40 12:00 classes
 12:00 13:00 lunch
 13:00 14:20 classes
 14:20 14:40 break
 14:40 16:00 classes
 16:00 17:00 evening break
 17:00 20:00 group work



Sunday 09:00 – 16:00

9:00 10:20 classes
 10:20 10:40 break
 10:40 12:00 classes
 12:00 13:00 lunch
 13:00 14:20 classes
 14:20 14:40 break
 14:40 16:00 group work

Students must complete nine core courses (including the thesis project) and seven elective courses to get a Master's degree in Business Administration.

CORE COURSES

- Managerial Economics
- Marketing Management
- Financial and Managerial Accounting
- Managerial Statistics
- Financial Management
- Human Resource Management
- Strategic Management
- Behavioral and Organizational Concepts for Management
- Management Information Systems
- Thesis project

ELECTIVE COURSES

- International Business Environment
- Entrepreneurship
- International Financial Management
- International Marketing Management
- Project Management
- Investment and Banking
- Business Law
- Sales and Product Promotion
- Operations and Service Management
- Total Quality Management

Classes begin on January 7, 2000. If necessary, additional intensive English courses will be organized (October-December) to improve students' skills. Candidates for the WMBA program will have the opportunity to get acquainted with RBS by attending two evening MBA classes for free. Even before the studies begin, WMBA candidates will have full access to the RBS library and will receive regular issues of RBS News bulletin via e-mail.

From registration day on every candidate can take part in any RBS' social activity as a full-fledged member of the RBS family.

Admission Requirements

Applicants to the RBS MBA must have an undergraduate (bachelor's) degree, and must pass RBS' standard English language (TOEFL, SPEAK, TWE) and intellectual tests.

It is strongly recommended that applicants have a minimum of five (5) years management experience at

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a senior level.

Application form is available at Riga Business School at the address below, and admission documents are accepted until December 3, 1999.

The tuition fee

The tuition fee is 295,- Ls for one academic course. It includes the price of the business visits, the study trip, refreshments during breaks and between classes and all study books, which will remain as students property.

Faculty training participants under the grant

Name	Training and degree	Current association with RBS
Andrejs Dzedons.	MBA program at UB SOM (1994-1996) MBA in 1996	Working with RBS as Strategic and Operations Management Instructor
Raimonds Lieksnis	MBA program at UB SOM MBA in 1996	Working with RBS as Financial Management Instructor
Vineta Apse	Teaching English to Speakers of Other Languages (TESOL) (1995-1996) Master of Education in TESOL 1996	Worked as director of RBS ELC till February 2000
Inta Cinite	MBA program at UB SOM (1995-1997) MBA in 1997	Studying towards PhD in Organization Behavior at Carlton University (Ottawa, Canada). Part time instructor of Organization Behavior at RBS
Janis Grevins	MBA program at UB SOM (1995-1997) MBA in 1997	Studying towards PhD in Management Systems at UB SOM. Part time instructor of Operations Management at RBS
Zinaida Viskere	English language training at UB ELI	Part time instructor of Pre-MBA Accounting at RBS
Ingrida Kevisa	Professional training at English Language Institute (1997)	Working with RBS ELC as language instructor
Santa Treija	Professional training at English Language Institute	

Faculty training participants under the grant

Name	Training and degree	Current association with RBS
	(1997)	
Sergei Andreyev	Teaching English to Speakers of Other Languages (TESOL) (1998-1999) Master of Education in TESOL 1999	Not associated with RBS, because of inappropriate teaching quality
Janis Berzins	MBA program at UB SOM (1997-1999) MBA in 1999	Studying towards PhD in Finance at UB SOM. Part time instructor of Managerial Accounting at RBS
Eva Birzniece	Professional training at English Language Institute (1999)	Working with RBS ELC as full time language instructor
Evija Paegle	Professional training at English Language Institute (1999)	Working with RBS ELC as full time language instructor

Alumni of 1999



First letter of family name:

[[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [Z](#)]



Alvis Akmens

If you want to fill a jar with water, sand and rocks, put the rocks in first. RBS helped me a lot to put in these rocks. I am proud to belong to the RBS alumni family.



Juris Auzans

I am really sorry that it is over so soon! It was a great challenge. I gained a lot of priceless knowledge. But most important was the best ever companionship!



Janis Bergs

RBS is the only educational establishment in Latvia where busy businesspeople can obtain an MBA. The knowledge I have gained there has helped me to put in order and improve the management of my own enterprise.



Ina Berzina-Veita

I am truly convinced that RBS has given me not only the opportunity to gain substantial knowledge but also to improve my English and gain an MBA. Besides that I have met absolutely wonderful and intelligent people here. At present I run a Swedish sales representative office in Latvia and I feel I got this position due to the knowledge and experience obtained at RBS.



Aija Breiksa

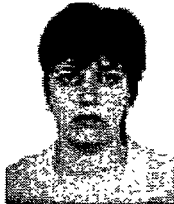
For me the result of study process consists of three things: knowledge, corporate contacts, and professional freedom. RBS showed the way how to transform nice theories into reality.

**Sandra Broka**

I joined the School back in 1995 seeking to obtain a business education where a combination of local and international knowledge, experience and skills would provide maximum benefits. As the next four years proved, I was right in my choice. The School has allowed me to feel more confident at my work, and I have learned that there is usually more than one angle from which to look at things. I have been granted an opportunity to meet remarkable people there. That is very important contribution to the success of the School from my perspective.

**Janis Brutgans**

Studies at RBS helped me to get a new interesting job in a Swedish company. Now I have a challenging opportunity to apply knowledge gained during 2.5 years of MBA studies in launching a new enterprise in the Latvian market. An MBA degree is a next step in my career setting new targets in my life.

**Kristine Bute**

Riga Business School - it sounds good and impressive. Although, to finish it is not easy. It takes a lot of time and effort. It is a challenge to meet brilliant and fascinating people among faculty members and students too. Learning in this school will make your outlook broader and deeper in a business world. Also it requires great devotion to your chosen subject, and, in order to achieve noteworthy results, a student must stick to a discipline. It goes without saying that students have to give up rather many activities and contribute a great deal to accomplish this difficult task. But at the same time we will never forget the time, energy and endeavor that our lectures have contributed us.

**Ervins Butkevics**

RBS, in my opinion, is an excellent investment, which fruitfully pays back by providing new opportunities for development and self-confidence. I enjoyed these studies so much, that I took the opportunity to take some courses twice.

**Natalja Cibisova**

The MBA classes had a great impact on my professional growth, my knowledge and skills. I was able to improve my analytical abilities in different areas and better understand many processes worldwide. RBS gave me an opportunity to act according to

**Germans Epsteins**

international business standards and better fit into the international environment.

I appreciate that RBS gave me a chance to attend many interesting lectures run by local and foreign professors with different experiences and approach. I can say that I am a part of the international business environment and speak "the same language"!

RBS gave my career a real push ahead. During the last three years I moved from JSC "Aldaris" IT Manager's position to Finance, Information Technology and Quality Assurance Director. Then I was invited to work in a managerial position at Baltic Beverage Holding, Stockholm, Sweden. This company operates in eight countries and is seventh in the European beverage business.

**Ugis Erins**

The general knowledge and practical case studies provided by Riga Business School helped me to understand the operational principles of different functions within a business organization, their interrelation, and impact on the overall organizational performance. These skills help me to analyze problems, set the right objectives, and find the best ways to achieve them in a particular company and market situation. It helps to structure thinking.

**Elena Fanigina**

Studies at Riga Business School improved my English knowledge, developed my decision-making ability and analytical skills, extended my scope and facilitated my professional capabilities. All these things allowed me to change my job and receive a better position in an international organization. At the same time, I met a lot of interesting people and acquired many friends. Four years of studies at RBS were very interesting, useful and exciting for me.

**Aivars Frankovics**

The knowledge acquired during my studies at RBS gave me stability and confidence at work. I only regret that I did not know about this wonderful school earlier.

**Andris Ievins**

I had a great opportunity to study in the MBA program at RBS because there was a possibility to combine studies with work. Especially important for me was to study business administration under supervision of experienced professors from universities in the USA, Canada and other

countries. I find their theoretical knowledge as well as practical experience from their countries very useful.

At the same time, during my studies at RBS I found new friends, so that it was a really great time. I am grateful to RBS professors and staff for their contribution and support, and I recommend the MBA program at RBS to others.



Indra Kivila

The MBA program provides explicit knowledge of basic business concepts, good career opportunities and business contacts to everyone who has succeeded in this almost four year long intensive study course. The most unhappy experience for me was the day I received the lowest grade in a course in which I had put a lot of effort to get a higher one.

During my career I have moved up from a secretary to a project manager's position in an extremely challenging and non-traditional field.



Egons Laimins

Studies at Riga Business School let me support practical everyday work with theory. As I had had real business experience for many years, it gave fresh impetus to many routine problems and tasks. The most important thing is that everything that has been studied is possible to implement! There are no tasks what can not be solved after graduation from RBS!



Valdis Lauks

The studies in the MBA program in RBS have been of great value to me. Based on my technical background in information technologies and the knowledge I gained during my studies, now I manage our software development processes with increased effectiveness as well as with better understanding of the business needs of our customers. And last, but not least, it was a great time spent with interesting people - students and professors.



Iluta Linde

My MBA studies gave me the possibility to use theoretical knowledge in practical life. To be successful in a western company you need to possess a broad range of skills and attributes. I appreciate the opportunity to be in a contact with professional teaching staff and excellent colleagues.

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**Jana Matuzala**

I am convinced that the most important and valuable resources at RBS are people - teachers, students, and administrative staff. All of them are professional, experienced, attractive, open-minded, and enthusiastic. The greatest benefit I gained here is knowledge, experience, contacts with various people, and, what is most important- the ability to see things in a broad sense. Now I know, there are a myriad of possibilities out there.

**Sergejs Nesterovs**

These four years have been some of the most intensive and dynamic in my life. Directly from medical school I had to "dive" into the marketing communications ocean and study for the MBA program at Riga Business School at the same time. However, I have never regretted evenings and weekends sacrificed for my studies. The knowledge and friends acquired at RBS have given me tremendous support in my career and beyond.

**Iveta Podolska**

RBS has provided me with the opportunity for self-improvement and development. I got the chance to gain an education on the basis of which to build my further career.

**Ronalds Platkajis**

Today it is hard to say what role the School plays or will play in my life and future career. Time will tell. But certainly it will help me and I will never regret that I have done it. Especially now when everything is behind me.

New friends, colleagues, young professionals in different industries and business categories; a broader view and comprehension about the specifics of business management, teamwork, the ability to orientate, understand and not to get confused in the wide business information pool, is part what the School has provided me on the professional development side.

I believe that purpose, determination and perseverance, are only a few of the characteristics the School has forced many students to learn indirectly, in order to graduate successfully and on time.

**Eriks Priednieks**

Studies at Riga Business School were a unique opportunity to meet many great people and acquire knowledge about important business issues. It helps me to not get lost in the business world.

**Kristine Puke**

What can I say after four years that were spent together with RBS? Of course, I can tell a lot about new skills, career development and improved English. All this is very important; however, what I am really thankful for to the School is the people I have met. It was amazing for me that studies helped not only in my professional, but also in my personal life, because I can better understand people I am socializing with. And finally, it was a very interesting and challenging experience to study there!

**Anta Reima**

Everyone came to school for knowledge, but received far more than that.

**Ineta Romanovska**

The studies at Riga Business School were hard, but they gave me the opportunity to change my life completely. Now I can build my career thanks to knowledge I gained there.

Thank you all and remember that

Doctus cum libro.*

* - Nobody is born educated.

**Modris Romka**

RBS gave me the best, the most useful, the most valuable, the most exciting opportunity for education I have ever received.

**Ieva Rozenberga**

After I graduated from Latvian University as a biologist in 1984, enrolment in RBS meant the start of a new life and new career. And looking back, I understand that all the way through my studies I have been provided not only with academic knowledge, but also with a great background for success. My studies have influenced my personality and for this very reason I will never forget this period of my life.

**Ilze Skangale**

It was not easy but worth it! Luckily I had the opportunity to apply quite a lot of the school material in my job. To a large extent my advances in my career over these four years have been facilitated by the knowledge and skills acquired at Riga Business School.

**Gunita Stasa**

Studies at RBS are much more than learning business principles. They reveal new approaches and challenges that you can meet in the business environment. Moreover, studies are development of the skills and creative intuition required for success at work.

**Rita Strazinska**

These were four very valuable and exciting years I spent at RBS. Despite the heavy workload, I enjoyed studying at RBS due to the appealing teaching style and several good friends and acquaintances I met here. Pursuing an MBA program at RBS allowed me to accomplish two goals: studying under the supervision of North American and other knowledgeable professors and simultaneously continuing to build up my professional career. Thus, I was able to obtain a deeper understanding of theoretical aspects, while being inside the quickly developing business life of Latvia.

**Janis Strazinskis**

I see the Riga Business School as an organization having a clear goal of achieving the status of a prestige, higher-level education provider in Latvia. Although there is still long way to go to reach this target, the interaction process between us, students, and the professors and administrators of RBS has contributed a lot to our intrinsic goals. I am convinced that other MBA programs available in Latvia would not be able to offer more than the MBA program at RBS.

**Antra Truksane**

Three and a half years at Riga Business School for me have been years of solving a big business puzzle: some fragments were already there when I started, but the majority of them appeared in the right sequence in the right place step by step.

Now I see the whole picture.



Aldona Veita

Although we have spent so many hours in our Business School, I am glad because we have obtained excellent experience, wonderful colleagues and a good opportunity for a future career. These studies have broadened our scope and given us a theoretical background.



Tamara Veske

I really enjoyed my MBA studies and the opportunity to be in contact with very professional teaching staff.



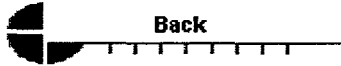
Guntars Zalitis

The very fact that I was studying at RBS in the MBA program could be the reason why I succeeded in getting a position at Procter & Gamble. During these years I have had the opportunity to use knowledge gained at RBS and successfully combine it with practical solutions at my work place. This was noticed by my employers and resulted in an offer of a higher position in the company. But most valuable to me is a pleasant awareness that now I understand the basic business links and patterns.



Sandra Zarina

Studying at RBS helped me to understand better the overall situation in economics, politics, finance, marketing, and management. I have acquired a firm basis for my further development and career. It is wealth that nobody can take away.



**Current status of non-expendable property obtained using
grant funds**

Purchase date	Equipment	Current status
9/20/95	Computer lab equipment. See attached specifications	Upgradable equipment is upgraded and used in RBS.
10/25/95	2 NEC Versa S notebooks 486DX2/50	Used by RBS faculty members in RBS
6/17/96	Xerox #5334ZTASF Copying machine	Used by RBS faculty at RBS
4/16/97	<ul style="list-style-type: none"> ◆ Samsung #SV300W VHS ◆ Hitachi Camcorder #VME2980 ◆ JVC 29 inch Hi-Fi monitor/receiver ◆ TV Stand 	Used by in English Language Center of RBS
9/8/97	2 Sharp XG-NVIWCC LCD projectors with cases	Used in RBS teaching process
9/8/97	2 Hitachi MX166T P166MMX	Used in RBS teaching process
11/4/98	Hitachi Vision Book Pro 7000	Used by RBS faculty member for his PhD studies in UB.
5/13/99	Dell Notebook Inspiron #7000 AxxxGT 33	Used by RBS faculty member for his PhD studies in UB.



PURCHASE REQUISITION



RF-901072

Attachment 9a

VENDOR FORTECH LTD.

REQUISITION DATE 9/20/95

STREET Riga, Latvia LV 1724

ACCT NO. 150 7160A 3/30/96

ENDING DATE

CITY, STATE, ZIP _____

SOC. SEC. # OR FEDERAL I.D. NO. _____

OFFICE OF THE ASSISTANT DEAN
HOSPITAL AND/OR DEPARTMENT
School of Management
State Univ. of NY at Buffalo BUILDING
134 Jacobs Management Center
Buffalo, New York 14260 ATTENTION

INSTRUCTIONS

1. INFORMATION SHOULD BE TYPED OR PRINTED, DOUBLE SPACED.
2. ISSUE SEPARATE REQUISITIONS FOR EACH VENDOR.
3. ATTACH ALL PERTINENT LETTERS, QUOTATIONS AND OTHER DOCUMENTS.
4. IF PART OR COMPONENT INDICATE NAME, MODEL AND SERIAL NO. OF MAIN UNIT.
5. IF PRICES ARE SHOWN, PLEASE INDICATE SOURCE: ESTIMATED

VERBAL (DATED) _____ CATALOG _____

WRITTEN (ATTACH COPY) OTHER _____

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PAPERWORK TO: NAME Kevin Ragland ROOM NO. 137 Jacobs BUILDING _____

REQUIRED DELIVERY _____

<input type="checkbox"/> F.O.B. DESTINATION	SHIP VIA	TERMS	BUYER	CODE
<input type="checkbox"/> F.O.B. DESTINATION, FRT. PPD. & ADDED				
<input type="checkbox"/> F.O.B. SHIPPING POINT				

CATALOG NUMBER AND COMPLETE DESCRIPTION	QUANTITY	UNIT	UNIT PRICE	TOTAL
Novell Server FT-560	1		2224.62	2224.62
Mail Unixi Server FT-560	1		1770.69	1770.69
Work Station FT-480	12		1090.45	13085.4
Surecom 10BASE-T 16 ports HUB	3		205.77	617.30
Surecom 10BASE-T 9 ports HUB	1		98.04	98.04
Print Server, Ethernet 2p/1a ports	1		353.00	353.00
Printer HP LaserJet 5P, 600 dpi, 6ppm, 2MB	1		1021.32	1021.32
BEST UPS, 450VA	2		290.82	581.63
CD-ROM NEC 4X internal, EIDE	1		190.00	190.00
Upgrade Surecorn NE-12 Ethernet card , COMBO	17		26.95	458.20
Upgrade 4 MB RAM SIMM, 70ns.	15		148.75	2231.25
Novell Netware 3.12 (50 users) Education	1		2034.37	2034.37
MS-Office 4.3 Education	1		225.40	225.40
AT&T CAT3 Cable	200		.28	56.80
CAT3 8-wire connector	8		2.37	18.96
CAT3 wall outlet	24		.79	18.96
Cabling installation for 6 Workstations, 2 Servers	1		812.00	812.00
SEE ATTACHED FOR DETAILED ITEMS				
			Sub-total	25797.9
			V.A.T. (18%)	4643.6
			Total	30441.6

CATEGORY #2502

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SWIFT Code SOGEUS33 *account # in NY*

Beneficiary: Societe Generale Riga Branch Acct. 173711 for FORTEK 10011

VERBAL QUOTATION
 WRITTEN QUOTATION

G & C APPROVED BY
DATE

BY _____ DATE _____ REF. NO. _____

REQUISITIONER *[Signature]* TEL. NO. _____

AUTHORIZED SIGNATURE _____ DATE _____

111

Account No. 150-7160A
 Department MGMT. SCH. OF- DEAN'S OFF
 Project Director THOMAS, DR. JOHN
 Sponsor AGENCY FOR INTL DEVELOPMENT
 Project Title MANAGEMENT TRAINING AND ECONOMICS EDUCATION FOR CENTRAL AND EASTERN EUROPE

The Research Foundation of State University of New York
Monthly Account Summary

Month Ending 03/31/00
 Period 01/01/95 to 09/30/99
 Total Budget \$1,430,637.00
 Sponsor Id No DHR0029A00505100
 DFAFS No.

Page No. 1 Sequence A-01

Category	Budget	Current Month Expenditures	Cumulative Expended	Encumbered	Committed	Uncommitted Balance
-10- TOTAL SALARIES & WAGES-EMPLOYEE	616,118.00		380,370.77		380,370.77	235,747.23
-12- TOTAL SALARIES & WAGES-STUDENTS			27,178.00		27,178.00	27,178.00-
-17- TOTAL SALARIES & WAGES-IFR			70,072.89		70,072.89	70,072.89-
Total Salaries	616,118.00		477,621.66		477,621.66	138,496.34
-20- TOTAL FRINGE BENEFITS-EMPLOYEE	180,438.00		118,880.96		118,880.96	61,557.04
-22- TOTAL FRINGE BENEFITS-STUDENTS			918.11		918.11	918.11-
-27- TOTAL FRINGE BENEFITS-IFR			21,816.65		21,816.65	21,816.65-
Total Fringe Benefits	180,438.00		141,615.72		141,615.72	38,822.28
-31- TOTAL INDEPENDENT CONTRACTOR	140,768.00		143,130.70		143,130.70	2,362.70-
-34- TOTAL EQUIPMENT	30,979.00		48,269.75		48,269.75	17,290.75-
-37- TOTAL SUPPLIES	88,575.00		84,258.92		84,258.92	4,316.08
-40- TOTAL TRAVEL	170,295.00		164,982.17		164,982.17	5,312.83
-55- TOTAL GENERAL SERVICES	425.00		5,278.46		5,278.46	4,853.46-
-61- TOTAL TUITION & FEES			68,977.00		68,977.00	68,977.00-
-64- TOTAL MISCELLANEOUS	109,750.00		189,515.25		189,515.25	79,765.25-
-71- TOTAL PARTICIPANT SUPPORT/FELLOW			11,868.00		11,868.00	11,868.00-
Total Direct	1,337,348.00		1,335,517.63		1,335,517.63	1,830.37
-85- TOTAL INDIRECT COSTS	93,289.00		93,247.55		93,247.55	41.45
Total	1,430,637.00		1,428,765.18		1,428,765.18	1,871.82
-94- TOTAL CLOSE OUT	1,871.82-					1,871.82-
Total Adjusted	1,428,765.18		1,428,765.18		1,428,765.18	.00