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Project Work

- Basis for T3100 -

What are the future Life Long Learning principles and objectives for the higher level learning market in Germany (DHBW) / USA-California based on experiences at both Universities?

- Comparison of the practical relevance of DHBW / UCSB studies towards a Master's (PhD-) Degree –



According to § 5 (2) of the „Studien- und Prüfungsordnung DHBW Technik“ from May 18th 2009:

I have done the available work independently and without use of others than the indicated sources.

Manuel Haisch

Santa Barbara, November 6th 2012

ABSTRACT

“It is not the strongest of the species that survives, nor is it the most intelligent. It is the one that is the most adaptable to change.”

This quote, originally from the British naturalist and evolutionary theorist Charles Robert Darwin (1809 – 1882) currently serves as the headline Hewlett Packard uses for its internal human resource management website¹.

Though primarily considered in the context of evolutionary selection within animalism, Darwin precisely describes the basic challenge today’s labor society is facing. Whereas it was very common to maintain ones job throughout the whole life just a few generations ago, present-day job environment calls for a lot more flexibility. In order to keep up with nowadays fast-paced world of business employees are constantly disposed to keep their skills on the loop.

Besides on-the job training as proclaimed by HP, the higher level learning market in both Germany and the United States of America offers promising approaches in terms of Lifelong Learning.

The aim of this work can basically be divided into two parts; on the one hand, the necessity of lifelong learning within today’s world of employment will be illustrated. On the other, an examination of two different approaches towards a Master’s resp. PhD-Degree implemented by DHBW and UCSB will be conducted and evaluated primarily on the focus of the studies’ gain of employability.

This project work has been created in the scope of one quarter abroad at the University of California Santa Barbara within my studies towards a Bachelor’s degree at the DHBW Stuttgart Campus Horb specializing in the field of Business Engineering.

At this point I would like to thank my supervising tutor Prof. Dipl.-Ing. Rolf Richterich not only for making it possible to study one quarter abroad, but also for his comprehensive support in the scope of this project work.

Being consistently available for questions of any type and providing useful proposals he has a considerable share in the creation of this research paper.

¹ <http://www.manager-magazin.de/unternehmen/it/0,2828,255937,00.html>

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LIST OF ABBREVIATIONS

B	B usiness E nvironment
BA	B achelor's D egree
Corp.	C orporation
DHBW	D uale H ochschule B aden- W uerttemberg
EENEE	E uropean E xpert N etwork on E conomics of E ducation
EES	E uropean E mployment S trategy
EHEA	E uropean H igher E ducation A rea
E	E xternal E nvironment
EU	E uropean U nion
HP	H ewlett- P ackard
I	I ndividual
Inc.	I ncorporated
KSA	K nowledge, S kills, A ilities
LLL	L ifelong L earning
MA	M aster's D egree
MBA	M aster of B usiness A ministration
OECD	O rganization for E conomic C ooperation and D evelopment
resp.	R espectively
RIM	R esearch I n M otion
ROW	R est O f the W orld
UCSB	U niversity of C alifornia S anta B arbara
USA	U nited S tates of A merica
p.	P age
PhD	P hilosophiae D octor
Publ.	P ublisher
STW	S teinbeis- S tiftung für W irtschaftsförderung (S teinbeis C enter for E conomic P romotion)
STZ-MGMT	S teinbeis T ransfer C enter M anagement T raining

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1 INTRODUCTION

1.1 Structure

Beginning with a brief introduction enlightening the proceedings of this project work, an insight into current changes within European demographics and business requirements will clarify the need of an educational system promoting Lifelong Learning. After illustrating both how the individual can keep the Knowledge, Skills and Abilities on the loop and how the legislation of the European Union has faced recent developments in the world of business, two different approaches a comparison between DHBW and UCSB studies towards a Masters-Degree against the background of Lifelong Learning will be carried out. A short evaluation of the effectiveness of both approaches will finally form the tail of this project work.

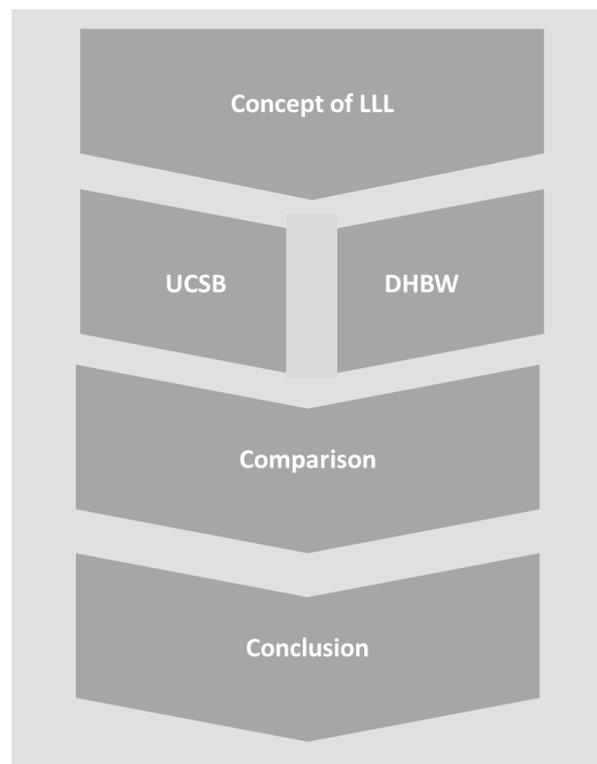


Figure 1: Structure

1.2 Approach

The fact that the processing time of this research paper was limited to ten weeks called for a structured processing strategy in order to reach set objectives. Therefore, the first step after defining the subject of the paper was to develop a schedule designating time periods to milestones that represent significant intermediate goals within the research proceeding. Monitoring the progress of the project, the following GANTT-Chart² represents the duration of tasks against the progression of time.

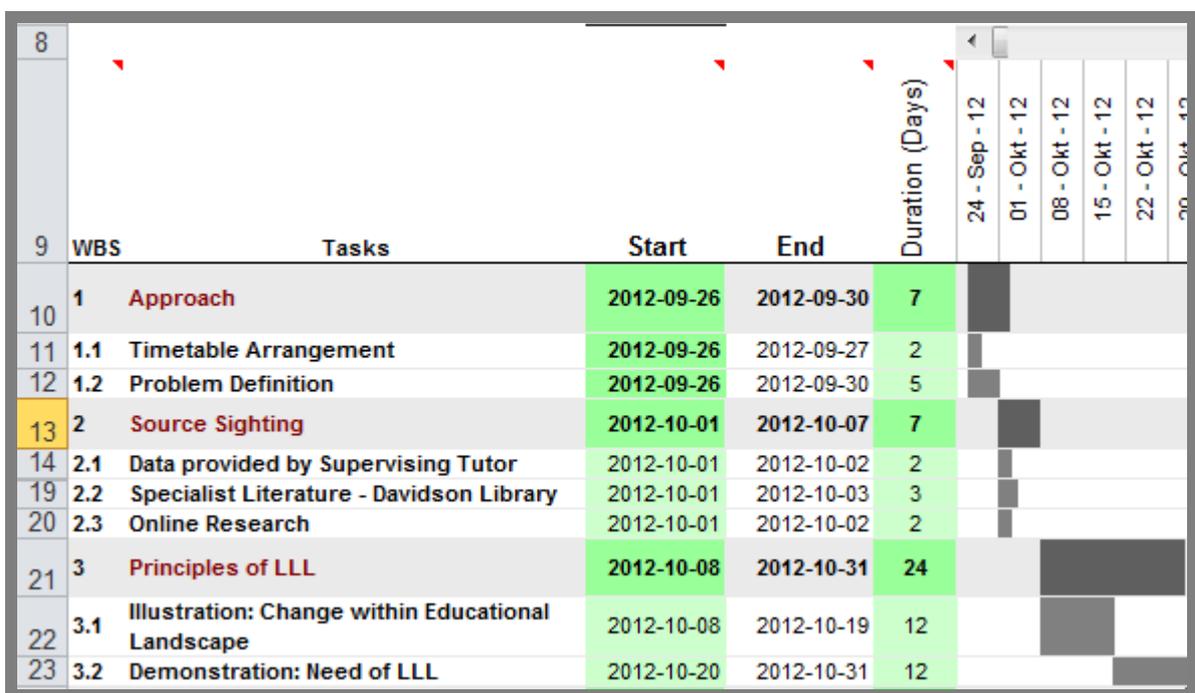


Figure 2: GANTT-Chart

Whereas subtasks within “Source Sighting” can be done simultaneously since they do not show dependency, others are dependent on foregoing tasks and cannot be worked on as long as the previous task has not been finished. Looking at the subtasks within the milestone “Principles of LLL” it is obvious that the change within the educational landscape has first to be clarified before demonstrating the need of LLL. Since 3.1 is a required basis for 3.2, the grey bars on the right side can obviously not run parallel but in sequence. Independent tasks like 2.1, 2.2 & 2.3 can be worked on

² Please find the entire GANTT-Chart within the appendix nr. 2

simultaneously and therefore, the bars can run parallel. The total processing period of independent tasks nevertheless equals the sum of the correspondent subtasks.

Evaluated and confirmed by the supervising tutor, the GANTT-Chart from this point on has served as a help to keep track on the progress and to inform both student and supervising tutor about the project's current status quo including upcoming issues and goals. Each time a milestone was reached; the completion status was evaluated afterwards reported to the supervising tutor.

Evaluation hereby has been conducted by reference to a traffic lights logic which is illustrated by the following figure:

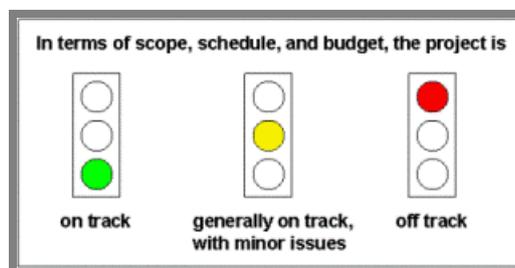


Figure 3: Traffic Lights Color Code³

- Green:** *The proceeding of the paper is on track; no time delays occurring.*
- Yellow:** *Minor issues are leading to delays that can be balanced through compensation without changes in the basic proceeding.*
- Red:** *The project is off track due to major delays. Adaptions in either time or content have to be implemented in order to get back on track.*

³ Adapted from: http://www.project-management-knowhow.com/images/traffic_light.gif

2 THE CHALLENGES OF GLOBALIZATION

2.1 The “Global Skills Race”

With the shift from low-skilled production countries to economic powers producing high value added, high technology products, China and India as prime examples of emerging markets have undergone fundamental changes in the last two decades. The political leaders of both countries have successfully managed to build up and at the same time enhance the quality of their educational systems resp. practices at a rapid rate⁴. The amount of Chinese students attending tertiary education programs has more than tripled in between 2000 and 2006. With about 23 million students currently attending tertiary programs, China exceeds the USA by more than 5 million students. Not far behind the USA ranks India with approximately 12 million students in tertiary programs followed by the Russian Federation with ca. 8.5 million⁵.

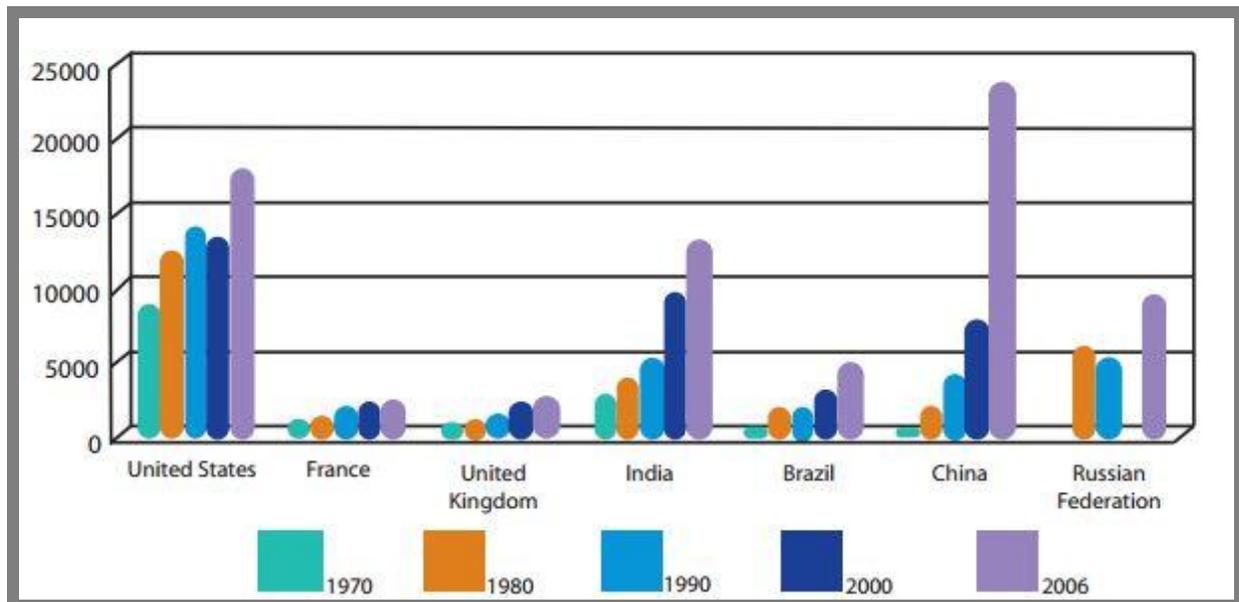


Figure 4: Amount of Students in Tertiary Education⁶

⁴ cf. <http://www.theatlantic.com/international/archive/2012/06/the-education-system-that-pulled-china-up-may-now-be-holding-it-back/258787/>

⁵ cf. Brown, P., Ashton, D., Lauder, H. (2008) p.14ff.

⁶ lbd

Although the quality of education may not be comparable on a one-to-one basis, the fact that Asia is already producing twice as many engineers annually as Europe and America together⁷ is reason enough to get sensitized for the fact that the exclusive status of Western nations as knowledge societies within the world might already be at risk.

To put mentioned development into a nutshell, Mr. Gordon Brown, the former Prime Minister of the United Kingdom, has made the following statement concerning upcoming challenges within the global system of education:

“Once, we worried about a global arms race. The challenge this century is a global skills race and that is why we need to push ahead faster with our reforms to extend education opportunities for all. In a globally competitive national economy, there will be almost no limits to aspirations for upward mobility.”⁸

Due to this development, companies nowadays no longer need to divide their employment strategies into “high-cost” nations that offer high-skilled but also high-waged workers and “low-cost” nations offering low-skilled, low-waged labor. The remarkable increase in the global supply of highly skilled employees has enlarged the talent pool companies can draw from. The chance to rely on employees with a similar educational background but much less monetary aspirations has reformed traditional attitudes towards the allocation of a company’s added value. Whereas production has already for some time now been seen as predestinated to be sourced out, it was most widely avoided to shift core elements like the research and development department into countries with a lower salary level in order to avoid weakening globally recognized seals of quality such as “*German Engineering*”. But these concerns no longer seem to be legitimate in the light of the global redistribution of knowledge.

The Daimler Group as an example does no longer rely only on its long-established German research & development locations in Sindelfingen, Untertürkheim and Ulm

⁷ cf. Teaching and Learning Research Programme (Publ.) (2008) p.6

⁸ cf. <http://www.guardian.co.uk/commentisfree/2008/feb/10/gordonbrown.education>

but has also established suchlike in Beijing, China, and Bangalore, India⁹. The main reasons for this step are obvious: Being closer to the undoubted markets of the future while facing considerably lower labor costs for academics with a similar educational background plays into the cards of each major corporation. Although the differences in labor costs between developed and developing countries are likely to narrow in the medium term, the educational performance gap has been narrowing a lot faster providing a lot of space before the price advantage will be completely eroded.

Besides mentioned reasons that lead companies to rely more and more on foreign knowledge, Chapter 2.2 will enlighten a factor that does not only encouraging but force companies them to do so: The upcoming lack of academics within the European Union.

⁹ cf. <http://www.daimler.com/company/daimler-worldwide/asia>

2.2 Demographic Change within the EU-27

The following illustration of the demographic development of the EU-27 can be declared as typical for developed countries. Therefore, it can in the most instances be conveyed to other countries on a similar level of development such as the United States of America. A particular examination is therefore expendable.

Fertility Rates within the EU have been declining since the 1970's, the proportion of people in their working age in the EU-27 is decreasing at the same time as the level of those who are retiring expands.

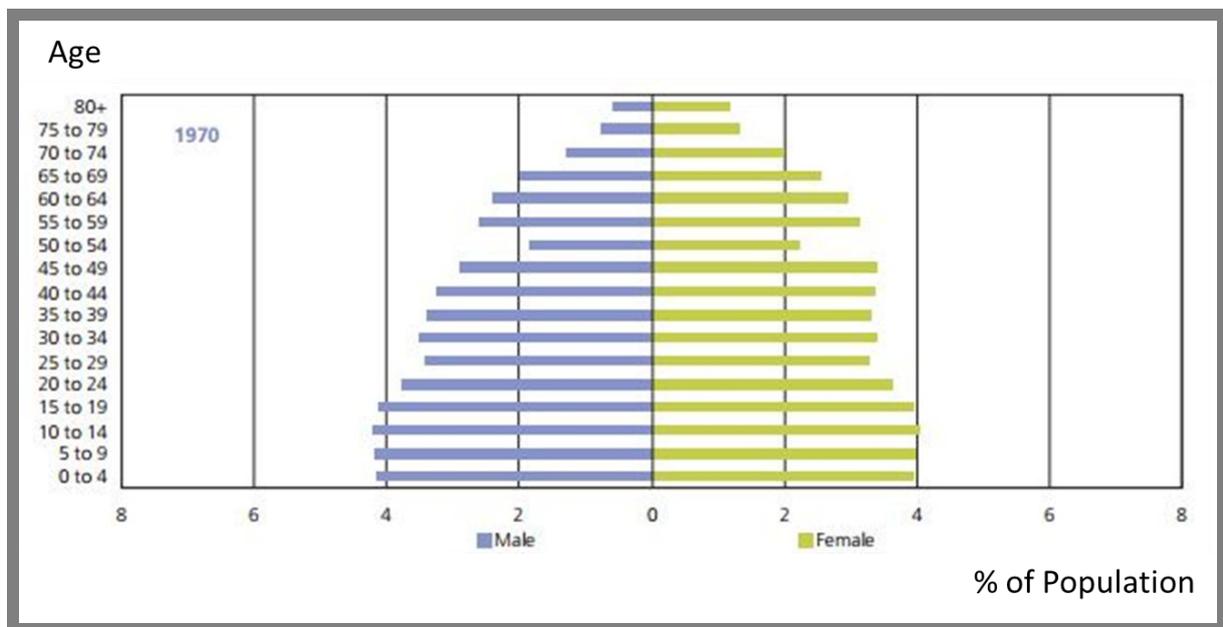


Figure 5: Age Pyramid EU-27, 1970¹⁰

Compared to the age pyramid of 1970, today's population structure within the EU shows significant differences. Whereas 40 years ago, the shape of the graph resembled a stable pyramid representing a steady balance between fertility and mortality, the structure has in the meantime shifted to a constrictive pyramid where a relatively minor percentage of younger people is facing a major percentage of older people.

¹⁰ cf. Eurostat (Publ.) (a) p. 4

The population of the EU-27 is therefore generally getting older. Reasons can be derived from both the gradual increase in life expectancy as well as fertility levels that have been decreasing for decades¹¹. Whereas average life expectancy at birth has increased from 70.1 years for a woman born in 1970 to 79.4 years in the year 2010¹², the fertility rate has in the same time dropped from 2.2 to 1.6 children per woman¹³. Since a total fertility rate of 2.1 children per woman is considered to be required to keep the natural population stable in the long-run (migration excluded)¹⁴, it becomes clear that the overall population of people in their working age (typically 15 - 64 years¹⁵) within the EU-27 is shrinking.

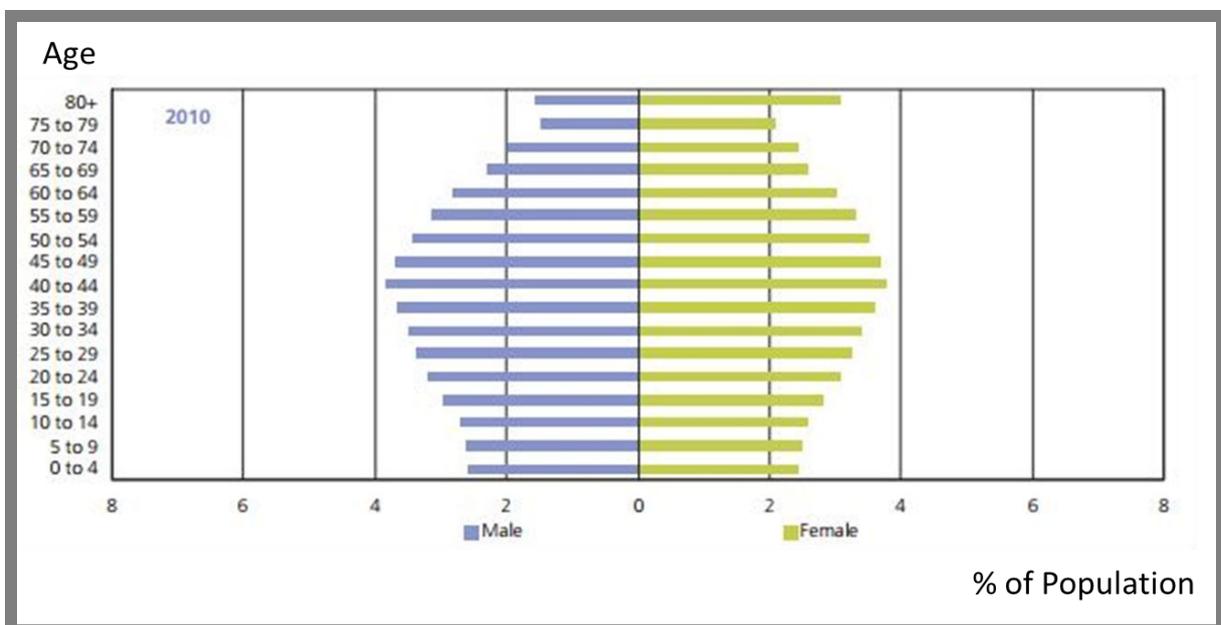


Figure 6: Age Pyramid EU-27, 2010¹⁶

¹¹ cf. Eurostat (Publ.) (b) p. 1

¹² cf. European Commission (Publ.) p.10

¹³ cf. OECD (Publ.) p.125

¹⁴ cf. Eurostat (Publ.) (c) p. 39

¹⁵ cf. http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Employment_statistics

¹⁶ cf. Eurostat (Publ.) (d) p. 42

By projecting future population development on the basis of the current development, it is possible to predict the population structure of the EU-27 in the year 2030, as illustrated in the following figure:

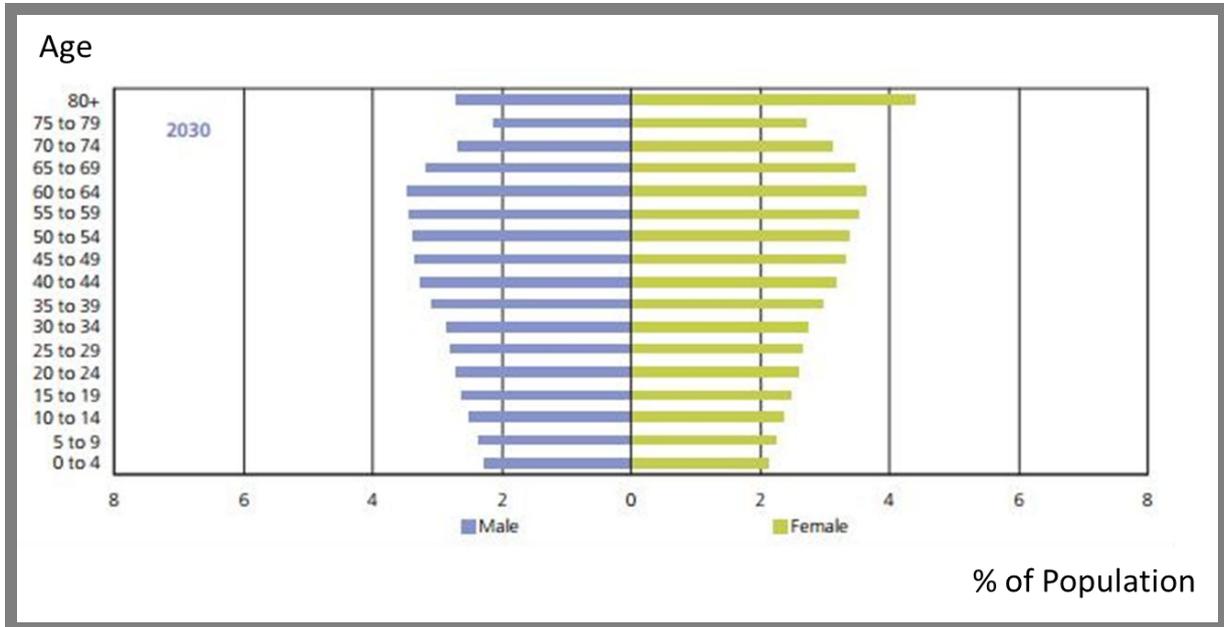


Figure 7: Age Pyramid EU-27, 2030

It is striking that by 2030, mentioned demographical changes will continue to strongly shape the appearance of the Western society. According to a European Commission's Green Paper from the year 2005¹⁷, the EU-27 will lose 20.8 million people of working age by 2030, equivalently 6.8% of the current population. Whereas the number of people aged 65 and older will rise by 52% within the next 17 years, the age group 15-64 will in the same time decrease by almost 7%. As the baby boomer generation will be likely to retire within the considered timeframe, business will face a shortage of employees to succeed this generation of employees.

Not only has a shortage of the total amount of people to be taken in account but also the fact that the demand for university graduates will call for a contrary development contributing to make matters even worse. According to a study conducted by the business consultancy McKinsey & Company¹⁸, Germany will suffer a skills shortage amounting 5.4 Mio by the year 2030.

¹⁷ cf. European Commission (Publ.) (e) p. 23

¹⁸ cf. McKinsey (Publ.) (2008) p.6 ff.

The opposed direction of the development of the supply and demand of people with academic background leads to a shortage of graduates. Negative effects on the economic growth will be inevitable if this trend cannot be countered.

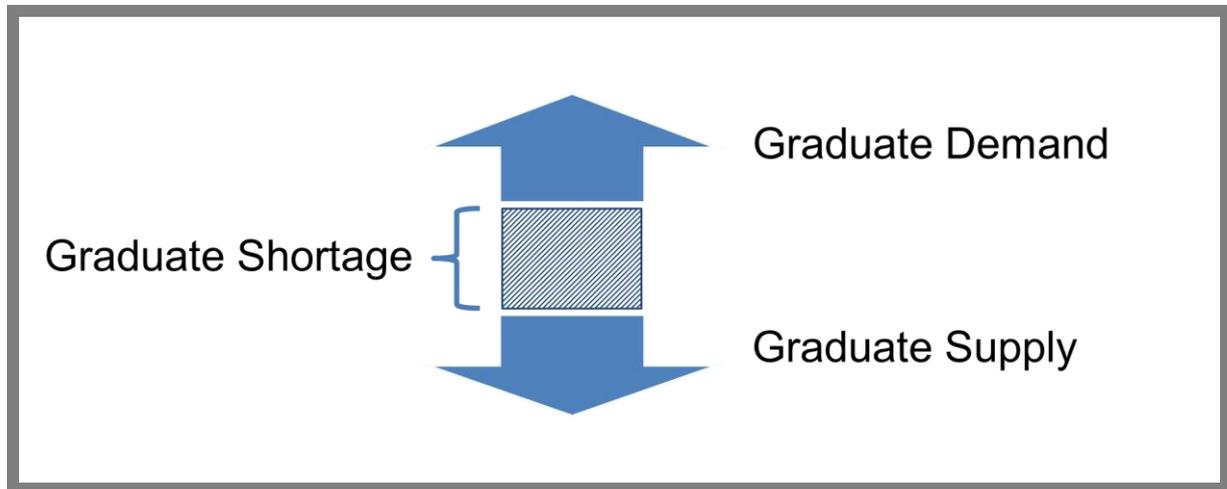


Figure 8: Graduate Shortage

The following chapters will clarify what needs to be done in order to wipe this gap out by doing both attracting more people du graduate and to improve all the all those characteristics that make graduates capable to persist in a business world that is more demanding than ever before.

3 A CHANGING WORKFORCE

3.1 Four Layers in the World of Business

In order to abstract the sophisticated connections within today's world of business, a model has been designed in the scope of this paper. From now on, the following scheme consisting of the four main levels "External Environment", "Business Periphery", "Individual" and "Knowledge, Skills, Abilities" will serve to visualize the interdependent correlation between the key factors that essentially determine the individual's role within the world of business.

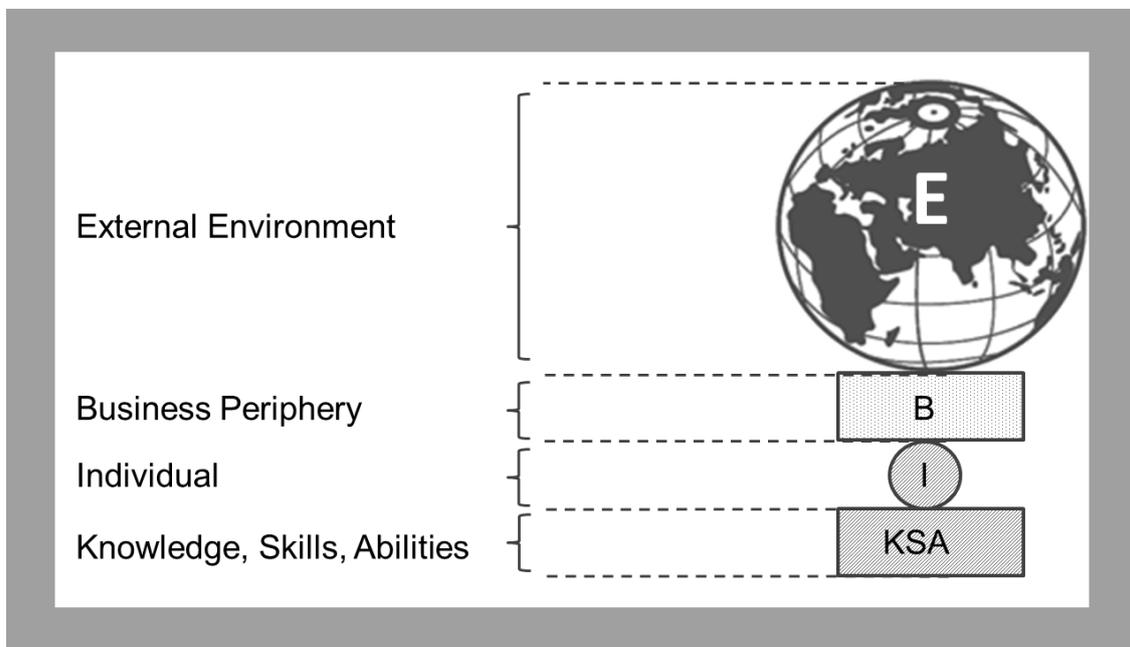


Figure 9: Four Layers¹⁹

Before providing insights into the factors' dependency upon each other in Chapter 3.2, the following subchapters will previously characterize each layer in order to look at the model's basic structure.

¹⁹ Own Figure

3.1.1 External Environment

The External Environment as the highest dimension of this model encompasses local, national, and multinational conditions an organization is facing²⁰. Although the external environment effects all organizations, its effects are not the same for all organizations. To what extent for example employment laws effects a company is strongly dependent on the company's size. Labor market situations may differ between high-tech industries and the retail-industry. The impact of culture is more relevant for a business that is operating in several countries than for a small domestic business. No company can directly influence these factors but only react to them by adapting the four P's of Marketing²¹. Since it is not relevant in the scope of this research paper, a further segmentation into directly- and indirectly impacts upon a company will not be made.

The environmental factors that basically influence a company are illustrated in the following cluster:

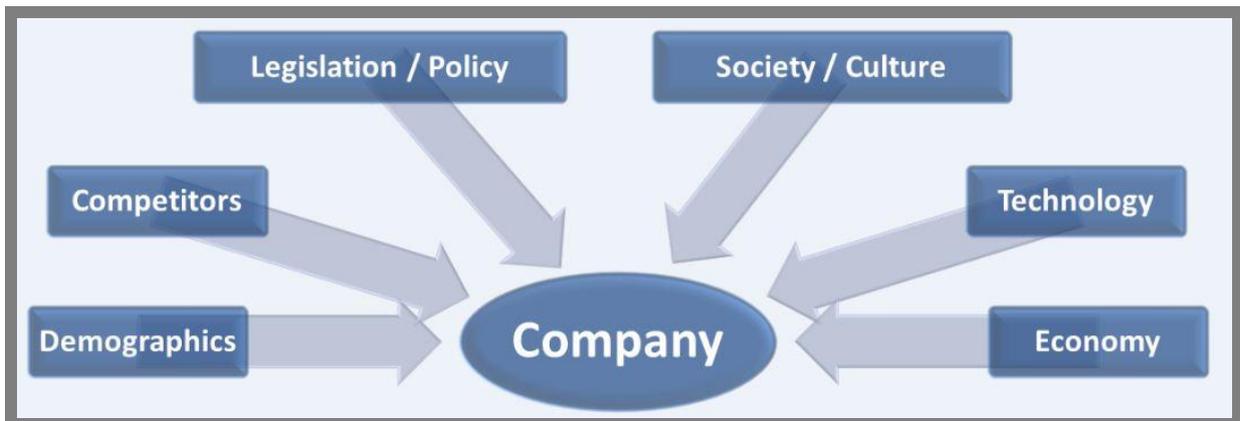


Figure 10: External Environment²²

²⁰ cf. Jackson, S. / Schuler, R. / Werner S. (2011) p. 36

²¹ 4 P's of Marketing: Product, Price, Promotion, Place are the key factors a company can adjust in order to exploit their full potential within a given external environment.

²² Own Figure

Demographics:

The appearance of the society a company is operating in is significantly shaped by its demographics²³. Demographics in turn are subject to change, the extent of change strongly influences both market potential and market volume.

Demographic characteristics such as population size, sex and age serve as determinants for both market size and market opportunities for different kinds of products.²⁴

Competitors:

Market volume is shared by all competitors competing in the same market. By differentiating in terms of price, quality or service, companies are aiming to niches in order to attract different submarkets²⁵. Establishing for example a low pricing strategy might for example be useful to attract young groups of buyers that aren't (yet) able or willing to pay more for one and the same product.

Legislation / Policy:

Wherever a company is acting, it has to take into account regulations and laws applied in the relevant political location. Due to political or social changes, new laws and regulations are constantly added²⁶. Since compliance friction can result in monetary fees to the point of the prohibition of the company's actions, companies put a lot of effort in both adapting to new regulations and monitoring whether employees stick to them. Besides laws concerning labor regulations or business taxation, the tightening of environmental laws nowadays gets more and more relevant²⁷.

Society / Culture:

Whether a company can successfully enter a market and afterwards sustain its position in the market is directly dependent on the prevalent society and culture. Culture decides whether products or business practices are accepted and appreciated and

²³ cf. Magnus, G. (2009) p. 30

²⁴ cf. Martins, J. / Yusuf, F. / Swanson, D. (2012) p. 55

²⁵ cf. <http://www.entrepreneur.com/article/49608>

²⁶ cf. <http://www.practical-management.com/Organization-Development/Organization-s-External-Environment.html>

²⁷ cf. Hutter, B. / Jones, C. (2006) p. 16

therefore has a major impact on a company's chance to achieve economic success.²⁸

Technology:

Companies put a lot of effort in the development of new technologies in order to provide the best solutions for the market place.²⁹ Advances in technology may improve the company's competitiveness and on the contrary, a company that is not willing or able to adapt to technology may be doomed to fail since it could from that point on fall behind its competitors.

Economy:

The success of a business is strongly dependent on the economic environment it is operating in. If the economy is flourishing, greater opportunities for companies to make profit are provided. Both end consumers as well as other companies acting as purchasers can in total spend more money on goods if the economy is growing.

3.1.2 Business Periphery

The Business Periphery can in this context be seen as the internal environment each employee is facing within the organization and therefore refers to conditions within the organization itself³⁰. Since organizations are complex systems, the business periphery includes many elements including the organization's mission statement, company culture, leadership styles, as well as current employees and management. Each employee as a part of the organization is determined

3.1.3 Individual

Each individual within an organization holds one position. Positions that are functionally interchangeable can be combined as a job. Whereas a job can be occupied by several people, a position is always held by just one employee. Job descriptions are

²⁸ cf. De Mooij, M. (2010) p.131 ff.

²⁹ cf. <http://businesscasestudies.co.uk/first-group/managing-external-influences/social-and-technological-factors.html#axzz2E7VzRiJS>

³⁰ cf. Jackson, S. / Schuler, R. / Werner S. p. 38

determining all facets of the employment relationship and therefore serve as a foundation for virtually all Human Resource components.

Since it is the most flexible part within the system, the created model presents the individual as a loose ball bearing that serves as the connecting link between the employee's KSA and the business periphery.

In an ideal world, the employee is therefore able to quickly adjust himself to changing business conditions by a flexible repositioning within the two contact surfaces.

A stable balance can therefore be seen as a basic requirement to successfully match the employee's KSA with the business requirements that are put on him. The red arrows represent the size of the employee's portfolio of KSA and therefore his possible degrees of flexibility.

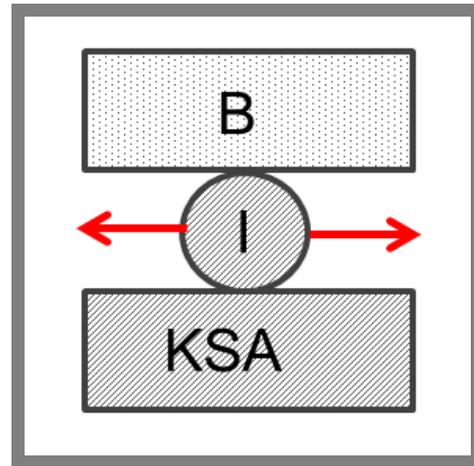


Figure 11: Ball Bearing¹

3.1.4 Knowledge, Skills and Abilities

The limiting element for the individual's flexibility which has been described in Chapter 3.1.3 is his portfolio of KSA. The KSA of an employee can be seen as all the competencies that he can rely on in terms of business. The suitability of an employee to a certain job can easily be evaluated by comparing the KSA mentioned in the relevant job description with those the employee has.

As previously described, the business periphery is dependent on the organization's external environment and therefore likely to change as a reaction to external factors. The individual as a part of the company does not remain unaffected from these changes.³¹ Positions may change

3.2 Interferences

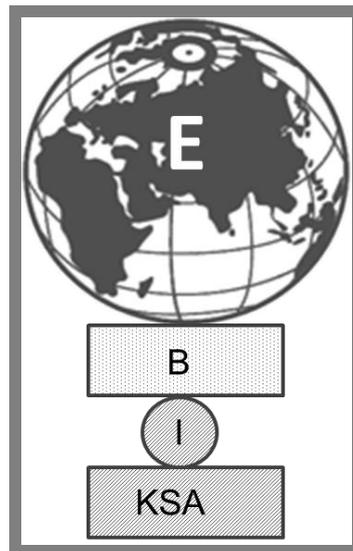


Figure 12: Initial Position³²

Building on one another, the four layers are basically balanced within the initial position.

³² Own Figure

Being familiar with the external environment, the company as the layer of business periphery has positioned itself within its environment dealing with all external factors that determine its degree of freedom. The framework the company can act within legally, technologically, and in balance with all other external factors is obviously defined. At this point, there is no initial need to react to new technology or legislation that could directly impact the company's actions.

The individual acts in this state as an employee whose knowledge, skills and abilities are matching the requirements of his job description. The KSA he has gained in the past are sufficient to perform well and besides intrinsic motives, there is no initial influence pushing him into enhancing himself as an employee.

The model does nevertheless not remain a stable system since one or more factors tend to emerge or change their nature over the years. Influence hereby is conducted in two directions: Besides Bottom-Up influences (e.g. if a single business shapes the external environment by effecting legislative amendments through lawsuits) the main influences the majority of employees are facing are directed Top-Down. Therefore, Top-Down influences will solely be illustrated for the purpose of this paper. As long as change is not intentionally promoted, both business periphery and individual try to keep the system in balance. Since a manipulation of the external environment is not possible for the majority of cases, both business periphery and individual will try to adapt as quickly and precisely as possible to changes in order to re-establish the equilibrium. The best conditions for the employee to fulfill his job requirements as well as for the organization to successfully act within the external environment are offered when the system is in balance.

The successful adaptation of business periphery and individual to a changing external environment will in the following be illustrated in three phases.

3.2.1 Phase 1 - The External Environment Changes

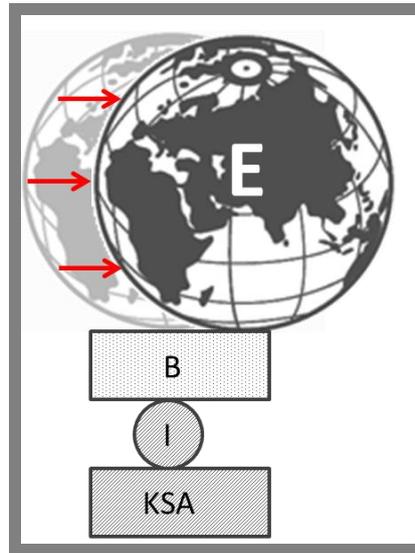


Figure 13: Phase 1³³

Nothing is as constant as change. Possible changes within the external environment of a company can have various shapes; the one that is considered to be the most enduring is the ongoing development of technology.

Another element of the external environment that considerably influences companies is the legislation of the country or area an organization is located in or, via trade relations, connected to. Independent of its shape, if a change within the external environment of an organization occurs, the company is affected and therefore has to adapt to these changes in order to regain its balance with the external environment. Modifications in laws for example have to be implemented into a company's strategy in due time, otherwise the company has to deal with legal consequences.

If a company does not manage to keep up with its changing external environment, the business is sooner or later doomed to fail. Disregarding local content regulations may for example result in a trade barrier causing negative effects on the company's sales volume.

³³ Own Figure

3.2.2 Phase 2 – Adaption of the Business Periphery

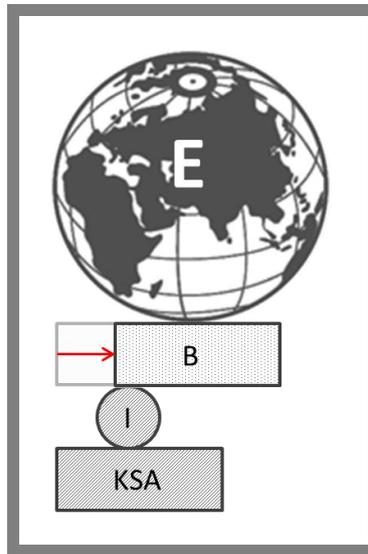


Figure 14: Phase 2³⁴

Never before was it more important for companies to adapt quickly to their ever-changing business environment. Technological innovations in the production process are likely to increase productivity and therefore serve as a competitive advantage. If consumer preferences change, companies have to put a lot of effort into adapting to these new preferences as fast as possible in order to retain or even increase sales potential.

By turning this argument on its head it becomes clear that if a company misses a technological trend, it may suffer from a disadvantage causing decreased sales. Since the mobility market is said to be the fastest growing and most competitive within the IT-sector, the decline of the telecommunication company *Nokia, Inc.* serves as a good example of an organization that failed to adapt to change in time. Despite counting on large touchscreen displays and touchscreen-based handling like its direct opponents *Apple* and the *Samsung Group*, *Nokia* has until recently stuck to its philosophy of using conventional displays in order to gain space for larger keyboards. The effects are easily to be read out the development of the global smartphone sales statistics:

³⁴ Own Figure

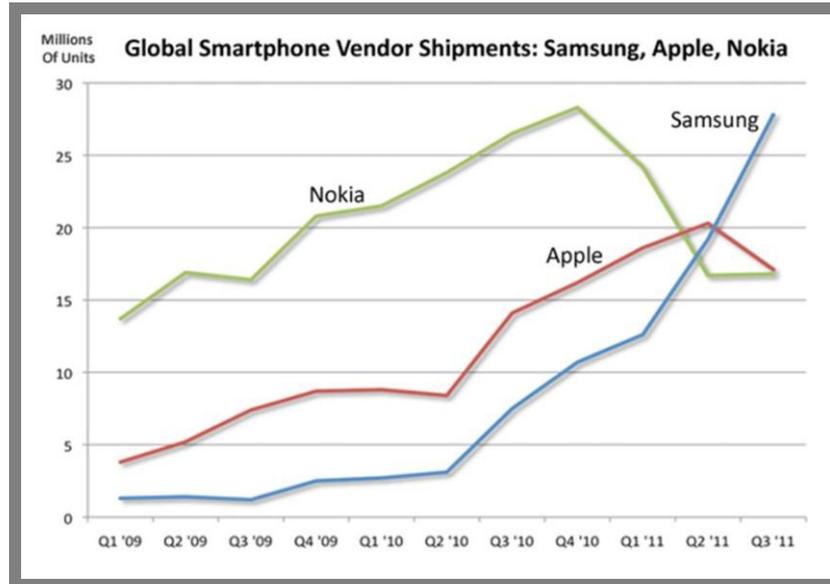


Figure 15: Global Smartphone Sales³⁵

Being the unquestioned market leader for over a decade, *Nokia* has been losing market share ever since its competitors have launched their first phones with firm-ware that is based on user friendly touchscreen navigation in 2010. According to the latest rumors, *Nokia* is likely to be soon acquired by the *Microsoft Corporation*³⁶.

History is full of examples of organizations that failed to change and that are now extinct. Companies are aware of these risks and therefore spend remarkable sums of money on scanning the external environment in order to predict future consumer behavior or to find more productive ways to create state-of-the-art products to be just that critical one step ahead of the competition. A total anticipation of change is however utopian. It is therefore necessary to react as fast as possible to the ever changing framework conditions to keep the balance stable.

³⁵ <http://www.businessinsider.com/chart-of-the-day-samsung-apple-nokia-2011-10>

³⁶cf. http://news.cnet.com/8301-10805_3-57450245-75/microsoft-thought-about-nokia-buy-promptly-backed-out-report/

3.2.3 Phase 3 – Adaption of the Individual

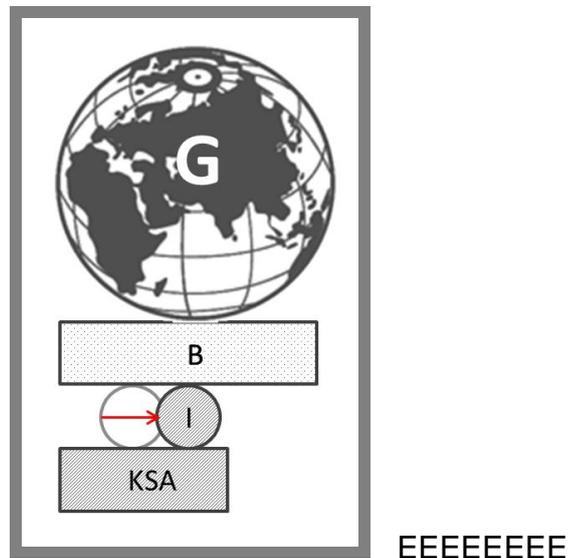


Figure 16: Phase 3³⁷

What has previously been illustrated in the larger scope of the layer “Business Periphery” is of course as well valid in the smaller classification when it comes to the adaption of the individual due to outer circumstances. As described at the beginning of the chapter, the individual is interested in a balanced relationship between himself and the business periphery since in this state, his KSA are aligned with his job within the business periphery. This situation on the other enables the individual to completely unfold his potential. Since the organization’s internal environment is likely to evolve itself, it is up to the individual to support this change by adapting himself to the steadily renewing organizational conditions. The increasing popularity of well-known business terms such as “Job Enlargement”, “Job Enrichment” or the “Reorganization of Human Resources” gives an indication on how deeply human resources management and therefore every position within the organization is affected by nowadays rapid pace of change in the world of business. Every employee as the incumbent of a particular position must be aware of the fact that the nature of his job might be evolved as soon as external circumstances call for it, eventually by a significant extent.

³⁷ Own Figure

As described in Chapter 3.1.3, the degree of flexibility the individual has in order to adapt to a changing business periphery is dependent on his KSA.

In the following, two scenarios will illustrate possible outcomes when it comes to changes in the job's nature of an employee depending on the character of his portfolio of KSA.

Scenario 1 - Adaptation is Impossible

Serving as the – figuratively speaking - supporting surface of the ball bearing, the KSA of an employee mirrors the employee's possibilities to adapt to changes. The following figure illustrates the constitutive role the portfolio of KSA has when it comes to changes within the business periphery.

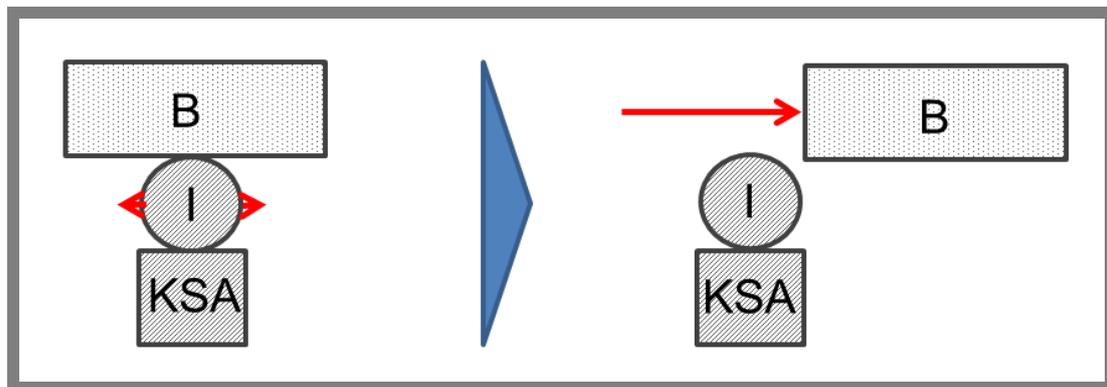


Figure 17: Adaptation Impossible³⁸

Though an employee with a very limited portfolio of KSA might perfectly suit to one particular job within his company, a small degree of change (e.g. by job enlargement) could not be supported by his KSA. The balance between the employee's job within the business periphery and his portfolio of KSA would no longer match. As long as the employee does not widen his portfolio of KSA, he stays limited to that one particular job. The consequences are obvious; if the company is not willing or able to provide the time and monetary means base to train the employee in order to match his portfolio with the new job profile, the employee is likely to be substituted.

³⁸ Own Figure

The following fictional case will further illustrate the situation.

Case 1:

Person A (*Individual*) is a 47 year old software engineer working for a medium-sized software company in San Francisco, California. After finishing high school in 1985, Person A graduated in the field of Software Engineering and has worked for one and the same company (*Business Periphery*) ever since. Being known for his or her outstanding knowledge concerning web design (*portfolio of KSA*), Person A is about to get a promotion. In 2013, a Japanese Start-Up company (Competition as a factor of the external environment) releases a software tool that allows end users to create their own websites within few hours. Attracted by the easy “What you see is what you get”-handling, the major clientele bails out the contracts with the company Person A is working for (*Phase 1 – the external environment changes*). Pushed by the organization’s shareholders, the board of management decides to diversify laterally into the field of business consultancy (*Phase 2, business periphery adapts to changed situation*) and at the same time to dramatically reduce staff in order to save costs. The company’s proposition to further employ all those employees who have experiences in project management cannot be accepted by Person A since he or she has never taken a business class (*Phase 3 fails*).

Though being exaggerated, this exemplary case illustrates a scenario that many employees nowadays have to face. The change of the business periphery cannot be balanced by the portfolio of KSA the employee has. A new job description may require KSA that totally differ from those that were essentially for the former job.

Scenario 2 – Adaptation is Possible

The situation and sphere of influence the exemplary employer is facing would be a completely different if he had a more diversified portfolio of KSA. The following figure will act out this scenario.

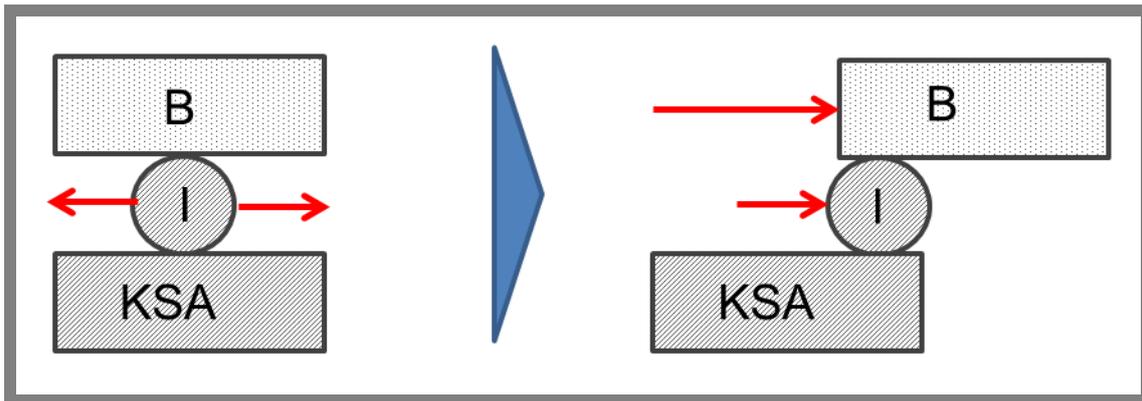


Figure 18: Adaption Possible

If the employee does already possess a more fundamental base of KSA or is granted enough time to appropriate such to oneself, a modulation of his job description can be rebalanced more easily. Within scenario 2, the employee is now able to adapt to the new situation by using parts of his KSA he might not have needed before the change. Other KSA might in return lose weight since the jobs priorities have changed.

Laying the foundations of an ever more relevant flexibility concerning the position, the KSA serve as the basic factor that determines the degree of adaptability the employee has and therefore his chance to succeed. Scenario 2 as a modification of Scenario 1 will illustrate how Adaption can successfully managed.

Case 2:

Person B (Individual) has been a friend of Person A ever since high school. After graduating in Software Engineering (KSA) as well, Person B decided to take graduate studies and therefore has a Master's Degree in the field of Business Administration (expansion of KSA). Working in the same company (Business Periphery), the upcoming change (Phases 1 & 2) turns out as an opportunity for Person B: Suited perfectly to the new organizational requirements, Person B gets a leading position as a Key Account Manager (Phase 3 succeeds).

The situation completely changes since Person B can, since having a more appropriate portfolio of KSA, benefit from the situation.

3.3 Demands on the Individual

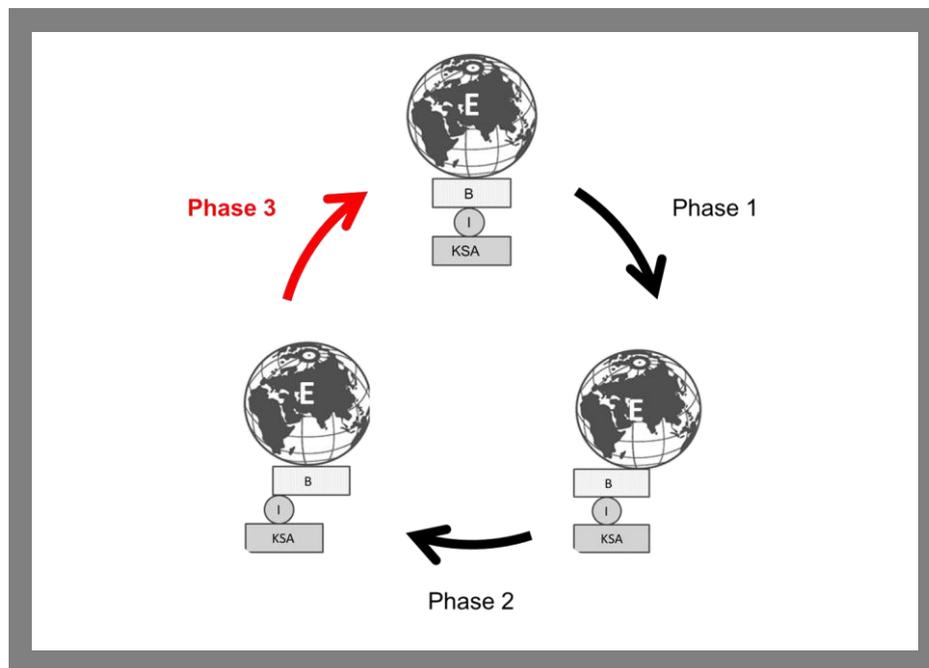


Figure 19: Cycle of Change³⁹

A successful adaptation to an ever changing business world can be divided into three steps. Further proceeding of this project paper will focus on how to optimally support the third and last phase in which it is up to the individual finishes the loop by successfully adapting to a changed environment. Recent developments make it clear, that this “finishing” of the loop will in future gather even more relevance. Life-time employment has become an exception, the vast majority of employees will (and whether voluntarily or involuntarily does not matter in this case) change jobs several times within their times of working. As previously been illustrated is it thereby necessary for the individual to be able to transfer competencies to a new job, company, or even industry sector. The key factors that decide whether this can be crowned by success are the employee’s Knowledge, Skills and Abilities.

The best way to take account to the evermore increasing importance of the “production factor knowledge” is to promote a society of Lifelong Learning, meaning that the gain of KSA does not stop with the graduation from university but is an ongoing process that enables the individual to keep its skills on the loop.

³⁹ Own Figure

4 LIFELONG LEARNING

4.1 Definition

The process of Lifelong Learning (LLL) is primarily characterized by its far-reaching characteristics. Although there is no consistent definition for LLL, all approaches to define it have several issues in common. In general it can be said that LLL can be seen as the overall process of gaining and expanding one's KSA. LLL can therefore be seen as a continuum "from cradle to grave".

The shapes of learning in this context can significantly vary; besides traditional learning within the context of educational institution, non-formal and informal learning as well contribute to the learning process that is passed by each one of us. Whether willing or not, every individual forms its portfolio of KSA during its lifespan.

The crux of the matter is to influence the process on to a desirable direction. As described within Chapter 3, the degree of being competitive within nowadays fast changing world of business is directly dependent on the level of KSA the individual inherits. Especially against the background of the recent demographic development, special attention should therefore be paid on the timeframe that joins graduation.

The European commission has already paid attention to this issue in the 1990s. In order to face the global challenge of a skills race, several actions that have been launched in order to get the European Higher Education Area⁴⁰ back on track.



Figure 20: European Higher Education Area⁴¹

⁴⁰ The European Higher Education Area was launched along with the Bologna Process' decade anniversary, in March 2010

⁴¹ cf. <http://upload.wikimedia.org/wikipedia/commons/thumb/e/e2/EHEA.PNG/600px-EHEA.PNG>

4.2 Employability as a Goal of Lifelong Learning

Employability can be seen as a major goal that can be achieved by LLL. Ensuring both to get and to maintain one's job can be seen as the basic characteristics of Employability. For the individual, the personal amount of employability mainly depends on ones KSA resp. how these can be adjusted to one's job description⁴².

4.3 Bologna Process

The following paragraphs will illustrate the main findings of the committees that have until today be held in the scope of the Bologna Process as well as the most important milestones that have been set until today:

1997: Lisbon Convention

After being proposed by the Council of Europe, the Lisbon Convention was signed with the main goal to facilitate the recognition of foreign studies among the signatory countries. Until now, the convention has been signed by 50 countries and international organizations, such as the EU, USA, Canada, Turkey and New Zealand. A qualification issued by one of the signatory parties must be recognized by any other signatory state as long as there is no substantial difference to be observed. The Lisbon Convention further ensures that tertiary education is the access to tertiary education applies not only for the country a secondary school or high school qualification was accomplished but also in any other of the signatory countries.

1999: Bologna Declaration

The Bologna Declaration put in motion a series of reforms serving to make European Higher Education Area (EHEA) more comparable, competitive and more attractive for students. The three main objectives of the Bologna process have from the start on been:

- Quality assurance and recognition of qualifications
- Periods of Study

⁴² Cf. Vills, M. (p. 31)

- Introduction of the three cycle system (BA/MA/doctorate)

The latter one uses the European Credit System (ECTS) to assign:

- 1st Cycle: Typically represented by 180-240 ECTS credits , the first cycle is usually awarding a bachelor's degree
- 2nd Cycle: Typically represented by 90-120 ECTS credits, the second cycle is usually awarding a master's degree, the minimum requirement should amount 60 ECTS credits at second cycle
- 3rd Cycle qualifications do not necessarily have credits associated and are awarded with a doctoral (PhD-) degree.

The Bologna Declaration can be seen as the starting point for the Bologna Process, further governmental meetings have since then be held in Prague (2001), Berlin (2003), Bergen (2005), London (2007), Leuven (2009), and Budapest (2011) and will now be briefly characterized.

2000: The Memorandum of Lifelong Learning

The European Council that was held in Lisbon in the year 2000 marked a remarkable moment giving direction for all those policies and actions concerning education in the European Union⁴³. The conclusions of the council confirm that a successful transition to a knowledge-based economy and society has to be supported by LLL. In addition, Paragraph 33 of the Feira European Council⁴⁴ announces that it is up to each member state of the European Union, within its area of competence, is encouraged to "identify coherent strategies and practical measures with a view to fostering lifelong learning for all"⁴⁵.

⁴³ cf. <http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf>

⁴⁴ Ibid.

⁴⁵ Feira European Council conclusions, paragraph 33.

“A Memorandum of Lifelong Learning” finally took up both mandates in order to implement LLL at all individual and institutional levels as well as in all spheres of private and public life by launching a European-wide debate on a comprehensive strategy.⁴⁶

According to the memorandum, there are three categories purposeful learning can be separated into:

Formal Learning:

Consisting within an organized and structured context that takes place in education and training institutions, Formal Learning is leading to recognized diploma and qualifications.

Non-formal Learning:

Being embedded in activities that are not explicitly designated to learning, Non-formal Learning takes place alongside the mainstream educational system and does therefore not typically lead to formalized certificates. Non-formal learning may for example take place in the workplace or through activities, in the workplace or through the activities in youth organizations, political parties or trades unions. Arts, music and sports classes as well as any other organizations or parties that have been set up in order to complement formal training can also be considered to provide non-formal learning.

Informal Learning:

As the natural side effect of everyday life, informal learning is also often referred to as “experimental learning” implying a certain kind of “accidental learning”. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning. As the oldest form of learning, informal learning remains the mainstay of early childhood learning. Since it is not structured in terms of learning objectives, learning time or learning support, it does typically not lead to certification.

In order to complete the integrated nature of LLL, attention is more and more driven to non-formal and informal learning supplementing the dimension of time within LLL with by drawing attention to the spread of learning. Learning can take place not only at every chronological stage but also across the full range of life.

⁴⁶ cf. <http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf>

2006: The European Framework for Key Competencies

The European framework for key competences for lifelong learning which was released in 2006 identifies and defines the key KSA that everyone needs in order to achieve “personal fulfillment and development, active citizenship, social inclusion and employment.”

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship; and
- 8) Cultural awareness and expression.

The eight competences hereby can all be considered equally important; each of them can successfully contribute to a life in a knowledge society.⁴⁷ Many of the competencies are likely to overlap; aspects that are essential to one domain might be likely to support another competency as well. Transcending themes that are playing a role in all of the eight competencies within the framework are critical thinking, the ability to solve problems, creativity, initiative, risk assessment, decision making and constructive management of feelings.⁴⁸

2001: Towards the European Higher Education Area (Prague)

- Lifelong Learning is emphasized to be an essential element of the EHEA in order to increase economic competitiveness
- The importance of involving universities and promote the attractiveness of the EHEA among students originating from both Europe and ROW is pointed out

⁴⁷ Cf. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>

⁴⁸ European Communities (Publ.) p. 1

2003: Realizing the European Higher Education Area (Berlin)

- Synergies between the EHEA and the European Research Area (ERA) have to be used
- It is necessary to the quality of higher education in order to strengthen its competitiveness
- Call for increased mobility

2005: The European Higher Education Area – Achieving the Goals (Bergen)

- Implementation of guidelines and references is needed in order to guarantee quality
- National qualification frameworks have to be introduced
- Joint degrees – including within 3rd cycle – to be awarded
- Pathways within higher education to be created more flexibly

2006: The Lifelong Learning Programme 2007-2013

Establishes by *Decision No.1720/2006/EC of the European Parliament and of the Council of 15 November 2006*⁴⁹, the programme was granted a total budget of €6,970 billion in order to fund a range of actions including exchanges, study visits or networking activities⁵⁰.

The total budget is divided in between four sub-programmes that are funding projects at different levels of education and training:

- *Comenius* for schools
- *Erasmus* for higher education
- *Leonardo da Vinci* for vocational education and training
- *Grundtvig* for adult education

⁴⁹ Cf. European Union p. 45

⁵⁰ Cf. http://ec.europa.eu/education/lifelong-learning-programme/index_en.htm

2007: Towards the European Higher Education Area: Responding to Challenges in a Globalized World (London)

- Promotion of mobility combined with measures for the evaluation of mobility to be conducted
- Examining ways to improve Employability that is linked to the three-cycle system and LLL

2009 – The Bologna Process 2020 – The European Higher Education Area in the new decade Committee (Leuven and Louvain-la-Neuve)

Since not all targets that had previously been set could be accomplished by 2009, the priorities to be achieved within the EHEA have been summarized within this publication.

The following priorities have been set as targets for the decade 2010-2020:

- Social Dimension – equitable access and completion:
Diversity within the higher education body has to be achieved by fostering potentials of underrepresented groups and – as a second step – provide solutions for the completion of their studies.
- Lifelong Learning:
As an integral part of the strategy, the implementation of LLL requires strong partnerships between public authorities, higher education institutions, students and the business periphery. Additional funds will further support the development.
- Student-centered learning and the teaching mission of higher education:
A reformation of the curricula will center higher level education more on the student. Particular attention will be paid to a significant improvement of the teaching programs at all cycles.
- Education, Research & Innovation
The number of people with research competencies will be increased, doctoral programs (3rd Cycle) will increasingly be complemented with inter-disciplinary and inter-sectorial programs.

- International Openness

Activities within the EHEA will further internationalize, joint European actions will further highlight the attractiveness studying in Europe.

- Mobility:

Since mobility was a key issue within the Bologna Declaration, efforts towards mobility will further be increased. In the year 2020, at least 20% of those graduating in the EHEA should have a study or training abroad. This will be accomplished by implementing opportunities for mobility in each of the three cycles.

- Data Collection:

Further progress will be monitored via improved and enhanced data collection. Evaluation in how far objectives are likely to be accomplished will serve as a basis for both stocktaking & benchmarking.

- Multidimensional Transparency Tools:

Comparability between the educational institutions within the EHEA will be supported by standardized mechanisms for providing detailed information in order to make diversity more transparent. The main goal is to identify and compare respective strengths. The transparency tools will be developed in close cooperation with the key stakeholders.

- Funding:

It is guaranteed that public funding will remain the main element in order to guarantee equitable access to the higher level learning market.

- Employability:

Both raising initial qualification and maintaining and renewing ones portfolio of KSA will be achieved through a close cooperation between the key stakeholders. Institutions will as a result be more responsive to the needs of the employers. On-the-job learning should further be emphasized.

In line with this strategy, the European Employment Strategy (EES) seeks to create more and better jobs throughout the EU.

To reach these objectives, the EES has set up measures to meet the three main targets by 2020⁵¹:

- 75% of people aged 20-64 in work
- school drop-out rates below 10%, and at least 40% of 30-34-year-olds completing third level education
- at least 20 million fewer people in or at risk of poverty and social exclusion.

2012: Declaration on the European Higher Education Area (Budapest/Vienna)

- Academic freedom is a principle of the EHEA
- Higher education is a public responsibility
- Equality concerning the access to the higher level learning market must be provided

Since legislation has set the basis for a process of lifelong learning, it is now up to the educational systems to consider proposed aspects in order to improve the education of future employees.

⁵¹Cf. <http://ec.europa.eu/social/main.jsp?catId=101&langId=en>

5 IMPLEMENTATION

5.1 Baden-Wuerttemberg Cooperative State University

5.1.1 Facts and Figures

The Baden-Wuerttemberg Cooperative State University (shortened “DHBW” for “Duale Hochschule Baden-Wuerttemberg”) was founded in 1974 under the name “Berufsakademie”⁵². Besides the headquarters in Stuttgart, an overall amount of 27.700 students (reference: 2011/2012) are being taught at seven other different locations. The DHBW is offering 22 degree programs with 79 subjects in the fields of business, engineering and social work. Cooperating with about 9000 Dual Partners and hosting 722 fulltime lecturers⁵³, the DHBW is the first university in Germany that combines academic studies and work experience. Just like any other university, the DHBW is a legal entity of public law and simultaneously a public institution. Since the former “Berufsakademie” was converted into a “Duale Hochschule” in March 2009, the DHBW is able to grant academic degrees. Working in close collaboration with cooperating companies, the DHBW presents itself as practically oriented which is also mirrored in the lecturer’s appearance. Besides full-time professors, qualified business delegates complete the staff picture. While alternating in three-month phases between practical on-the job training at the cooperating company and theory sessions at the DHBW, students receive a monthly theory throughout the entire period since they have an employment contract with an enterprise.

Not only is the DHBW cooperating with numerous enterprises, but also with several other universities worldwide which makes it possible for most of the degree programs to include a period abroad.⁵⁴

It is remarkable that roughly 90% of all students studying at the DHBW sign employment contracts with the companies after graduation.⁵⁵

⁵² <http://www.dhbw.de/die-dhbw/wir-ueber-uns/geschichte.html>

⁵³ <http://www.dhbw.de/english/about-us/facts-figures.html>

⁵⁴ http://www.dhbw.de/fileadmin/user/public/Dokumente//DHBW_Imageflyer_Englisch_2012.pdf (a)

⁵⁵ *Ibd.*

According to its mission statement⁵⁶, the DHBW welcomes participating companies and social institutions as equal partners working together by continuously improving the dual study concept and modify curricula according to business demands.

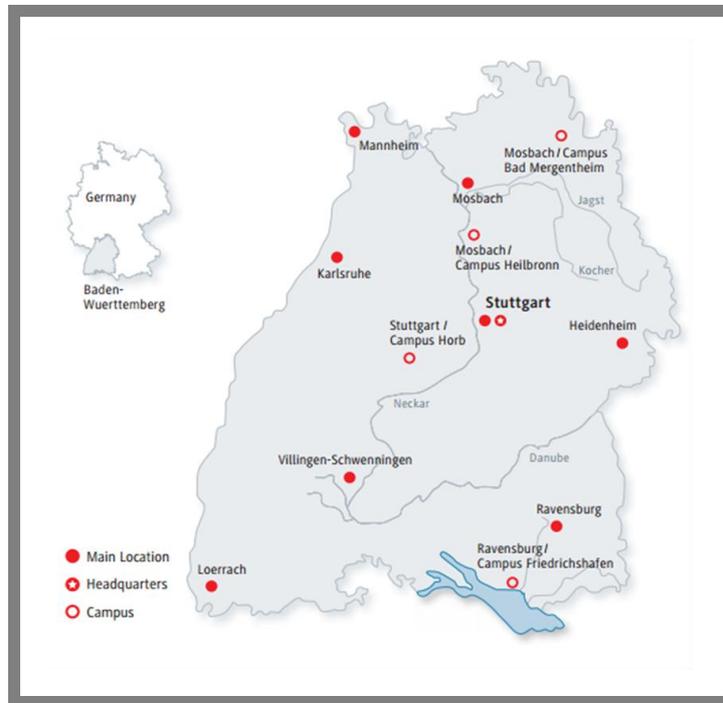


Figure 21: Locations DHBW⁵⁷

5.1.2 Graduate Program

Since autumn 2011, the DHBW also offers graduate programmes. Since they are based on the dual concept of the DHBW, the master studies that continue for four semesters, are as well very application-orientated. Since the Master programmes are practice-integrated, there are no interruptions in the student's careers. In order to avoid interferences with the students ongoing full-time jobs, classes are scheduled in the evening or on weekends.

⁵⁶ <http://www.dhbw.de/die-dhbw/wir-ueber-uns/leitbild.html>

⁵⁷ http://www.dhbw.de/fileadmin/user/public/Dokumente//DHBW_Imageflyer_Englisch_2012.pdf (b)

After the successful launch of the pilot project in the year 2005, current partner programme with the University of Bolton is provided. The eighth cohort of graduates has started attending the program in September 2012.

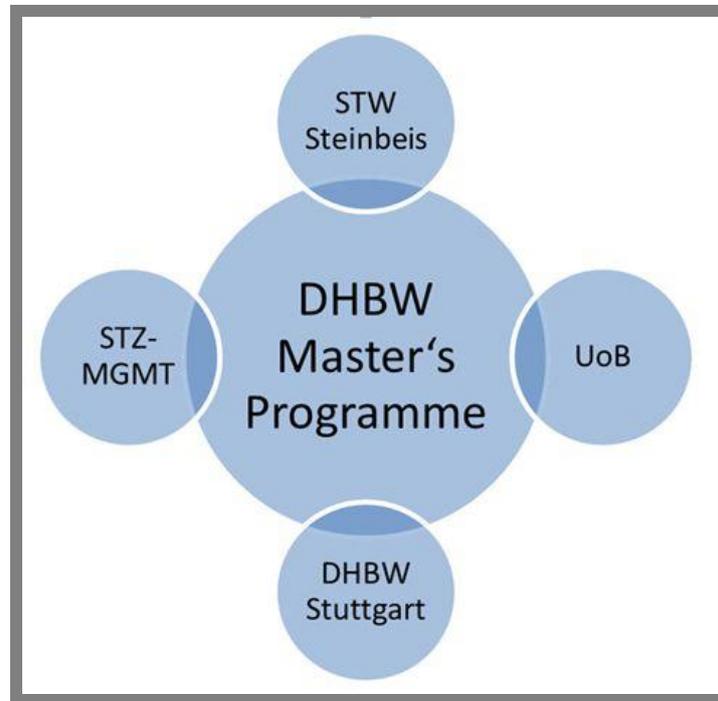


Figure 22: Stakeholder DHBW Master⁵⁸

STW Steinbeis:

The Steinbeis Stiftung für Wirtschaftsförderung (Steinbeis Foundation for Business Development) is a facility aiming to guarantee transfer of both knowledge and technology between higher education institutions and companies. This Foundation hosts a transfer department at Horb Campus.

STZ-MGMT:

The Steinbeis Transfer Center Management Training is a subdivision of the STW Steinbeis providing the MBA program at the Horb Campus of DHBW

DHBW Stuttgart:

⁵⁸ Own Figure

The DHBW Stuttgart as the central office of the Horb Campus of DHBW is the main partner of the University of Bolton in terms of the MBA-cooperation.

University of Bolton (UoB)

The University of Bolton is the institution obliged to both setting the lecturers and awarding the master's degree. Students that are attending the MBA Program at the Horb Campus are matriculated at the University of Bolton during the entire time of their studies and are therefore awarded the Master's Degree of the British University. Since graduate degrees have been equalized in the context of the Bologna Process, the degree is globally honored.

The MBA-studies that provided were originally established in the year 1992 by the University of Bolton. Priority hereby was laid on a high practical relevance of the studies. Instantly accredited by the Quality Assurance Agency in the year 2005, the accreditation was 2011 renewed for another five years. After interested graduates have handed in both their application form and Curriculum Vitae to the UoB, the local assessment commission decides whether the matriculation is granted or not. If the application gets accepted, the student gets enrolled at the UoB. There is no admission test required, but the applicant has to provide prove that he or she levels 6.5 within the „International English Language Testing System“⁵⁹

The study procedure itself is characterized by the fact that although matriculated at the University of Bolton, the students get taught in the location of the Horb Campus according to the guidelines of the Quality Assurance Agency.

Since lecturers are flown in to teach classes, it is possible to offer just the exact same study program in Horb like it is offered in Bolton.

The studies itself cover a broad variety of all central management functions. Available subject areas are Accounting, Finance, Marketing & Sales, Global Management, Information Systems Management, International Law and Human Resource Management. The main target group to attend the MBA programme of the UoB is students that have graduated in the field of natural science, humanities or social science, that are ambitious towards management and in the possession of several

⁵⁹ The International English Language Testing System is an internationally standardized test of English language proficiency

years of practical experience. Since DHBW-graduates, as illustrated within chapter 5.1.1, are gaining practical experience within their whole time of undergraduate studying, they're accepted to directly join the MBA program after graduation. The MBA-program is divided into 7 modules plus one project workshop and takes 24 months. The workload amounts 90 ECTS Credits. The total costs of the program amount €10.000 and the program starts twice a year (March and October)⁶⁰. After accomplishing the first three modules, students get awarded the globally acknowledged "Postgraduate Certificate in Management" and after finishing the sixth module the "Postgraduate Diploma in Management". After accomplishing both Research Module and Master Thesis, the students finally get the title "Master of Business Administration".

5.2 UCSB

The University of California, Santa Barbara (UCSB) that was founded in 1891 is a public research university and part of the University of California System. Allocated 100 miles northwest of Los Angeles, UCSB was ranked 35st worldwide by the "Times Higher World University Rankings 2012"⁶¹.

The UCSB currently hosts 21685 students that divide themselves into 18620 undergraduates and 3065 postgraduate students (Fall 2011)⁶².

Spending \$191.2 Mio on research in the year 2007, UCSB is one of America's most active research universities, which is also mirrored in the university's mission statement⁶³. In contrary to the semester system that is provided by the DHBW, the academic year at UCSB is divided into four quarters. Graduate programs at UCSB include the highly ranked⁶⁴ College of Engineering. Other popular graduate schools are the Gevirtz Graduate School of Education as well as the Bren School of Environmental Science and Management.

⁶⁰ Cf. <http://www.mba-guide.de/mba-suche/463-mba-the-university-of-bolton-stz-mgmt.html>

⁶¹ Cf. <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/santa-barbara-ca/ucsb-1320>

⁶² Cf. http://bap.ucsb.edu/IR/UCSB_Portrait.pdf

⁶³ Cf. <http://www.ucsb.edu/campus/mission.shtml>

⁶⁴ Cf. <http://www.ia.ucsb.edu/pa/display.aspx?pkey=2820>

UCSB currently offers more than 100 degree programs in 45 departments. The Long Range Development Plan that was developed in the year 2005 strives to a growth in the relative proportion of graduate students, from today's level of 14 percent of the student body to at least 17 percent by the year 2025⁶⁵.

5.2.1 Graduate Program

The Graduate Program of the UCSB divides itself into 55 different subjects within its graduate program.

The five basic materials to attach to the online application form are as follows:

- Statement of Purpose
- Personal Achievements/Contributions statement
- Resume or Curriculum Vitae
- Letters of Recommendation
- Application payment, if paying by credit card

The benchmark grades are variable, dependent on the number of students applying. It is nevertheless necessary to have at least a B average in the undergraduate coursework. It is obligatory that applicants must hold a bachelor's degree or the equivalent from an accredited institution in the United States by the time they enroll. Decision will be made by the graduate division council afterwards.

Following exempt of the UCSB graduate program mission statement gives a good insight into how the priorities of the program are shaped:

“It is our goal to promote academic excellence in graduate degree programs; to foster a diverse and inclusive graduate community of domestic and international students; and to cultivate for all graduate students both an intellectually challenging and socially supportive academic environment[...].”⁶⁶

⁶⁵ Cf. http://accountability.universityofcalifornia.edu/documents/accountabilityprofile09_ucsb.pdf

⁶⁶ Cf. <http://www.graddiv.ucsb.edu/handbook/introduction.aspx>

The Graduate Program of UCSB clearly positions itself at close to research and therefore with a big emphasize on theoretical transfer as a basis for research-related sciences.

The following figure gives an overview of the costs a student has to pay in order to attain a graduate program:

UNIVERSITY OF CALIFORNIA, SANTA BARBARA						
STUDENT FEES 2012-13						
NAME OF FEE	UNDERGRADUATE			GRADUATE		
	Fall/Winter/Spring	Three Quarter Total	Summer	Fall/Winter/Spring	Three Quarter Total	Summer
<i>Student Services Fee</i>	324.00	972.00		324.00	972.00	
<i>Tuition, All Students</i>	3,740.00	11,220.00		3,740.00	11,220.00	
TOTAL MANDATORY FEES	4,064.00	12,192.00		4,064.00	12,192.00	

Figure 23: Fees⁶⁷

There are basically two ways to obtain the degree MBA:

a) Thesis Option

In addition to the submission of an acceptable thesis, a completion of 30 units of graduate coursework must be obtained. Serving as a teaching assistant or trainer can be set equivalent to up to 10 units, depending on the extent of coaching.

b) No-Thesis Option

The plan to take a graduate program without creating a thesis requires at least 36 units of upper-division and graduate coursework. In addition, the student has to either

- Accomplish a final examination set by the major department and also be administered by a master's committee appointed by the department

or

- Conduct a research program by at least one faculty member and furthermore be approved by a project committee including at least two members of the department

Graduates have to accomplish three main “degree milestones” in order to complete a master’s degree:

- completion of language, methodology, and other departmental requirements;
- nomination of faculty to serve on master's thesis committee; and
- passing comprehensive exam, project option, or thesis option.

Students attending a graduate course at UCSB are enrolled fulltime, a continuous enrollment as full-time student is necessary in order to maintain the status as program-attendant.

5.2.2 PhD-Program:

The UCSB as well offers several PhD-Programs as the second step of postgraduate education.

Just like the graduate program is the PhD-Program divided into milestones. Besides the ones that have already been mentioned, a student attending the PhD-Program has to present a dissertation demonstrating the “ability to contribute significantly and independently to the major field”⁶⁸. The candidate's doctoral committee guides the student in this work and judges the merit of the completed dissertation. Approval of this dissertation by each member of the doctoral committee is required for the degree.

⁶⁷ Cf. <http://www.finaid.ucsb.edu/CostofAttendance.aspx>

⁶⁸ Cf. <http://www.graddiv.ucsb.edu/handbook/doctoraldegerequirements.aspx>

5.3 Comparison

The following table will serve as an overview over the main differences that are basically different between the graduate programs of DHBW and UCSB.

	UCSB	DHBW
Available subjects	55	55
Application Fee	\$90	\$180
Estimated Costs	~\$65000	~\$13000
Program Start	4x a year	2x a year
Enrollment	Full-time	Part-Time
Emphasis on	Research	Practical Relevance
PhD-Program offered	Yes	Not Yet
References needed	Yes	Yes
Accreditation	Western Association of Schools and Colleges	Quality Assurance Agency

Figure 24: Comparison UCSB DHBW

Besides significantly higher fees for the graduate program of UCSB and greater variety of subjects provided, the main difference between the two programs is made manifest not within these measurable figures but rather different philosophies inherited that mirror the main duties DHBW and UCSB have mandated to.

Whereas the UCSB obviously sets focus on a highly-academic program with a high affinity to research, the scope of DHBW is an entirely different. Considering itself as an extension of the business environment, the DHBW graduate program is a lot more tied to recent economic developments. Since Business experts are included into the decision-making process of the DHBW, the higher education institution is in possession of a sensor system whose value can – especially in recent times – not be overestimated. Being in a constant exchange with the cooperating enterprises, the DHBW is much more likely to take changes of the business periphery into consideration when creating curricula. Transferring a portfolio of Knowledge, Skills and abilities that is adjusted to the needs of business could be just the distinctive advantage when it comes to changes within the four layers of business which is – as extensively illustrated within chapter 3 – more than likely to happen.

6 CONCLUSION

There is no doubt that we are currently experiencing a pace of change within our educational environment we have not yet faced before. The “factor knowledge” of the European Union seems to be threatened by both demographic change as well as rising competition from emergent nations such as China or India.

Being the key element within today’s world of business, the individual must balance changes within the external environment that affect him in his daily work by flexibly adapting to new conditions. Never before was it therefore more important for the individual to complete post-graduate studies in order to keep up with the requirements.

The concept of lifelong learning can be seen as the chance for every actor within the world of business to steadily modify his or her portfolio of Knowledge, Skills and Abilities.

Both DHBW as well as UCSB offer promising approaches to conduct postgraduate studies. Whereas the American institution of higher level learning clearly sets the focus on a highly academic graduate program that is closely linked to the university’s mission statement promoting a high affinity to research, the German equivalent adopts a totally different approach. Considering itself as an extension of economy, the DHBW has – in cooperation with the University of Bolton – created a graduate program that is much more sensitive towards recent economic developments.

I would not like to pass a final decision on which graduate program will be crowned with more success in the long run, but that however is not the point. Each graduate considering attending postgraduate studies has to balance his or her personal preferences and requirements concerning graduate programs. The decision not to end but to further pass the roadmap of Lifelong Learning is nevertheless a good one. A longtime valid portfolio of Knowledge, Skills and Abilities might soon be out of date, so everyone should continuously strive to extend it.

Or, to put it in the words of Mahatma Gandhi:

“Live as you were to die tomorrow. Learn as if you were to live forever.”

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V APPENDIX

A Project Work Proceeding



What are the future Life Long Learning principles and objectives for the higher level learning market in Germany (DHBW) / USA-California based on experiences at both Universities?

- Comparison of the practical relevance of DHBW / UCSB studies towards a Master's (PhD-) Degree -

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Business Engineering 2010
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Supervising Tutor: Prof. Dipl.-Ing Rolf Richterich



Agenda

1. Goal
2. Structure
3. Schedule
4. Status Quo
 - 4.1 GANTT-Chart
 - 4.2 Milestone Controlling

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1. Goal

The goal of my project work is both to analyze the need and concept of Lifelong Learning as well as to draw a comparison between DHBW (Germany) and UCSB (USA) concerning the practical relevance of DHBW / UCSB studies towards a Master's-(PhD-)Degree.

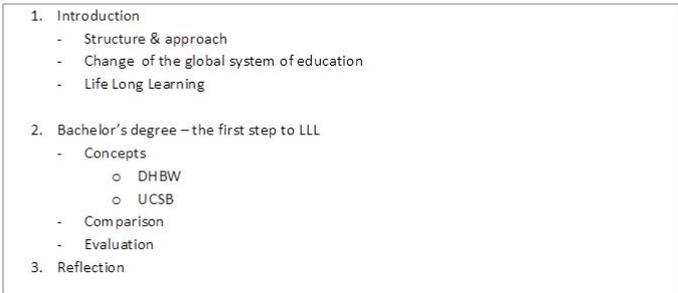


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3. Structure

The following outline gives - though subject to minor alterations - an overview on the project work's elements.



- 1. Introduction
 - Structure & approach
 - Change of the global system of education
 - Life Long Learning
- 2. Bachelor's degree – the first step to LLL
 - Concepts
 - o DHBW
 - o UCSB
 - Comparison
 - Evaluation
- 3. Reflection

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 **4. Schedule** 

4.1 GANTT-Chart

The project scheduled has been illustrated in the following GANTT-Chart.


Microsoft Excel
7-2003-Arbeitsbla

Monitoring the project's progress, the Chart represents the duration of tasks against the progression of time.

Estimated time of selected issues terminate the milestone dates.
Puffer times have been calculated and included in between the milestones.

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 **4. Schedule** 

4.2 Milestone Controlling

In order to keep track of the project work's progress, 7 milestones have been implemented into the project schedule.

At each milestone, the progress of the work will be evaluated following a traffic lights color code.

In terms of scope, schedule, and budget, the project is

		
on track	generally on track, with minor issues	off track

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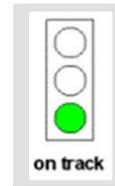


5. Status Quo



As it can be seen in the GANTT-Chart, the Status Quo is as follows:

- ✓ Approach (Problem Definition / Timetable)
- ✓ Source Sighting
- ✓ Structure Determination
- ✓ Principles of LLL



Next steps to be done:

- Structure of Master's- (PhD-) Studies
- Comparison

B GANTT-Chart

