

DISSEMINATION OF THE EUROPEAN BUSINESS BACCALAUREATE DIPLOMA



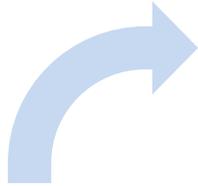
LIST OF CONTENTS

I. Project Documentation	4
Project Team	5
Project Coaches	6
Project Client	7
Declaration of Authorship.....	8
Executive Summary	9
Foreword	11
1 European Business Baccalaureate Diploma	12
1.1 Development of the European Educational System.....	13
1.2 The main Idea of the EBBD.....	17
1.3 Structure of EBBD Curriculum.....	18
1.4 Profile of EBBD-Graduates.....	19
1.5 EBBD Partners.....	24
1.6 Comparison of European Business Certificates.....	31
1.7 Conclusion	36
2 Market Research	38
2.1 Aim & Target Group for the Dissemination of EBBD.....	39
2.2 Purpose of Interview Questions.....	41
2.3 Evaluation of Results.....	43
2.4 Summary of Interviews.....	59
3 SWOT-Analysis	61
3.1 Definition	62
3.2 Summary of Internal and External Analysis	64
3.3 Internal Analysis.....	65
3.4 External Analysis.....	67
4 Recommendations	70
4.1 Introduction	71
4.2 EBBD Student-Flyer.....	71
4.3 EBBD-Article for School's Annual Report	74
4.4 EBBD Student-Questionnaire.....	77
4.5 Further Recommendations	79
II. Process Documentation	82
Project Management.....	83
Project Diary Ruzica	100

Project Diary Valerie	105
Project Diary Maryana	108
Project Diary Olha.....	111
III. Sources	114
List of References.....	115
List of Figures	116
IV. Appendix	117
EBBD-Folders.....	118
EBBD-Presentation for Businesses.....	120
Evaluation of Results in German.....	125
Implemented Recommendations in German	142

I. PROJECT DOCUMENTATION

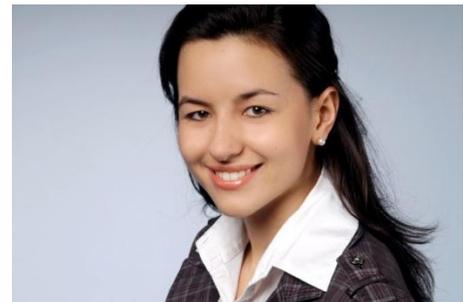
PROJECT TEAM



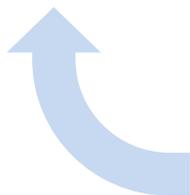
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DECLARATION OF AUTHORSHIP

We, the members of the EBBD project group, hereby state that the work presented is based on our own research and elaboration, unless stated otherwise. All kinds of information such as texts, illustrations from other sources are properly acknowledged. Any results that are in accordance with the project of other authors and that are not referred beforehand are unintended and coincidental.

Vienna, Austria 9 January 2013

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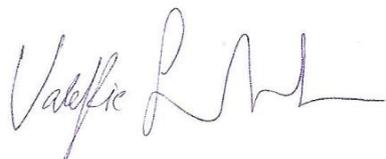
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EXECUTIVE SUMMARY

The main purpose of this report is to reflect the procedures and measures of the project group of the bilingual college of the IBC¹ Hetzendorf for “**The Dissemination of the European Business Baccaureate Diploma**”, which is a Europe-wide acknowledged business certificate and which has been newly introduced in our school in September 2012. As this school is a project partner of the EBBD², the headmaster Mag. Dieter Wlcek, our project client, commissioned the purpose of this project work.

To begin with information on the development of the European educational system, the main idea of the EBBD, the curriculum and its network and lastly a comparison with other European business certificates serve as means for a better understanding of the subject matter.

The following steps encompass the planning of the survey. Particular attention is paid to **commercial businesses** that have an **international presence** to qualify as respondents. An important factor might as well be the **size** and **recognition**. Statements on the EBBD given by middle-sized or big companies with a high degree of popularity in the domestic field and abroad may be more significant compared to smaller businesses that are only concentrating on the Austrian market.

Contacts to companies from the financial and insurance-, transport sector, IT-, food production- and consumer goods industry have been established.

In the course of the preparation for the meetings with the businesses a short presentation on EBBD and an interview guideline as well as EBBD-Folders were created. They include our visiting cards, EBBD and College Flyers, the IBC-Annual Report and a printout of the EBBD-Presentation. These information folders were created with the purpose to hand them to the human resources managers.

The interviews with **15 companies** were conducted in the space of time from 22 October to 29 November 2012, among them two telephone interviews. The EBBD project made a **good overall impression** on the recruiters. HR manager from Raiffeisenbank said “*I find the program very good, because the Austrian school system limps behind, compared to what is expected in the economy and also according to languages. If I had children I would entrust them with the EBBD certificate and send them to IBC Hetzendorf*”. UniCredit Group trainee mentioned: “*I find it good that the students are educated not only locally but also globally.*”

¹ IBC Hetzendorf = International Business College Hetzendorf in Vienna, Austria

² EBBD = European Business Baccaureate Diploma

On the basis of the results of the survey, the internal as well as external analysis of the EBBD the following strengths, weaknesses, opportunities and threats were identified.

A definite **strength** of the EBBD programme is its **uniqueness**. In Austria it is only offered in IBC Hetzendorf and does not charge any tuition fees, except for the **issue of certificate** with **€50**. It equips its graduates with international business competences, which go **beyond** the regular **HAK-curriculum** and require a compulsory internship abroad. The EBBD caters to **high-flyers** and to students who are keen to develop and make full use of their capabilities on a European level. In addition to that the program offers a network of **eight European partner schools** to their students.

The **low level of recognition** of the EBBD in Austria is one obvious **weakness**, besides the absence of **eastern languages** as second languages, referring to the lead-function Austria currently holds in Eastern markets e.g. logistics. Others stated that **English business skills** at **C1** (instead of B2) level are necessary in order to compete in the European market (Henkel, Allianz). Moreover businesses believed that an **exchange-program** between the partner schools would benefit the students and support the internationality and cultural awareness.

One **opportunity** EBBD could take advantage of **financial support** coming from the European Union. A further dissemination can be achieved with the help of **media** through TV reports or articles on EBBD. **Businesses** might be interested in **cooperating** with the EBBD and agree to support by **providing internships abroad**. Besides there might be a **run of international businesses in the Austrian market**. They would then locate their divisions in Austria and consequently offer jobs, which correspond to the profile of an EBBD-graduate. Furthermore, the value for an **internationally orientated education** could **increase** in Austria.

One **threat** could be that **neither students nor businesses are interested** in the EBBD-qualification. Another problem could be that international **businesses migrate** to other countries. The situation could become even more severe if **competitors** introduce a similar certificate. But the worst-case scenario would be if the **European Union dissolves**. The EBBD-concept would then be reduced of significantly lower value.

The SWOT-analysis prompts the following **measures**. However the EBBD-Project Group has already implemented some measures, namely the **EBBD Student-Flyer**, **EBBD Student-Questionnaire** and **EBBD-Article** for school's annual report.

This project work should also be served as a reference document for the presentation in the **2nd conference for dissemination in Eindhoven, Netherlands**.

FOREWORD

In the introduction of the subject marketing we were told to do a project work in the last year of this school program, which is part of the final examination in order to be able to graduate.

Therefore in May 2012 we, Ruzica Baotic, Olha Kustenka, Maryana Motso and Valerie Sabando decided to form a group. After almost a year we got to know each other, our strengths, weaknesses.

In June 2012, at the end of the second semester, MMag. Tomasitz-Möseneder presented to us with pure excitement the "European Business Bacculaureate Diploma". The headmaster gave her the task to put a group of ambitious, motivated students in charge of this project hence she chose us four. Even though we did not know in detail what exactly we were in charge of that time, we knew from the start that this is an opportunity we cannot refuse. Just the fact that we will have to interview HR-managers of important companies in Austria sounds promising and challenging at the same time but when do you ever get the chance to do so again?

We can truly say that this has been quite an interesting but also challenging and exciting journey for all of us team members. Together as a team we were able to manage this venture and cherish the new experiences we have gained in the course of our meetings with important companies in Austria. Moreover being part of this big project by helping to disseminate the European Business Bacculaureate Diploma is quite a huge responsibility and honour. The final outcome is the result of our successful teamwork and our supporting system therefore we would like to take the chance to show our appreciation.

First and foremost many thanks to our headmaster Mag. Dieter Wlcek for lending us an ear, taking his time and for enabling all team members of the EBBD-project group to participate in the 2nd conference for dissemination in Eindhoven, Netherlands.

We would like to take the opportunity to thank our project coaches MMag. Gabriele Tomasitz-Möseneder and Mag. David Gogarty for their continuous advice and assistance. From the beginning they have been nothing but great mentors to us and we really appreciate their guidance.

We are grateful for all the cooperating companies who showed their interest by taking their time and taking part in our market research and allowing us to interview them.

Also we would like to thank our teachers and classmates for their understanding, patience and support!

Last but not the least special thanks to our families and friends!

1 EUROPEAN BUSI- NESS BACCALAURE- ATE DIPLOMA

1.1 DEVELOPMENT OF THE EUROPEAN EDUCATIONAL SYSTEM

1.1.1 Europeanization

The European Union is growing closer together not only in political or social issues but also in economic affairs. This results in a lot of pressure on (future) graduates concerning their qualification and skills for the European market.

Yet educational institutions are aware of the great potential Europe has to offer to students and are now attempting to converge their curriculums according to the European business fields. The competition in Europe forces schools to revise and overthink their educational structures. The frequent curriculum developments as well as monitoring performance of the teaching-learning processes lead to new forms of quality assurance and quality documentation.

The trend goes towards more qualified graduates and has therefore led to an increase in the proportion of highly skilled professionals in society. Now schools set their pupils on the path to a lifetime of learning, if they want to prepare them for the modern world. A sound school education system helps students to take responsibility for their own learning and personal development throughout their lives and provides them with the essential competences like knowledge, skills and attitudes – for successful membership of European society and workforce. Overall trends of education policy in Europe appear to converge towards certain key themes:

- Internationalization
- Globalization
- Competition
- Market Orientation
- Quality Assurance
- Transparency
- Intercultural Learning/Living/Working
- Strategic Planning Techniques

1.1.2 Back to the Roots

1.1.2.1 *Bologna Process*³

As we know the European educational system has been undergoing major changes in the recent years. To give you a general – and now in practice the most often used – description of recent processes in European education we may use the term *Bologna Process*.

The ***Bologna Process*** is related to the

- Growth and diversification of higher education

³ <http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf>

- Employability of graduates
- Transparency of European educational structures
- International competitiveness
- Foreign language skills
- Cultural Awareness
- Mobility of students

A clearly defined goal for this organisation is the value of coordinated reforms, compatible systems and common actions.

Accomplishments:

1. Reform of the degree structure (Bachelor & Master)
2. Quality assurance measures related to the European Credit Transfer and Accumulation systems which makes the grading and evaluation of the students more transparent and comparable.
3. Internationalization strategies have been developed for the compatibility of degrees. It enhances the transferability of academic credits (ECTS) and the internationalization of the curriculum with the goal of an international competitiveness.

ECTS has become a central tool of the Bologna Process which aims to make national systems converge and put its efforts into modernising the European education. It makes again teaching and learning more transparent across Europe and yet facilitates the recognition of all studies involved in the process. The system encourages the transfer of learning experiences between different educational institutions. Moreover, it allows greater student mobility and also affects curriculum structures and quality assurance.

Each learning outcome is expressed in terms of credits.

Course descriptions contain:

1. Learning outcomes (Expectation of knowledge, understanding and utilization)
2. Workload (Needed time to achieve these outcomes)

ECVET stands for European Credit System for **Vocational Education and Training**. Essentially ECVET builds on a structured description of qualifications in terms of 'units of learning outcomes', which are specified in greater detail by an additional numerical expression - the ECVET points. Based on this structured description, which forms a form of 'common language' for mobility periods, the involved training institutions conclude agreements which aim to guarantee the recognition in the home country of knowledge and skills acquired abroad. This aims to ensure that the mobile learner does not have to retake exams or face prolonged training time in the home country.

1.1.2.2 *Europass*⁴

Another scheme to make qualifications and skills better understood throughout Europe is the Europass.

The Europass is mainly directed towards people who are looking for a job, whether in their own country or abroad. And which would like to present their qualifications and competences in a way that potential employers can understand and appreciate. Not only businesses make use of this efficient tool but also Universities of Applied Science in their process of choosing the right students for the program degrees.

1.1.2.3 *Comenius: Europe in the classroom*⁵

Known as one promoter of the EBBD project the Comenius Programme focuses on all levels of school education, from pre-school and primary to secondary schools. It is mainly responsible for pupils and teachers.

As part of the EU's Lifelong Learning Programme, it aims to help young people and educational staff in fields like:

- European cultures
- Languages and values
- Acquisition of basic life skills
- Competences necessary for personal development
- Employability
- Active citizenship

Goals

The aims of COMENIUS are very similar to those of the Bologna Process.

- Increase of mobility for pupils and educational staff across the Europe
- Enhance and encourage partnerships between schools in different EU Member States
- Language learning.....

1.1.3 *Current trends*⁶

As there are current trends in almost every field of an economy like in the fashion industry or mobile phone industry thus there are also in the educational systems. So to sum up all the things mentioned in the previous chapters we can conclude that the so called '**Key competences**' expected from graduates in a modern and merging society in Europe are essential to today's recruiters, universities but also citizens.

Key skills:

⁴ <https://www.europass-info.de/index.php?id=252>

⁵ http://ec.europa.eu/education/lifelong-learning-programme/comenius_en.htm

⁶ http://siteresources.worldbank.org/INTECAREGTOPEUCATION/Resources/Current_Trends_HE-EU2.pdf

1. Social skills: Communication and conflict resolution skills and situational appropriate behaviour and interdisciplinary thinking. Results: Teamwork, Ability to transfer knowledge.
2. Methodological skills: Diagnosis and problem solving skills and the ability to self-employed organization of learning processes; Results: Independent and decisions and lifelong learning
3. Flexibility, Motivation, Self-motivation, Self-Marketing (self-management) correspond to the trends of job autonomy and the uncertainty of labour relations;
4. Additional qualifications: Computer skills, presentation skills, foreign languages, etc.
5. Employability: The systematic development of strategies of Self-Control, Self-Self-Rationalization, Result: The “worker” can compete independently in the job market.

1.1.4 “Recent” happenings⁷

Given the dramatic development of youth unemployment, especially in the south of the EU, the Minister for Labour and Social Affairs Ursula von der Leyen makes demands on a European market for training. In an interview with the “Süddeutsche Zeitung”, she suggested a "Euro-Education". "Arguing that, there are tens of thousands of unfilled training places in the north - and south, many young people with degrees have no perspective for a job". In Spain, meanwhile, every second young person is without work.

⁷ <http://www.sueddeutsche.de/wirtschaft/jugendarbeitslosigkeit-von-der-leyen-will-europaweiten-ausbildungsmarkt-1.1390149>

1.2 THE MAIN IDEA OF THE EBBD

Every year, Europe is growing closer together – in political, social and more importantly in economic aspects. As a result of this development, there are challenges which require a particular understanding of economic relationships in a unified Europe. These challenges require a readiness for mobility, extensive soft skills and business competence in order to be able to comfortably deal with international business questions.

That is where the **European Business Baccaureate Diploma (EBBD)** comes into play! With the EBBD, all young people who meet university admission requirements will receive a harmonized and accredited **European qualification** going beyond the national framework for professions in the field of business administration. Thus, the graduates of the EBBD program increase their opportunities on the job market.

The elaboration of the EBBD program is supported by EACEA Education (Audiovisual & Culture Executive Agency) within the COMENIUS Multilateral Project. The official start of the EBBD project was on the 1st October 2010⁸.

The school graduates with university admission requirements have to gain higher level of competences within **economic and business studies**. These competences have to be the same in entire Europe that are certificated with the **European Business Baccaureate Diploma**. In the Europe, which is growing closer together, the European Business Baccaureate Diploma has to become the standard, especially in **vocational schools**. This diploma as European standard will support the **higher mobility** of graduates within the Europe and increases **their opportunities in the European job market**. The business related education will be enhanced, the transparency of graduate degree at European level raised and also the motivation for the acquisition of business-related competences on a special level supported.

The competences in the 3 main fields “**Business**”, “**Europe**” and “**Mobility**” build the European harmonized standard shown in the certificate “European Business Baccaureate Diploma”. This certificate is an Excellence-label, which is based on national curricula, but also goes wide beyond their frameworks. The EBBD curriculum defines the graduates’ profile, which is gained within different national education systems in various ways⁹.

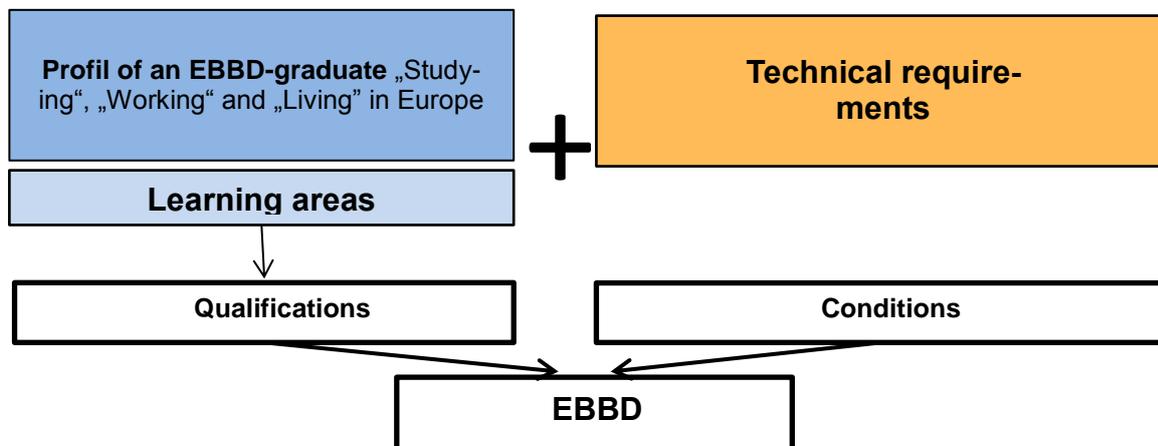
As a consequence the introduction of European Business Baccaureate Diploma presents an added value for school graduates including educational institutions and also for economy at all. In addition, it also contributes to the further development of European education area.

⁸ <http://www.eurobacdiploma.de/akkreditierung/ebbd-in-kuerze/>

⁹ Curriculum für das European Business Baccaureate Diploma – EBBD.URL:

http://www.eurobacdiploma.de/fileadmin/user_upload/downloads/Curriculum_vollstaendig_de.pdf

1.3 STRUCTURE OF EBBD CURRICULUM¹⁰



The EBBD curriculum gives an overview of the process of the acquisition of this additional qualification. The Curriculum is the main document that includes all the aspects of the EBBD program. It gives important information on this qualification. The basic concept of EBBD-Curriculum is built up of the 8 original elements.

The Profile of EBBD-graduates is based on the original elements and fundamental ideas and describes the level of attainment of a successful EBBD-graduate after obtaining the qualification according to the EBBD-standards. It also presents a picture of opportunities and career perspectives for EBBD-graduates. The original elements include 5 learning areas which teach different competences (**business competence, competence in international business fields, European competence, foreign languages competence and soft skills**) essential to attain the graduate profile. “Soft skills” have been integrated into each of these areas. The curriculum is one of the possible ways that allows students to accomplish the required profile and also presents strategies for implementing EBBD.

Competence to work on economic issues in a foreign language (CLIL), an internship abroad, simulations and projects are the other 3 elements which form - together with a **general university entrance qualification** - the technical requirements for the EBBD-Qualification.

¹⁰ Curriculum für das European Business Baccalaureate Diploma – EBBD.URL:
http://www.eurobacdiploma.de/fileadmin/user_upload/downloads/Curriculum_vollstaendig_de.pdf

1.4 PROFILE OF EBBD-GRADUATES

A Business Competence	B Competence in International Business Fields	C European Competence	D Foreign Language Competence
Soft Skills			
<ul style="list-style-type: none"> • Business Administration • Economics • Information Processing • National Business Law 	<ul style="list-style-type: none"> • Global Marketing • Business Law • Accounting • Taxation Policies 	<ul style="list-style-type: none"> • European Citizenship and Content • Cross-Cultural Communication and Collaboration 	<ul style="list-style-type: none"> • Two Foreign Languages →B2 →B1 According to CEFRL

The profile of the EBBD graduate is described in 3 areas of activity: **Studying, Working and Living in Europe**. As already mentioned it supports the higher mobility of students in European areas. It offers various, wider and better job chances in the international businesses in the domestic field or abroad, or generally on the European job market. The students get the opportunity to study everywhere in Europe or to work there, which foresees also living in Europe.

In order to get the EBBD certificate the students should get 4 main competences (**Business Competence, Competence in International Business Fields, European Competence and Foreign Language Competence**). On the other hand technical requirements should be met. These are **CLIL (Content and language integrated learning), Work Placement Abroad, Simulations and Projects** and, of course, **general university entrance qualification**. CLIL principle means a bilingual lesson with native speakers, which supports a good foreign language competence.

The 4 main competences, which are mentioned above, represent the qualifications of the EBBD education, the technical requirements are the conditions, which should be met for the successful graduation¹¹.

The students have to attend the lessons, which are always bilingual. The German-speaking teachers are supported by the native speakers (CLIL). The material is taught 50% in German and 50 % in English.

The **Business Competence** is obtained within Business Administration and Economics on the national and European market. Information Processing provides knowledge and skills which the graduates need to work with the business-related

¹¹ Curriculum für das European Business Baccalaureate Diploma – EBBD.URL:
http://www.eurobacdiploma.de/fileadmin/user_upload/downloads/Curriculum_vollstaendig_de.pdf

EDP systems and the office software, e.g. they learn how to collect the information, to handle and present it. National commercial law provides knowledge about the relevant legal regulations for business activity.

Competence in International Business Fields refers more to the international or European economy. Within Global Marketing the students learn to carry out a market research at the national as well as international level. They learn European Community Law and International Business Law, Accounting including International Aspects and International Taxation Policies.

The next competence – **European competence** is relevant for the further study at the tertiary level. The EBBD graduates get knowledge and skills to be able to find the suitable subjects for them and to organize their study and life in Europe. This competence requires not only specific economic knowledge but also the general information about Europe, e.g. the geographical, historical and political facts.

Foreign Language Competence: within the EBBD program two foreign languages are offered. The first foreign language covers the level B2 according to CEFRL (Common European Framework of Reference for Languages). At IBC Hetzendorf the first foreign language is English. The second living foreign language covers the level B1. The students have an opportunity to choose one of the two languages: Spanish or French. Chinese and Russian could also be chosen as the second foreign language.

The high value in this education is also put on the soft skills. They are taught within every single learning area. Here we talk about Leadership, Team work, Professional Communication, Problem Solving, Time Management, Personal Development, Conflict Management and Stress Management¹².

The aim of the EBBD program is to make economic education more transparent, to increase the mobility of students, to give them opportunity to go abroad, to work there or to study. That's why the three fields of action are highly important for this program: Studying, Working and Living in Europe. The two fields of action – Working and Studying in Europe – are connected with business and economic aspect, but the competence – Living in Europe – presents an all-embracing competence.

¹² Curriculum für das European Business Baccalaureate Diploma – EBBD.URL:
http://www.eurobacdiploma.de/fileadmin/user_upload/downloads/Curriculum_vollstaendig_de.pdf

Profile of the EBBD-Graduate¹³

Studying in Europe	Working in Europe	Living in Europe
<ul style="list-style-type: none"> • The EBBD graduates are able to explore and evaluate possible study programmes in Europe (e.g. Bachelor program in Economic & Social Sciences). • He/ She can plan and organise student life abroad. • He/ She works in international student groups, communicates in a foreign language and takes over responsibilities not only for team process, but also for results. • He/ She is aware that his/her behaviour can have cultural impact, so he/ she takes consequences and respects cross cultural settings. • He/ She is able to apply methods, concepts and procedures of economics and business administration to deal with learning tasks and projects in foreign country. • He/ She shows an interest in the research of the socio-economic contexts. • He/ She recognises the importance of lifelong learning and directs own action in this direction. 	<ul style="list-style-type: none"> • The EBBD graduates are able to search for adequate working opportunities, apply and work successfully in an internationally oriented company. • He/ She is ready for reflecting own strengths and weaknesses, requirements of professional development. • He/ She can collaborate in a multicultural working group, communicate effectively in foreign language and also lead small groups with given tasks. • He/ She has enough awareness and respect of cultural settings 	<ul style="list-style-type: none"> • Purchasing in Europe • Coordination of resources considering restrictions / production factors / funding • Acquisition of orders in Europe / deriving implications for actions / analysis related information / development of presentations to support decisions • Support of managerial and commercial accounting under consideration of national and international laws / preparing data • Development/ analysis (chances – risks) of business concepts • Analysis of economic conditions and markets in Europe • Analysis of economic developments in Europe / • Assessment of the impact of international and European institutions, policies and regulations on economic activity

¹³ Curriculum für das European Business Bacalaureate Diploma – EBBD.URL:
http://www.eurobacdiploma.de/fileadmin/user_upload/downloads/Curriculum_vollstaendig_de.pdf

1.4.1 Technical requirements

F CLIL	G Work Placement Abroad	H Simulations/Projects	I National UEQ
<ul style="list-style-type: none"> Bilingual Lessons (Team-Teaching) 	<ul style="list-style-type: none"> Business Administration Different Departments (Job Rotation) 	<ul style="list-style-type: none"> Stock-Market Simulations Business Case Scenario Training Firm Practical Projects 	<ul style="list-style-type: none"> General University Entrance Qualification

The EBBD-Curriculum contains following technical requirements: CLIL (content and language integrated learning), work placement abroad, simulations and projects and general university entrance qualification. These are minimum requirements to achieve the EBBD-standards and to develop above described competences.

The EBBD-competences should be acquired within **Content and language integrated learning**. This means, all subjects will be taught bilingual (in our case in German and in English). CLIL can be taught in the first or second foreign language. The CLIL standards will be achieved within lessons in the amount of:

- 180 lessons (per 60-minutes classes)
- 240 lessons (per 45-minutes classes)¹⁴.

In professional area CLIL enable EBBD graduates to work or to learn in international business context and nearby to communicate in a foreign language in cross-cultural situations.

A **Work placement abroad** improves the competence to act in a business environment abroad. The work placement must take place in one organisation abroad. Graduates have to work in economic and management areas. They will get to know different spheres of action, and how to deal with different tasks.

Period: generally 4 weeks

Or more, however it may not be less than 3 weeks

If the period of work placement is divided in sub-periods, each one should last at least one week.

¹⁴ Curriculum für das European Business Baccalaureate Diploma – EBBD.URL:
http://www.eurobacdiploma.de/fileadmin/user_upload/downloads/Curriculum_vollstaendig_de.pdf

Simulation and projects improve all competences, which graduates have acquired as a part of the learning areas A, B, C, D and E (integrated). This gives a special opportunity to develop the EBBD profile and especial in field of action “Working in Europa”. So the graduates get possibility to use and evolve the acquired skills in practical situations.

Examples for simulations and projects could be:

- Stock-Market-Simulation
- Business Case Scenario
- Practical Projects
- Students enterprise
- Training firm

The national general university entrance qualification is a precondition for the EBBD certificate. And it should be in accordance with the regulations of the appropriate national or regional education system. Therefore the EBBD curriculum defines no standards for the general entrance qualification.

However, a general university entrance qualification must be acquired to meet EBBD standards¹⁵.

¹⁵ Curriculum für das European Business Baccaulaureate Diploma – EBBD.URL:
http://www.eurobacdiploma.de/fileadmin/user_upload/downloads/Curriculum_vollstaendig_de.pdf

1.5 EBBD PARTNERS

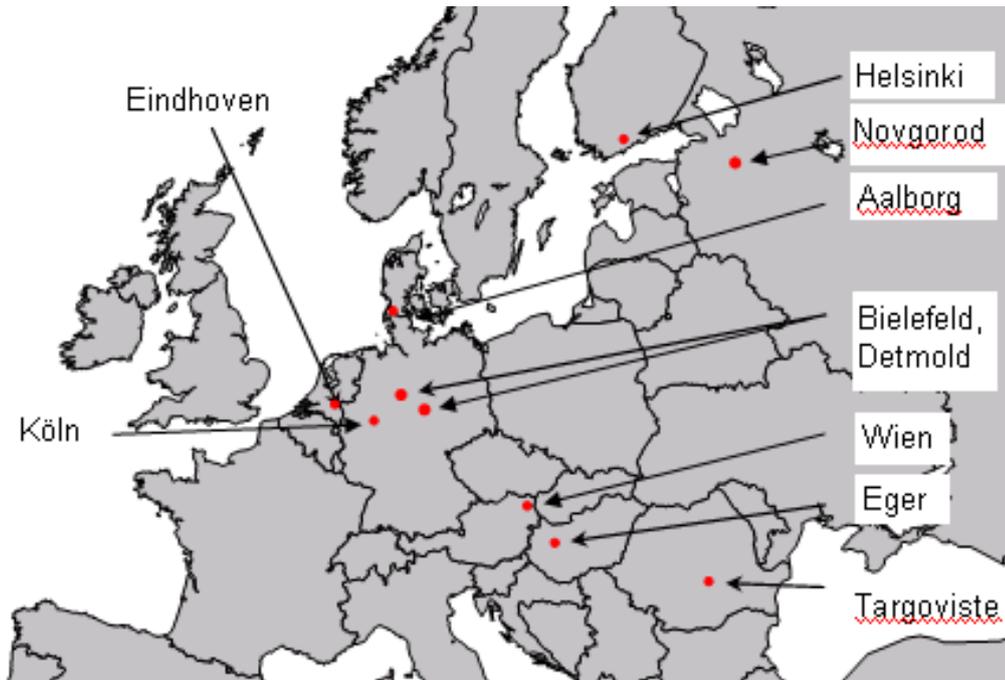


Fig 1

1.5.1 The Project Coordinator: the Rudolf-Rempel-Berufskolleg (a vocational college)



The Rudolf-Rempel-Berufskolleg (a vocational college) is coordinating a Comenius multilateral project “Network for the development and dissemination of the European Economic Baccalaureate Diploma. It is located in Bielefeld (Germany). The college offers a lot of business courses. 4735 students attend this vocational school.

The Rudolf-Rempel-Berufskolleg has currently contacts with partner schools through joint projects in Aalborg (DK), Béthune (FR), Eger (HU), Eindhoven (NL), Ettelbruck (LU), Helsinki (FI), Herning (DK), Hertford (GB), Izmir (TR), Novgorod (RU), Opava (CZ), Targoviste (RO), Vase (NO) and Vienna (AT).

www.rrbk.de

1.5.2 International Business College Hetzendorf, Viena (AT)



The International Business College Hetzendorf is a vocational school in the secondary and tertiary sector specializing in the field of international business and trade and providing its graduates with a general certificate of education and business licenses.

Through a team-teaching model IBC provides a bilingual education in English and German with French, Spanish, Russian and Chinese as second foreign languages.

The major fields of specialisation are:

- management, accounting and controlling
- international marketing and analyses
- information technology and information management
- bilingual international business studies

In special subjects students acquire cultural awareness and all the skills necessary for operating in foreign markets. We have a long term experience in operation practise firms and numerous partners in the European practise firm market.

Since 1996 we are engaged in total quality management using the EFQM model.

1.5.3 Aalborg Business College, DK



Fig 2

Aalborg Business College is a centre for new knowledge. It offers a wide variety of business-oriented degree programmes and courses for teens, adults and company employees. The combination of an international perspective on day-to-day events, a strong teaching staff, and on-going development of programmes makes it one of the region's preferred institutes of learning.

Aalborg Business College work in three areas:

HG – basic training in retail/trade and office work

HHX – upper secondary education within the field of retail/trade and office work (higher commercial examination)

Courses – training programmes for private enterprises and the public sector (e.g. IT, languages, economics, sales and communication)¹⁶.

1.5.4 Andrassy György Economic Technical School, Eger (HU)



Fig 3

Andrassy György Economic Technical School can look back on a 90-year history. The establishment wants to preserve its traditions on the one hand, but on the other hand it is constantly striving to respond to innovations quickly and calmly. It offers primarily 14-19 year old students training in the areas of business, marketing and tourism. In addition, the graduates of this school is given the opportunity to attend training courses that are commissioned with nationally accredited certificates (e. g. assistant in marketing and advertising, logistics, finances or foreign trade)¹⁷.

1.5.5 Helsinki Business College (FI)



Fig 4

¹⁶ <http://www.ah.dk>

¹⁷ <http://www.ekszi.hu>

Helsinki Business College is a private college, which is supervised and financed by the Ministry of Education. The college has 3,100 students and over half of them are full-time students.

The college provides mainly education for the secondary level Vocational Qualifications in Business and Administration and in Information and Communication Technology and is the largest provider of secondary vocational education and training in these fields in Finland. They have also a department for adult and further education¹⁸.

1.5.6 HAAGA-HELIA University of Applied Sciences, Helsinki (FI)



Fig 5

Through education, research and development, HAAGA-HELIA prepares professionals for business and services. It offers the students a versatile choice of studies, great opportunities for specialisations, high-quality education in Finnish, Swedish and English, and wide business networks even during the studies. It is privately run but supervised and co-funded by the Finnish Ministry of Education and Culture.

There are different fields of education, such as: business, hotel, restaurant and tourism management, information technology, journalism, management assistant training, sports management and vocational teacher education¹⁹.

1.5.7 ROC Eindhoven (NL)



Fig 6

¹⁸ <http://www.en.businesscollege.fi>

¹⁹ <http://www.haaga-helia.fi>

ROC Eindhoven is a large regional institute providing a wide variety of vocational training courses. It's Trade and Marketing College ranks among the best in the country and offers courses in retailing, wholesaling and international business. A range of modern teaching methods as well as quality-oriented staff make this a very attractive college for those students wishing to acquire essential business skills.

The schools are supported by professional services that deal with educational policy, recruitment administration, accommodation, finance, human resource management, communication, ICT and project management²⁰.

1.5.8 Colegiul Economic 'Ion Ghica', Targoviste (RO)



Fig 7

As a European school, and according to the tradition in the field of education, general and professional education or services the Colegiul economic 'Ion Ghica' Târgoviște serves the personal and professional development of its pupils and students in a high-quality teaching process in the sense of lifelong learning with the main objective of social and professional integration.

In the focus of its activities is the training and education of students to lead them to self-dependent acting in preparation for everyday and professional life situations²¹.

1.5.9 Novgorod State University of Yaroslav-the-Wise (NovSU), (RU)



Fig 8

²⁰ <http://www.roceindhoven.nl>

²¹ <http://www.targoviste.light-soft.ro/economic>

Novgorod State University (NovSU) is the major regional center of continuous professional education. The Yaroslav-the-Wise Novgorod State University comprises 8 Institutes (Polytechnic, Humanities, Medical Education, Continuous Pedagogical Education, Agriculture and Natural Resources, Electronic and Information Systems, Economy and Management, Post Degree and Additional Education) and 4 Colleges. Besides, there is a Re-Training Faculty, Research Centre, Scientific Library, Centre for New Information Technologies, Innovation Department, Publishing Centre, Marketing Centre, Press Centre, and other subdivisions²².

²² <http://www.velikiynovgorod.ru/news/16-11-2009.htm?22904>

1.5.10 Association EBBD e.V., Bielefeld (DE)



Fig 9

The association EBBD e.V. aims establishing and disseminating the „European Business Baccaulaureate Diploma – EBBD“²³.

1.5.11 EU-office business and vocational training at the district government Detmold (DE)



Fig 10

The EU-GWB is part of the Bezirksregierung Detmold, one of five regional governments in Nordrhein-Westfalen. With the support of the State Ministry of Education, the regional inspectors for vocational training and education have organized in the EU-GWB a team of specialized and experienced FE teachers who support the regional colleges of further education in running projects funded both nationally and by the European Union.

The EU-GWB supports colleges in planning, implementing and evaluating projects. It informs colleges about appropriate EU-programs and is also responsible for the dissemination and transfer of the results²⁴.

²³ <http://www.eurobacdiploma.de/en/project/project-partners/>

²⁴ <http://www.eurobacdiploma.de/en/project/project-partners/>

1.6 COMPARISON OF EUROPEAN BUSINESS CERTIFICATES

European Business Certificates			
	European Business Bacca-laureate Diploma (EBBD)	European Business Certificate Licence (EBC*L)	Europe Certificate (offered by Europäische Wirtschaftsschulen GmbH Vienna = EWS)
Target group	The EBBD allows pupils who are striving for a general higher education entrance qualification at a vocational secondary school of Economics or who have already achieved such a qualification to obtain additional competencies in the areas of "Economics", "Europe" and "Mobility". ²⁵	The EBC*L offers people who are already working in the economic life or will be, to acquire business knowledge or to brush up their skills . ²⁶	EWS offers alternative paths in higher education for business studies , i.e. shorter, more practice- and student-oriented studies than at university, focusing on a jointly developed European curriculum by and with EWS's many European partners. ²⁷
Mission and aims	The EBBD should develop in the uniting Europe, in particular at the professional schools / vocational colleges, to a standard supporting the mobility of graduates and increasing their	The initiative " Business Competence for Europe " was started, to spread core business management knowledge among those, who have not studied business management. ²⁸	The EWS was founded in 1964 with the primary aim of offering practical, international economic studies , which link the acquisition of theoretical knowledge with the training of applied

²⁵ <http://www.eurobacdiploma.de/en/project/curriculum/>

²⁶ <http://www.ebcl.at/groups.htm>

²⁷ <http://www.ews-wien.at/ews-international/mission-history/>

²⁸ <http://www.ebcl.eu/international/about.htm>

	<p>labour market opportunities. At the same time the economy-related education is upgraded and thus the motivation to learn economy-related skills in particular is encouraged. Thus the transparency of this qualification is increased at a European level. In consequence, the introduction of the EBBD represents an added value for the graduates, the participating educational organizations and for the economy. In addition, it contributes to the development of the European area of education.</p>		<p>skills and to lead to a European employability.²⁹</p>
<p>Programme</p>	<p>The learning areas “Business Competence”, “Competence in International Business Fields”, “European Competence”, “Foreign Language Competence” and “Softskills” describe competences in different areas seen as necessary to develop the graduate profile. The softskills are developed integrated with the other learning areas. “CLIL”, “Work Placement Abroad” and “Simulations, Projects” together with the “general university entrance qualification” describe technical</p>	<p>The system of different levels enables you to start with whatever level your functions in work or your goals correspond to.</p> <p>The EBC*L certification system consists of a publicly available syllabus for each competence level and an international standardized examination</p> <p>The EBC*L levels are: Level A: Business Basis</p>	<p>The EWS offers a variety of business-related training and study opportunities. The main focus is on providing a broad knowledge base and includes specializations in the fields International Management, Event Management and Office Management. EMS training are offered as one to three years of full-time studies with the possibility of a first degree (in cooperation with our most educational partners) or part-time.</p>

²⁹ <http://www.ews-wien.at/uber-uns/mission/>

	<p>requirements which represent conditions for meeting EBBD-standards.³⁰</p> <p>This certificate is a label of excellence based on the national / regional curricula, but goes beyond these.</p>	<p>Level B: Business Planning</p> <p>Level C: Leadership³¹</p>	<p>The study model of the EWS includes courses with a training period of 4 (Europe-Certificate) to 6 (International diploma) semesters. In a subsequent seventh Semester (in collaboration with our educational partners) you can acquire a bachelor degree.³²</p>
<p>Costs</p>	<p>The only costs that occur are for the certificate.</p>	<p>Depending on which level exam you want to take you are charged fees for the issuing of the certificate and participation fee which amount to €160 - €288.³³</p>	<p>Depending on graduate school programme:</p> <p>Full time: € 580 - € 630 monthly, extra-occupational: approximately € 250 -€ 290 monthly³⁴</p>

³⁰ <http://www.eurobacdiploma.de/en/project/curriculum/>

³¹ <http://www.ebcl.eu/international/zertifikat-e.htm>

³² <http://www.ews-wien.at/event-management/studienverlauf/>

³³ <http://www.ebcl.at/cost.htm>

³⁴ <http://bestinfo.at/pages/plan%20%26%20bereiche.php?lng=de&m=3&k=9&s=11&ID=756&PHPSESSID=0e86a56551cfed3f84745bd054653727>

On our search for basic information on the **European Business Bacculaureate Diploma** we came across other business certificates such as the **European Business Certificate Licence (EBC*L)** and the **Europe Certificate**. The question now is how to differentiate these qualifications, are there similarities and more importantly how does the EBBD set itself apart from the others?

To begin with the **EBBD**-program is a new innovation in the Austrian educational system and was recently introduced in the International Business School Hetzendorf Vienna. Students of bilingual classes can choose to attend seminars additionally to their regular curriculum. This upgrade of business studies at young age definitely is an advantage compared to competitors on the labour market.

The **Europa-Wirtschaftsschulen GmbH Vienna**, short **EWS**, on the other hand targets students aiming for a higher education for business studies. One receives the Europe Certificate after two years of studies and after another one and a half years a bachelor degree can be achieved.

The **EBC*L** basically is designed for employed people who want to acquire business know-how or who want to refresh their business skills rather than to pupils or students.

As you can see the above-mentioned certificates address completely different age groups: pupils, students and employed people. While there are many other certificates offered to students and employed people, the **EBBD is the first one giving pupils the opportunity to expand their horizon at a young age**.

One **similarity** they have is the **focus on European competences**, especially now that Europe is moving even closer together it is essential that pupils are aware of the events in the economy and politics in Europe and create links. But the business knowledge alone is not enough, you have to be able to communicate and be able to engage in business matters in other languages, which is why the **EBBD-program** sets a high value on boosting the **language competences**. EBBD pupils learn the language **across the curriculum**, meaning they learn English terms also in other subjects such as business administration, accounting, political science etc.. The **subject matter** is not only **taught in German** but **also in English**. Whereas EBC*L and EWS students learn English or French or Spanish just in that subject.

Furthermore, practical experience is of great importance for both the EBBD-program and for the EWS. Students should be given the opportunity to apply the subject matter into practice. Simulations, projects, internships and several other activities allow students to get an insight on the working world.

Another characteristic of all three educational programs is the network they have been able to establish and which comes with certain benefits for the students and which also has a good impact on the reputation of the certification. The EBC*L has partners in the east, ranging from Eastern Europe to Arabia and also in some African countries. Partner of the EWS are located in Germany, Austria, Czech Republic and

the Netherlands. However, the network of partners of the EBBD stretches across multiple European countries such as Austria, Germany, Netherlands, Ukraine, Poland, Romania and Finland.

Students will benefit from this wide network of programs by experiencing a semester abroad. They even have better chances getting an internship in a company that cooperates with the school. „Study. Working. Living. In Europe“ that’s how the profile of an EBBD-graduate looks like.

If people were to make the decision choosing one of the mentioned programs, then the majority would probably say that the **costs** are indeed a **significant factor**. If that was the case then the EBBD qualification would be the winner, since you only have to pay for the exhibition of the certificate. The relatively low amount of €50. - ensures that this program is **affordable for everyone**, unlike the EBC*L where they charge approximately €160 to €288, depending on which competence level you want to acquire. And even worse so as to participate in the program offered in the EWS one has to raise about €600 per month when pursuing a full time study or €270 monthly when doing a part-time study.

The comparison of these certificates shows us how much they actually differ from each other, except for the fact that all three syllabi of instruction are business certificates recognized both in domestic domain and Europe-wide. But apart from that the differences compared to the EBBD become clear and stress the special features of the EBBD-program.

The EBBD qualification encourages young people to strive for additional business knowledge at an early stage of life. The acquisition of economic competences, language competences and Europe competences represent a good framework for studies. Besides the broad EBBD network opens up new chances. The EBBD qualification supports the mobility of graduates and reassures a promising career. A small investment that is definitely worth it!

Concluding, the **USP of the EBBD** at a glance:

- Enables pupils to acquire additional competences at a young age
- The EBBD program is taught bilingual: in German and English
- Costs of only €50 for the exhibition of the certificate, which is affordable for everyone

„More than a business competence - it’s Europe!

1.7 CONCLUSION

Many similarities in connection to the Bologna Process, Europass and COMENIUS Programme can be drawn to the European Business Bacca-laureate Diploma. It is obvious that EBBD has oriented its visions partly on the previous progresses initiated by the above-mentioned projects. But in comparison to the others EBBD concentrates mainly on pupils who want to achieve university admission entrance and competences in economic matters. The competences should be recognised across Europe and are therefore certified as the "European Business Bacca-laureate Diploma".

By completing a specified number of modules, students stock up their EBBD portfolio.

The development of competencies for the qualification "European Business Bacca-laureate Diploma" is practicing

- Economic expertise
- Expertise in international economic fields of action
- Foreign Language Skills
- Competence for handling economic issues in a foreign language
- European competence
- Methodical and social skills (soft skills)
- Competence to economic actions abroad (Internship)
- Problem-solving skills in commercial applications (simulations, projects)

Once again the similarities to the Bologna Process are evident. But still it seems like EBBD is more focused on the preparation of the **transition from school to university or to the job market** of students. By the enhanced economic qualifications attained at vocational schools, the mobility of graduates is encouraged and an increase of their employment opportunities is given. The business-related education increases the transparency of graduates at the European level and promotes the acquisition of further economic skills.

So overall EBBD has recognised the urgent needed for an improvement in European educational structures. Due to the sound foundation provided by EBBD the failure quota of students at economic universities will definitely decrease.

A possible example of a graduate equipped with EBBD qualifications and entering an economic university abroad could be:

- Choosing the right programme degree
- Good preparation given by EBBD for the studying entrance phase
- Already familiar with many subjects
- Planning and organising student life abroad
- Foreign language skills

- Working together with international students
- Cultural Awareness
- Knowledge of right approaches for economics and business administration
- Motivation for lifelong learning

Whereas the career of an EBBD graduate in Europe is distinguished by the following events:

- Greater employability provided
- Searching for the right job which applies to my EBBD qualifications
- Career planning skills
- Working efficiently in an international working environment
- Consider personal development (strengths and weaknesses)
- Working in a foreign language
- Cultural Awareness
- Implementing given tasks in a business under consideration of the European law
- Aiming higher – seizing opportunities once they occur
- Work-Life Balance

All things considered EBBD is a great step stone for graduates to have a sound start in the European market. Whether it is the job market or the education market, EBBD is a very smart programme for the young upgrading students in Europe to achieve their goals and make full use of their abilities. The personal as well as the professional progression are ensured by EBBD and should therefore be considered as an essential resource in competitive times like these.

2 MARKET RESEARCH

2.1 AIM & TARGET GROUP FOR THE DISSEMINATION OF EBBD

The aim of our project is to disseminate the “European Business Bacculaureate Diploma”. What better way than to let companies in Austria know about this newly introduced program by giving them a short presentation of the EBBD and find out about their position towards it?

Which companies do we need to approach in order to succeed in our task? – A legitimate question which we had to think through and make up our minds about before getting into contact with businesses.

First and foremost, since the EBBD certificate is a business certificate, it is clear that it is only relevant to companies operating in the economic sector. But more importantly these commercial businesses should have an international presence to qualify as respondents. International enterprises that are in need of business graduates are exactly those we, the EBBD project group, should be targeting.

Secondly, an important factor might be the size and recognition. Statements on the EBBD given by middle-sized or big companies with a high degree of popularity not only in the domestic field but also abroad may be more significant compared to smaller businesses that are only concentrating on the Austrian market.

Thirdly, businesses that we can approach more easily through private contacts might be even more willing to cooperate and help us with our questionnaire. Therefore when thinking about which company to choose there was always the thought do I maybe have any connections to certain employees or even human resources managers of these companies?

After finding a common ground concerning the criteria of our target group we created a list consisting of 15 companies. These contacts were established largely through our own initiative, partly through private contacts and also through contact information provided by our project coach Mrs. Tomasitz-Möseneder, which we're very thankful for! We were able to draw interest of companies from the financial and insurance sector, transport sector, IT-industry, food production industry and consumer goods industry. Below you can see a list of the 15 interviewed enterprises at a glance:

Date	Company	Contact person
22.10.12	Austrian Presse Agentur (APA)	Irmgard Seidl-Uhl Marianne Wagner
22.10.12	Raiffeisen NÖ-Wien	Petra Zopf
23.10.12	SBAusparkasse	Birgitt Wittmann Sabine Hareter
23.10.12	UniCredit Group	Irmgard Fink

23.10.12	Westbahn	Brigitte Raunig
24.10.12	Henkel	Tina Humer
24.10.12	Wirtschaftskammer Wien	Bernhard Weiser Lisa Luks
25.10.12	Volksbank Wien	Kathrin Lechner
25.10.12	Bawag PSK	Iris-Sabine Bergmann
29.10.12	REWE-Group	Barbara Wöhrleitner Romana Kitayimbwa
30.10.12	Österreichische Bundesbahnen (ÖBB)	Nicole Kröpfl
30.10.12	Allianz	Michael Bilina
02.11.12	Bawag PSK	Iris-Sabine Bergmann
23.11.12	LKW Walter	Thomas Denkingner
29.11.12	IBM	Reinhild Sluga

First thing was to determine our target group and find specific companies. Next step before even getting into contact with the human resources managers we first had to finish the presentation on EBBD for the businesses and the questionnaire. And then we moved on to contacting the managers via telephone or E-mail and fixed appointments.

In the course of the preparation for the meetings with the businesses and also in support of the dissemination of the project we put EBBD-Folders together. They included our visiting cards, EBBD and College Flyers, the IBC-Annual Report and a printout of the EBBD-Presentation (reference to Appendix). These information folders were created with the purpose to hand them to the human resources managers. We presented the EBBD in German to the HR-Managers, as shown in the Appendix. Nevertheless, we translated the presentation into English for our project work, which can be found in the appendix.

After the completion of the preliminary works we could finally proceed to the actual mission, which was disseminating information about the EBBD to our contact firms and hear about their thoughts and views.



2.2 PURPOSE OF INTERVIEW QUESTIONS

In this section we want to highlight the thread through our interview questionnaire by explaining the purpose of the asked questions. The interview with the HR-Managers was structured, the draft can be found in the appendix **(IV Appendix)**.

1. Have you ever heard of the EBBD before?

This question was the first one in our interview and basically intended to draw the HR-Managers' attention on the EBBD-topic.

2. What are the benefits of the EBBD?

The second one aimed to check if the interviewees have listened attentively to our presentation and to make sure if they are able to recap on the benefits of the EBBD-program. Some recruiters pointed out advantages that weren't even mentioned explicitly by us but were stated indirectly and this gave us the impression that they were really interested in the subject.

3. To what extent is the EBBD-profile important to your company?

Here we wanted to find out if the EBBD-profile actually corresponds to the businesses' needs. Even though we knew that some of the businesses only employ university graduates or do not cover the EBBD qualifications, we were still convinced that they would welcome the program.

And eventually some businesses admitted that there is a need for the EBBD qualification in their company.

Others said that sometimes they prefer HAK-graduates over University-graduates because they show such great commitment for a certain job requirement e.g.: IT, that they simply outshine a university-graduate.

4. What are the requirements for the applicants in your business?

By asking this question we wanted to encourage the HR-Managers to talk about the business's job requirements, so to ease the thinking process for the next question:

5. Are there any differences between the business's job requirements and the EBBD-competences?

As we knew that this question could be difficult to answer, we supported its arguments with question 4 as mentioned before. By that it was easier for the managers to respond quickly and draw a relation to the business's needs and to the EBBD-needs.

6. Is there any additional need for training?

To us this question was very important, because the HR-Managers advised us on improvement measures for certain aspects of the program. These measures were obvious to them but not for us. This can be easily explained by the fact that they were not so involved in the project and therefore were able to think outside of the box. Fur-

thermore, they are specialists in their respective fields and as a result know what is currently in demand at the Austrian job market.

7. Can you imagine collaboration with EBBD? (Providing work placements)

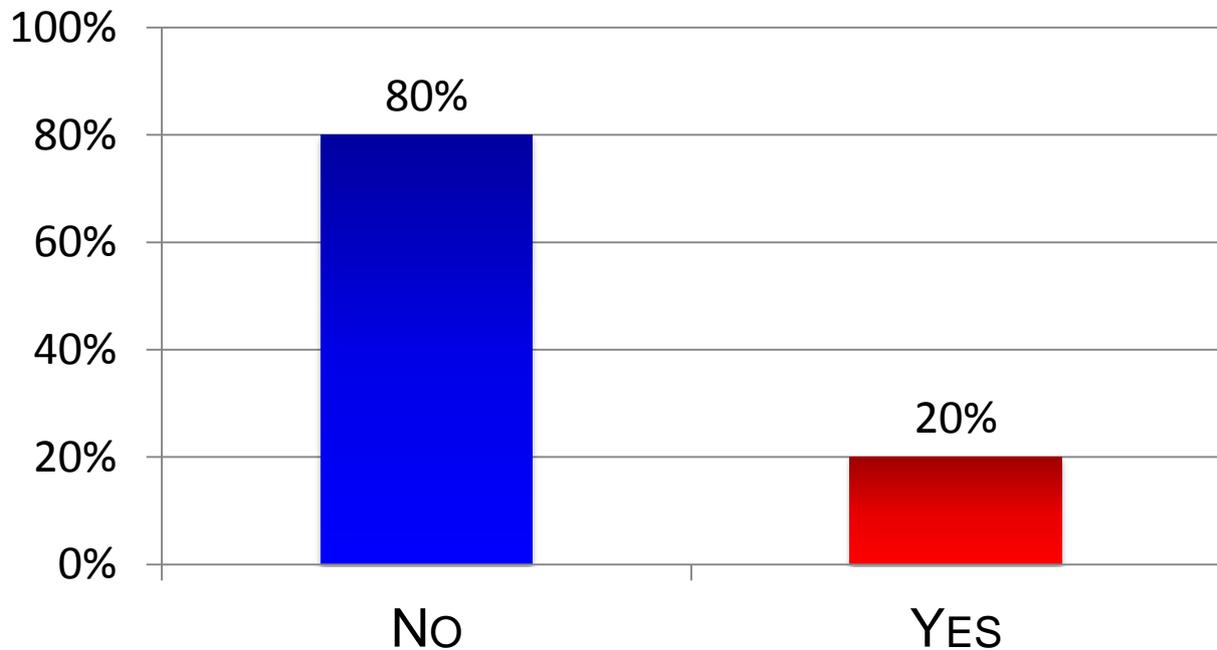
8. Do you see the potential for EBBD-program on the European job market?

9. Would you prefer an EBBD graduate over a normal HAK graduate?

The last three questions were closed-end questions and not that difficult to answer as the previous ones. They were asked to reinforce the unique and the compelling features of the EBBD-program in Austria, providing that they were approved. By that the results could be used for further EBBD-marketing purposes.

2.3 EVALUATION OF RESULTS

1. Have you ever heard of EBBD?



No 12/15 = **80%**: **APA, UniCredit Group, Henkel, WKÖ, Volksbank, Uniqa, Bawag, Rewe, ÖBB, Allianz, LKW-Walter, IBM**

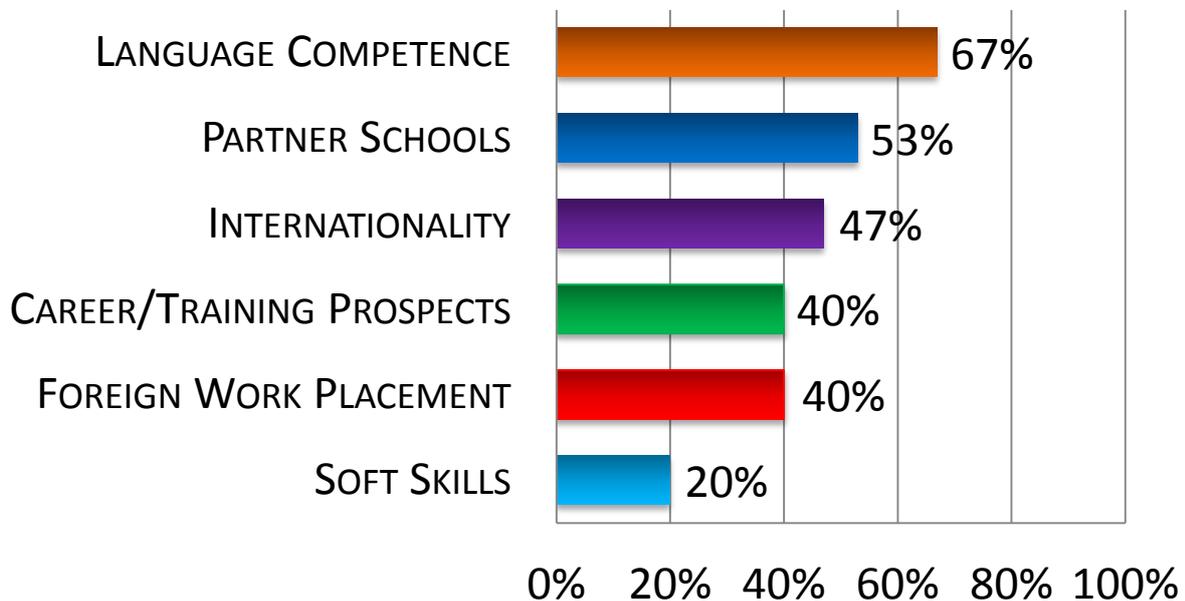
Yes 3/15 = **20%**: **Raiffeisen, SBausparkasse, Westbahn**

The majority of companies interviewed have never heard of the EBBD-programme before, whereas 20% of the interviewed human resources managers were already familiar with this certificate. These were established in the course of an optional subject called „financial and risk management“, that is offered in the IBC Hetzendorf.

Interpretation

The EBBD was introduced in **September 2012** for the first time in the **International Business College Hetzendorf Vienna** and is still in the **testing phase**. Although this program is officially recognised throughout Europe, due to its **newness** the certificate has not yet reached wide recognition amongst businesses and the general public.

2. What are the benefits of the EBBD?



* Multiple answers were acceptable

Language competence 10/15 67%:

APA, UniCredit, WKO, Bawag, Volksbank, Allianz, IBM, LKW-Walter, Raiffeisen, SBAusparkasse

Based on the language competence Raiffeisen is convinced that EBBD graduates are the clear winners when the normal HAK qualification is used as benchmark. For Bank Austria and many other businesses the language competence (67%) is very distinctive and an important benefit.

Allianz regarded the language skill as an absolute strength of the program. However they think that the B2 level for English should not hinder students to strive for higher proficiency levels.

Partner Schools 8/15 53%:

Westbahn, APA, SBAusparkasse, UniCredit Group, Rewe, ÖBB, Allianz, IBM

Another distinctive feature for the companies was the partner schools (53%) which provide networking. In this sense, Westbahn believes that transparency and comparability is ensured. *Quote (Westbahn): "A transparent system of education is always good when one aims to compete internationally."*

Internationality 7/15 47%:**Raiffeisen, SBausparkasse, Volksbank, WKÖ, Alliance, IBM, UniCredit Group**

The international focus of the program (47%) made a positive impression on most recruiters. Some said that a European competence encompasses the idea of thinking globally and going beyond borders, which they found very exciting.

Foreign Work Placement 6/15 40%:**APA, Volksbank, REWE, IBM, SBausparkasse, IBM**

The idea of a foreign work placement (40%) in the program was greeted by SBausparkasse, REWE, IBM ... as a very good idea. Here students are given the opportunity to get an insight into the workings of a global business and gain valuable experience to help them with their further studies and expand their educational horizon.

Career / Training Prospects 6/15 40%:**Westbahn, SBausparkasse, Uniqa, LKW-Walter, ÖBB, Allianz**

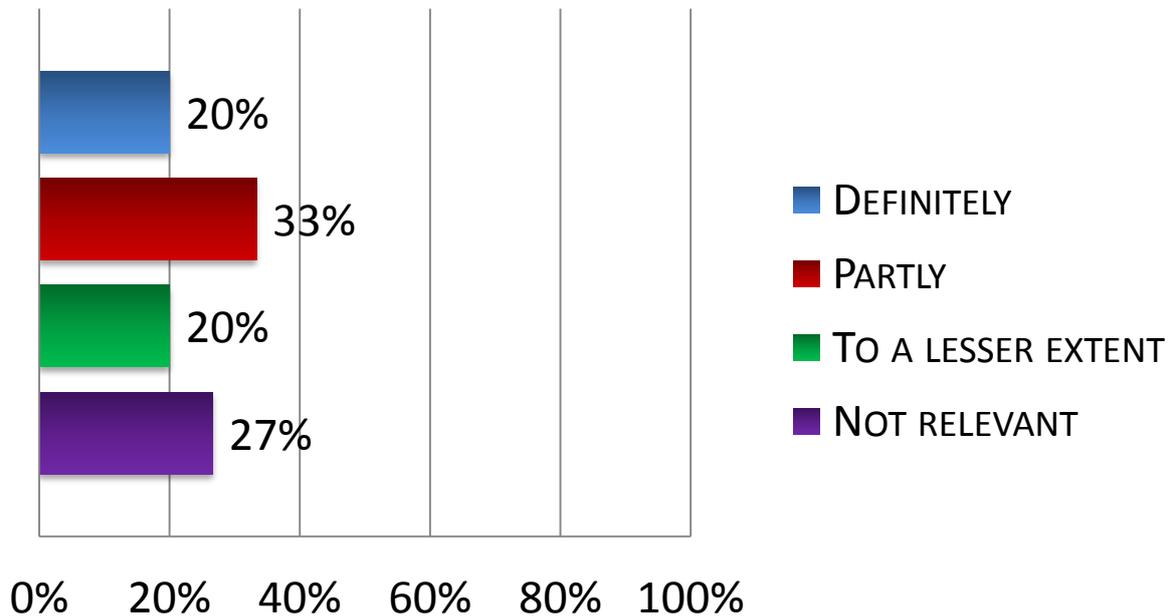
Companies such as ÖBB, Uniqa or Allianz.... think that the program is a good basis for further studies. It definitely encourages job opportunities (40%) and expertise in certain areas. However, they see the EBBD-graduates only with a university degree as a “high-flyers” on the labour market.

Soft Skills 3/15 20%:**APA, Raiffeisen, UniCredit Group**

Bank Austria and other businesses found very positive that the EBBD promotes internationality in classrooms. It forecasts a multicultural adulthood for students, which can be very beneficial for their personal development (20%). However they think that it is difficult to teach soft skills at this stage of life (14-19) as the students are in the midst of their personal development.

Companies cited the language skills as distinctive benefit of the EBBD-program (62%). This can be easily explained by the fact that nowadays it is difficult for large international businesses to find employees with excellent English skills. Many applicants state false language levels in their CVs (usually too high) and thus complicate the work of the recruiters. This problem can be significantly reduced with the help of partner schools (transparency), European skills and internships offered by the EBBD. The conclusion prompted by businesses' response is that the EBBD features have been perceived very positively and that the certificate certainly has great potential as a standard business qualification.

3. To what extent is the EBBD-profile important to your company?



Definitely 3/15 = **20%**:

Uniq, Rewe, Allianz

Partly yes 5/15 = **33%**:

Raiffeisen, SBAusparkasse, ÖBB, IBM, WKÖ

To a lesser extent 3/15 = **20%**:

UniCredit Group, Henkel, LKW-Walter

Not relevant 4/15 = **27%**:

Bawag, Volksbank, APA, Westbahn

The response of the companies regarding the importance of EBBD varies, starting from EBBD is definitely interesting, partly, to a lesser extent to not relevant.

27% of the enterprises consider this programme being of great interest to them, especially for certain divisions, which are internationally orientated. For **Holding companies** EBBD-graduates are of high importance. The language competences and cross-cultural understanding, which are communicated through the EBBD programme, are valuable competences that lead to **skilled people on the labour market** (Quote Rewe).

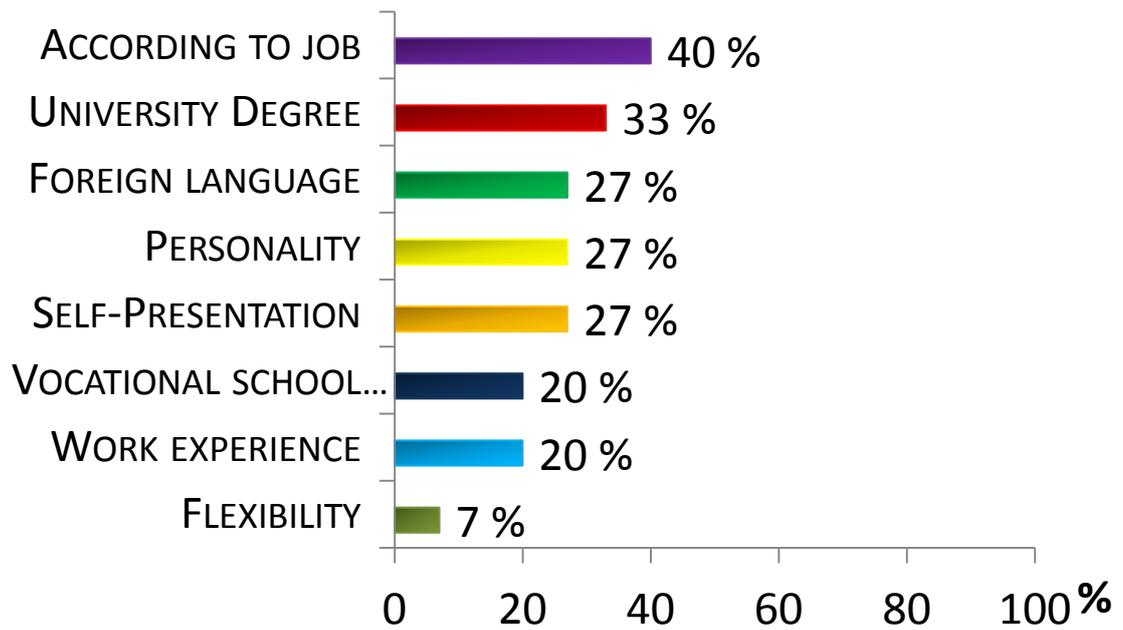
33% of the respondents state that the programme is interesting but only for **small niches**. The reason for this is that their main focus is the Austrian market, whereas international aspects in terms of cooperation with foreign divisions abroad are minimal.

One reason why the EBBD qualification may play a less important role is due to the fact that the interviewed companies are looking for applicants with a higher level of education (e.g. university degree). Henkel for instance only have a **few entry-level positions for HAK³⁵ graduates** (20%).

However, companies such as Westbahn, Volksbank, Bawag and APA whose **core business is tied to Austria**, state that the EBBD is not relevant at present (27%).

³⁵ *HAK is an abbreviation for the German word Handelsakademie, which is a general term for business school*

4. What are the requirements for the applicants in your business?



* Multiple answers were acceptable

According to the job position 6/15 40%

**APA, SBausparkasse,
UniCredit Group, ÖBB, Bawag,
Allianz**

40% questioned enterprises state that requirement profile is position-conditioned. The professional competence looks different for each job according to APA and SBausparkasse.

UniCredit Group pointed out that different profiles are advertised, from the apprentices to the graduates from high schools and universities, and therefore their requirements are diverse.

ÖBB and Bawag PSK mentioned that he businesses look also for applicants with various education levels, e.g. with high school graduation or without.

Such enterprise like Allianz could not decide on a general applicants' standard profile.

University Degree 5/15 33%

Henkel, Bawag, Rewe, Allianz, IBM

The University degree is important for more than third of questioned enterprises.

According to Henkel and Allianz most job descriptions require high school and university graduates.

Rewe and Bawag PSK stated that everything is situation specific: there are jobs in business which require education in a specific field, but there are also possibilities for the applicants without a university degree, where the school leaving examination and self-education is enough.

Foreign languages 4/15 27%**APA, Raiffeisen, Westbahn, WKÖ**

The next important point for Human Resources of manager is foreign languages. Such enterprises as APA, Raiffeisen, Westbahn and WKÖ found out that it depends on specific jobs and departments whether foreign language knowledge is required.

**Coherence of personality
and business culture 4/15 27%,****SBausparkasse, Bawag
Volksbank, LKW- Walter**

For 27% of enterprise the personality is also in the foreground. Volksbank emphasizes the personality. Soft skills, engagement and personal values are of high importance.

SBausparkasse, Bawag PSK and LKW-Walter mean the technical skills can be trained on the job, but the individual's personality still has to fit to the business culture.

Presentation 4/15 27%**Volksbank, Allianz, Bawag,
UniCredit Group**

Less than one third of enterprises (27%) also decide on the self-presentation of applicants.

The self-confidence of individuals, their USP, self-assurance and appearance play a significant role here.

SBausparkasse, Westbahn, Bawag 3/15 20%

Vocational schools (HAK, HWLA) offer a good basis for further study at tertiary level. 20% of the questioned enterprises maintain this.

Work experience 3/15 20%**Raiffeisen, Henkel, REWE**

For 20% of the enterprises work experience plays a major role.

Raiffeisenbank states that practical experience provides benefits for the graduates' personal development over their whole life. That is why the internship is so important also during their time at school. It supports better understanding of their own strengths and weaknesses.

For Henkel work experience is one of the most important requirements, because generally there are very few job opportunities for HAK-graduates. 2-3 year work experience is also expected of HAK-graduates.

According to Rewe the businesses offer some entry-level jobs for applicants with successful school leaving examination and with some experience, however for some positions a minimum work experience is required.

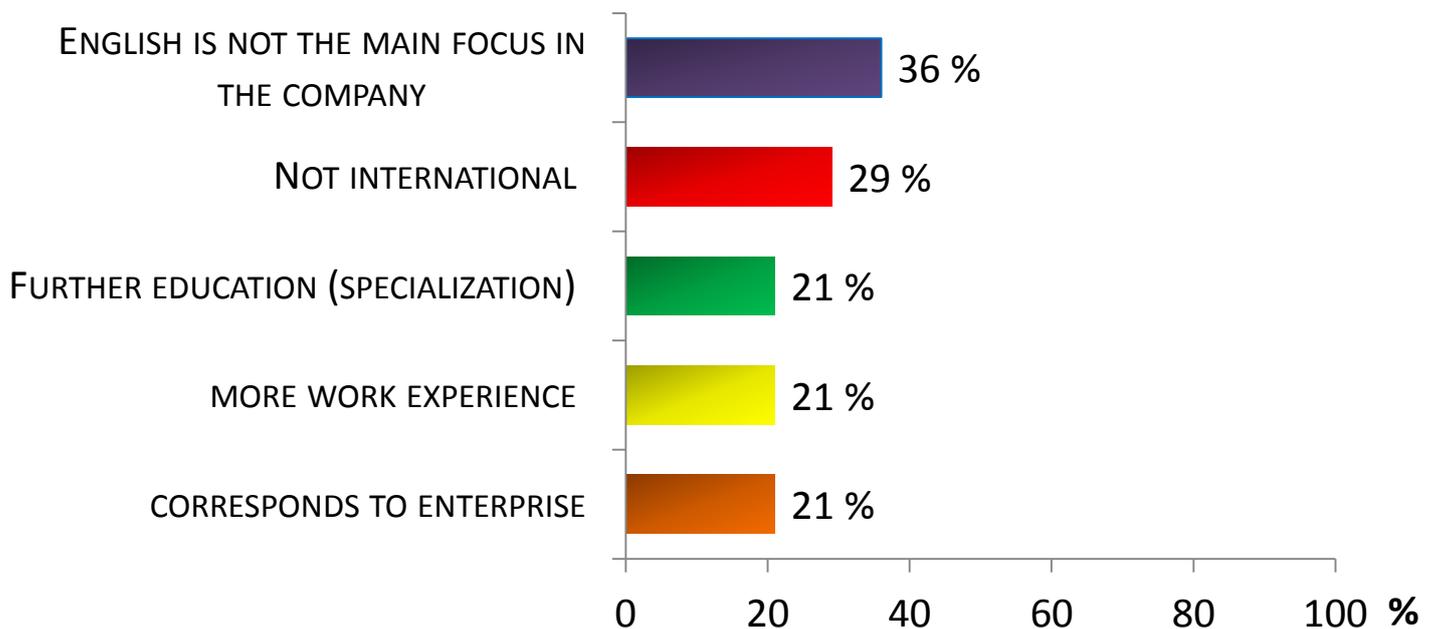
Flexibility 1/15 7%

Uniq

Uniq believes that flexibility is becoming more and more important. The mobility is highly appreciated in this business.

To sum up, one can say that it is relatively difficult to define a general applicants' profile. Everything depends on the position whether foreign languages, university degree or work experience is required, or HAK school-leaving examination is enough. Anyway every applicant must bring own qualities. For many enterprises the personality plays a crucial role.

5 Do you see differences between your company's requirements and the EBBD profile?



* Multiple answers were acceptable

The profile of EBBD-graduates corresponds to enterprise's own applicant profile, but for some businesses more and for others less.

Businesses such as for instance **UniCredit Group, Rewe, Uniqa** see no differences concerning EBBD and business's own profiles, because EBBD-graduates are very well trained. (21%)

On the other hand the EBBD certificate alone is not enough to get a good position, which means graduates are required (expected) to have more work experience, as is the case with **Henkel, Bawag, ÖBB**. (21%)

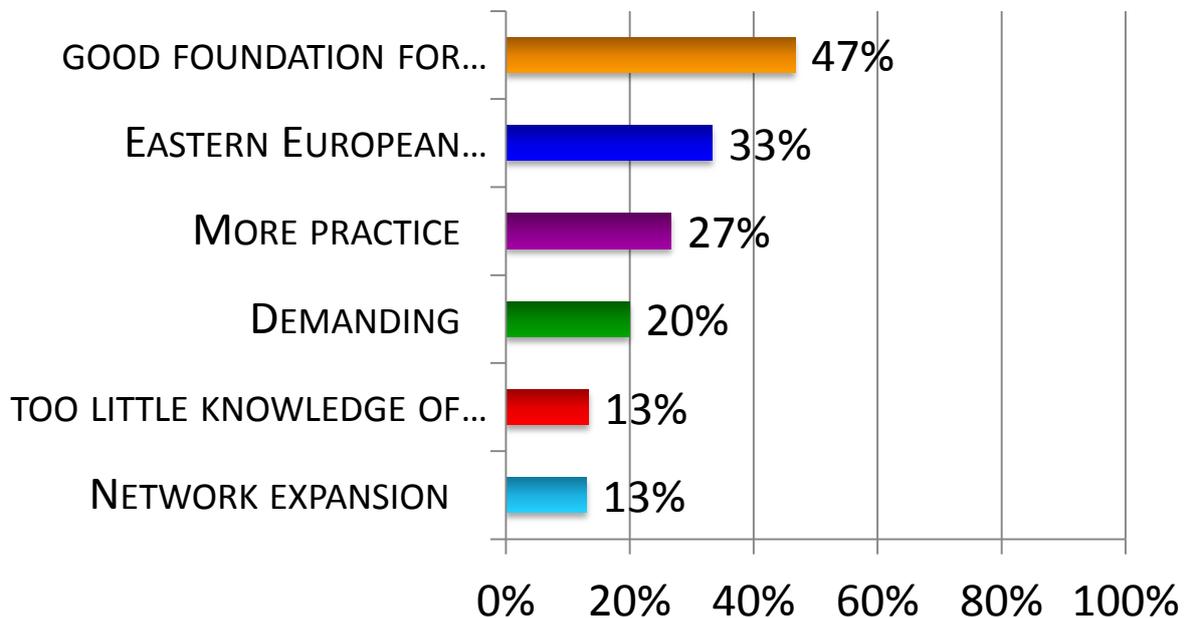
Very important is also further education (bachelor, master's degree), because there are not so many entry-level positions for A-levels graduates (**Allianz, ÖBB**). **Henkel** said: "We have relative few job positions for HAK-graduates without job experience, it means most positions are for university graduates, especially valuable are graduates with master degree." (21%)

EBBD-graduates have an excellent knowledge of English, which is a requirement wished by some businesses, but not a deciding factor. (36%)

The EBBD profile is not decisive only for small number of businesses and they cannot square it up with enterprise's profile. This is the case where their core business is based on the domestic market and not on an international one (**ÖBB, SBausparkasse, APA, Volksbank**). (29%)

To sum up, one can say that a relative small number of international operating businesses and businesses with English as a corporate language are located in Austria. But EBBD-graduates are very well trained and it is a good basis to get better jobs and to find positions in international business. **IBM** said: "EBBD is surely a great thing and added value."

6. Is there any additional need for training?



* Multiple answers were acceptable

Almost half of the companies surveyed believe that the EBBD certificate reflects a balanced and well-covered program. However, the EBBD alone is not enough! It provides a **good framework** on which one should build on to in order to gain a foothold in the professional world. EBBD graduates probably do much easier with their studies since they already have a lot of prerequisites. **Studies** enable to intensively deal with the matter and to specialize³⁶.

Approximately one-third of the companies see a demand for **Eastern European languages**. These are languages that are of interest when it comes to the **Austrian neighbors**. Moreover, Raiffeisen human resources manager was surprised that French and Spanish are still offered as common second foreign languages.

Another requirement, which proved to be evident: **practical experience**. The HR managers stressed that practice is of great importance, and the more experience you have the better. Nevertheless, an internship of 4-6 weeks, which includes job rotation, is questionable because it takes more than one week to put somebody in charge of certain matters for one division and if one intern has to go through several work areas 6 weeks are not enough.

20% of companies said that **schools overstrain themselves**, in terms of the curriculum which seems to be too much for students of 14 years of age. Westbahn even said that the curriculum would be more suitable for students of a college. UniCredit

³⁶ Uniqa, REWE Group, Allianz, ÖBB, SBausparkasse, WKÖ, APA

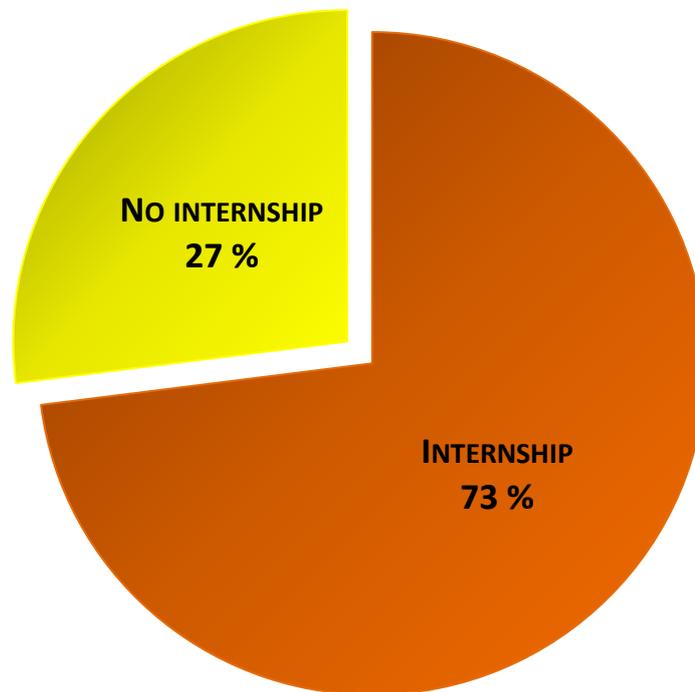
Group says that not everything can be taught in school, but a lot of things you will learn on the job itself.

13% are equally distributed to "network expansion", "raise the level of English" and "too little knowledge on programme".

Good English skills are significant! It would therefore be more meaningful to **raise the level from B to C**, which would be an absolute selling point for the candidate in order to provide a benefit to the company (Henkel).

The result shows that an **academic title** (Bachelor, Master) is an important factor, since many job profiles nowadays demand a university degree. What does this mean for the EBBD? The question is **how close does the EBBD come to a bachelor?** And if companies do have to decide between an EBBD graduate and one with a bachelor degree, they would probably prefer the latter. The percentage of degree holders increases more and more as a result of the bologna process (UniCredit Group).

7. Can you imagine collaboration with EBBD?



Internship/ seasonal internship 11/15 73%

UniCredit Group, Bawag PSK, Volksbank, Allianz, SBausparkasse, Raiffeisen, WKÖ, Rewe, Uniqa, Henkel

Businesses like UniCredit Group, Bawag PSK, Volksbank and Allianz are ready to offer an internship for the EBBD graduates.

SBausparkasse, Raiffeisen, Bawag PSK, WKÖ and Rewe offer constantly internship for HAK graduates, and for EBBD graduates it would be also possible. Nevertheless, the recruiters state that the requirements of the internship cannot be met in these enterprises because they do not operate internationally, they do not have any divisions abroad, and the language inside the business is German.

Human Resources Manager of Uniqa says that it is possible to offer an internship for graduates in this business and abroad too.

In principle Henkel is also ready for it, but the personal manager doubts whether it is possible to offer 4-6 weeks internship including job rotation.

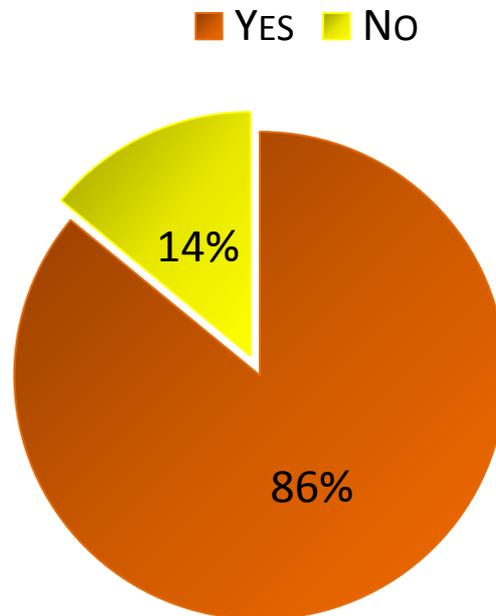
No internship 4/15 27%

APA, Westbahn, IBM, ÖBB

HR managers of APA, Westbahn, IBM and ÖBB state that the internship is impossible because these enterprises do not cover the demands of the EBBD program. APA and Westbahn are concentrated only in Austria, ÖBB and IBM has other cooperation partners.

To sum up, one can say that many enterprises are willing to offer an internship. It corresponds to international businesses or to enterprises where the bilingual education is required at least in some departments. Nevertheless, there are enterprises which only concentrated on the Austrian market. The recruiters state that the internship in such enterprises does not cover the requirements of the EBBD program.

**8. Do you see the potential for EBBD-program on the European job market?
(Bawag was not asked)**



Yes 12/14 86%

APA, REWE, WKÖ, IBM, Westbahn, Raiffeisen, Volksbank, ÖBB, Uniqa, Allianz, SBausparkasse, Henkel

The most enterprises believe that EBBD certificate has a high potential in the job market. For Raiffeisenbank this program is a good education at school level, and also language competence is very important. Westbahn says that the plan is very good one. According to Volksbank the program offers good foreign experience. ÖBB states that it is a wonderful additional qualification, which reveals a potential. Uniqa finds such education very necessary, because the businesses go more and more global. Allianz states that the competition is very high. According to the interview with SBausparkasse it depends on how it will be implemented. Henkel thinks that the EBBD graduates have various, wider and better career opportunities.

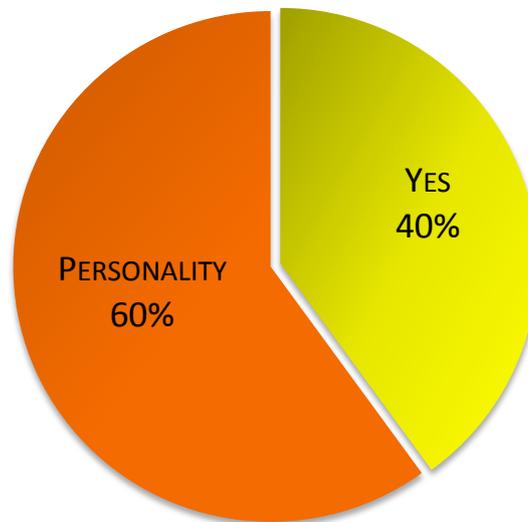
No 2/14 14%

LKW-Walter, UniCredit Group

The UniCredit Group thinks that the Bachelor graduation is a strong competitor for the EBBD-program.

In general the certificate has a large potential on the European job market. It is a great additional qualification which offers a good foundation for further studies at tertiary level or on the labour market.

9. Would you prefer an EBBD graduate over a normal HAK graduate?



Depending on personality 9/15 60%: Raiffeisen, Henkel, BAWAG, UniCredit Group, SBAusparkasse, Volksbank, Allianz, APA, LKW-Walter

→60% of the respondents asserted they would choose job candidates on the basis of personality.

YES 6/15 40%: Westbahn, WKÖ, Rewe, ÖBB, Uniqa, IBM

→40% said they would give EBBD graduates preference over normal HAK graduates.

For most companies it was difficult to give a definite answer to this question. Some immediately said yes. Others seemed to avoid the question. But in general each of them said that the EBBD is a great added value and additional qualification for students. So the recruiter's decision is not only made on qualifications and formal skills but also at a personal level. *Quote (Henkel): "We do not opt for certificates, but for people."*

During the course of our interviews it emerged that the EBBD qualification is attractive and important for the businesses, however recruiters regard the personal qualities of applicants as a deciding factor.

2.4 SUMMARY OF INTERVIEWS

Today almost everything is over: the most tasks are performed, the interviews are conducted, the evaluation of the results finished. The main task of our research was to contact the human resources manager and to hold an interview on the “European Business Bacca-laureate Diploma”.

At the time from the 21st October to the 29th November we personally talked to the representatives of the 15 international companies. This was followed by a long period of preparation. At the beginning our aim was to interview a bigger amount of companies, but not everyone found the project relevant for the company, some of the businesses could not find time for us. Finally the appointments with the business were arranged and the EBBD presentation finished.

The first interviews were very important to us. They went smoothly and it encouraged us. The EBBD project made a positive impression on the Recruiters. HR manager from Raiffeisenbank Ms. Zopf said *“In principle I find the program very good, because the Austrian school system limps behind, compared to that what is expected in the economy and also with respect to languages. If I had children I would entrust them with the EBBD certificate and I would send them to IBC Hetzendorf”*.

UniCredit Group trainee mentioned: *“I find it good that the students are educated not only locally but also globally. It is the aim of our society to think internationally and globally”*.

All people to whom we were talking to were very kind and polite. They took the time for us and tried to understand the main points of the EBBD education. They were willing to answer our questions and asked also their own. The conversations took place in warm and friendly atmosphere, what made the process more easily. Most of the representatives were also interested in the results of the research. Therefore we promised to send them our finished project. After the interviews we took also pictures with the managers, which you can see below. It was also very pleasant to get gifts from businesses as Westbahn, WKÖ, REWE as well as the visiting cards.



3 SWOT-ANALYSIS

3.1 DEFINITION

SWOT analysis is a simple framework for generating strategic alternatives from a situation analysis. It is applicable to either the corporate level or the business unit level and frequently appears in marketing plans. SWOT (sometimes referred to as TOWS) stands for Strengths, Weaknesses, Opportunities and Threats. It involves specifying the objective of the business venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. The SWOT analysis can be performed on a product, on a service, a company or even on an individual.

SWOT Analysis process generates information that is helpful in matching an organization or group's goals, programs and capacities to the social environment in which it operates. Identification of SWOTs is important because they can inform later steps in planning to achieve the objective³⁷.

SWOT Analysis – Strengths

- Positive tangible and intangible attributes, internal to an organization.
- They are within the organization's control.

SWOT Analysis – Weaknesses

- Factors that are within an organization's control that detract from its ability to attain the desired goal.
- Which areas might the organization improve?

SWOT Analysis – Opportunities

- External attractive factors that represent the reason for an organization to exist and develop.
- What opportunities exist in the environment, which will propel the organization? Identify them by their "time frames"

SWOT Analysis - Threats

- External factors, beyond an organization's control, which could place the organization mission or operation at risk.
- The organization may benefit by having contingency plans to address them if they should occur.
- Classify them by their "seriousness" and "probability of occurrence".

The SWOT analysis classifies the internal aspects of the company as strengths and weaknesses and the external situational factors as opportunities or threats. Strengths can serve as a foundation for building a competitive advantage, and weaknesses may hinder it. By understanding these four aspects a firm can better leverage its strengths, correct its weaknesses, capitalize on golden opportunities, and deter potentially devastating threats³⁸.

³⁷ SWOT Analysis. What is it? How to use it? URL:
<http://www.biztimes.ru/index.php?artid=189>

³⁸ SWOT Analysis made simple-History, definition, tolls, templates and worksheets. URL:
<http://rapidbi.com/swotanalysis>

3.1.1 Aim of a SWOT Analysis:

- to reveal your competitive advantages
- to analyze your prospects for sales, profitability and product development
- to prepare your company for problems
- to allow development for contingency plans

To sum up, it is to say that a SWOT analysis is a process of identifying where you are strong and vulnerable — where you should defend and attack. The result of the process is a “plan of action”, or “action plan”.

Done properly, a SWOT analysis will give you the **big picture** of the **most important factors** that influence **survival** and **prosperity**, as well as a **plan to act on**³⁹.

³⁹ *SWOT Analysis made simple-History, definition, tolls, templates and worksheets. URL: <http://rapidbi.com/swotanalysis>*

3.2 SUMMARY OF INTERNAL AND EXTERNAL ANALYSIS

This SWOT- Analysis only refers to the Austrian market.

By observing the **internal analysis** below, we can clearly conclude that the EBBD should assure its strengths and eventually consider investment for some of them. On the other side it should eliminate existing weaknesses to outline its strengths.

INTERNAL ANALYSIS

STRENGTHS

- 👍 Unique
- 👍 No tuition fees
- 👍 High-level education
- 👍 EU-awareness
- 👍 Broad network of European partner schools
- 👍 International Business competences
- 👍 Compulsory internship abroad
- 👍 Excellence-Label

WEAKNESSES

- 👎 Low level of recognition
- 👎 No Eastern languages (only in Austria)
- 👎 Low level of English

If we now look at the summary of the **external analysis** it is obvious that occurring opportunities should be embraced and fostered. In contrast to that emerging threats should be identified quickly and minimized or respectively avoided.

EXTERNAL ANALYSIS

OPPORTUNITIES

- 👍 EU-subsidy €
- 👍 Public recognition
 - Press releases
 - Articles in magazines
 - TV-reports.....
- 👍 Cooperation with businesses
- 👍 More international business divisions in Austria
- 👍 Value for internationally-orientated education rises

THREATS

- 👎 No interest of students/businesses
- 👎 International businesses emigrate
- 👎 Competitors emerge and offer something similar (e.g. Harvard & Cambridge)
- 👎 European Union dissolves

3.3 INTERNAL ANALYSIS

3.3.1 Strengths

- **Uniqueness**

The most differentiating USP-feature of the European Business Bacculaureate Diploma is its Uniqueness in the Austrian educational system. Since September 2012 the EBBD has been offered at the International Business College Hetzendorf in the 12th district in Vienna.

- **Tuition fees**

Currently students have to pay a 50 € fee for the issue of an EBBD certificate. However the school does not charge any tuition fees for the program. Therefore it is made affordable to a broad mass of students.

- **High-level of education**

Nevertheless the International Business College Hetzendorf is committed to provide a high level education at European standard.

The EBBD caters to high-flyers and to students who are keen to develop and make full use of their capabilities on a European level. Furthermore, it encourages sympathy and awareness for the European Union.

- **International business competences**

It equips its graduates with international business competences as well as soft skills for an international career. It also considers approaches to an efficient and environmentally friendly use of resources concerning business solutions. The whole program is taught in English.

- **Excellence-Label**

The EBBD complies with the Excellence-Label. It is beyond the regular HAK-curriculum and marks an additional effort students have taken to be awarded the EBBD-qualification.

- **Partner Schools**

In addition to that the program diploma offers a network of eight European partner schools to their students. And this basically states that the idea of a comprehensive European education at secondary schools is not just a random concept, but an undertaking with several partners involved and also supporters like the European Lifelong Learning Programme.

- **Work placement abroad**

A requirement to finish the EBBD course successfully is a compulsory internship abroad. This again gives students an opportunity to get an inside look into internal business operations in an international environment.

3.3.2 Weaknesses

- **Low level of recognition**

One of the obvious weaknesses the EBBD has is its low level of recognition in Austria. Very few students and also employers are aware of the program.

Therefore we carried out market research on behalf of the headmaster and received also feedback on improvements from the interviewed businesses.

- **No eastern languages**

Most companies were very surprised that schools still offer Spanish or French as second foreign languages. Most of them suggested to offer eastern languages instead (Croatian, Russian, Ukrainian...), referring to the lead-function Austria currently holds in Eastern markets (Logistics, construction firms...).

- **No C1 level of English**

Others criticized the low level of English in the program. Stating that it is necessary to have English business skills at C1 level in order to compete in the European market. (Henkel, Allianz)

3.4 EXTERNAL ANALYSIS

3.4.1 Opportunities

- **EU-subsidy €**

One opportunity EBBD could benefit from is that the European Union decides to support the project financially and subsidies current and upcoming projects.

- **Public recognition**

It is conceivable that the media picks up on issues like “Education in Austria” and releases articles or TV reports about it. In that sense the EBBD could be mentioned in the connection with these topics and a further dissemination is encouraged.

- **Cooperation with businesses**

Businesses might be interested in cooperating with the EBBD and agree to support it by providing internships abroad but also summer internships for EBBD-students. They may be also keen to employ some graduates.

- **More international business divisions in Austria**

There might be a run of international businesses in the Austrian market. They would then locate their divisions in Austria and consequently offer jobs which correspond to the profile of an EBBD-graduate.

- **Value for internationally-orientated education rises**

Furthermore, the value for an internationally orientated education could increase in Austria. Students are then determined to attend schools with a focus on international business and bilingual teaching like it is the case with the International Business College Hetzendorf.

3.4.2 Threats

- **No interest by students/businesses**

One threat could be that neither students nor businesses are interested in the EBBD-qualification. A reason for this problem could be the low level of recognition the program currently faces.

- **International businesses emigrate**

Another problem could be that international businesses emigrate to other countries because Austria for instance does not hold anymore the leading-function in eastern regions.

- **Competitors emerge and offer sth. similar in Austria**

The situation could become even more severe if well-known and established competitors like Harvard or Cambridge introduce a similar certificate.

- **European Union dissolves**

But the worst-case scenario would be if the European Union dissolves. The EBBD-concept would then be redundant and should therefore be withdrawn from the market.

On the next page you will find a summary of the SWOT-Analysis, including the measures.

Derived from the strengths and weaknesses, under consideration of the threats and opportunities the following measures have been concluded:



Next page

SWOT-ANALYSIS

INTERNAL

EXTERNAL

Opportunities

- EU-subsidy €
- Public recognition
 - Press releases
 - TV-reports.....
- Cooperation with businesses
- More international business divisions in Austria
- Value for internationally-orientated education rises

Threats

- No interest by students/businesses
- International businesses emigrate
- Competitors emerge and offer something similar (e.g. Harvard & Cambridge) in Austria
- European Union dissolves

Strengths

- Unique
- No tuition fees
- High-level education
- EU-awareness
- Broad network of European partner schools
- International Business competences
- Compulsory internship abroad
- Excellence-Label

S-O – Strategies

- Advertising
- Public Relations
- EBBD as an educational focus
- Providing businesses with EBBD-graduates (Key-Account-Management)
- Student Flyer
- EBBD-article in school's annual report
- Market research for students → Student questionnaire

S-T – Strategies

- Providing businesses with EBBD-graduates (Key-Account-Management)
- EBBD as an educational focus
- Carrying out a market research for students → Student questionnaire
- Spreading the EBBD in further EU countries

Weaknesses

- Low level of recognition
- No Eastern languages
- Low level of English
- No exchange-program

W-O – Strategies

- Advertising
- Reconsider curriculum
 - Eastern languages
 - Raise level of English from B2 to C1
 - Offer exchange-program
- HAK-partner schools in Austria

W-T – Strategies

- Reduce 45 lessons to 20 lessons per year
- 20 € for issuing the EBBD-certificate (instead of 50 €)
- EBBD in the German speaking HAK (=not bilingual!!!)

4 RECOMMENDATIONS

4.1 INTRODUCTION

In the following chapters we are going to point out recommendations, which we derived from the SWOT-Analysis.

However the EBBD-Project Group has already implemented some measures, namely the:

- EBBD Student-Flyer
- EBBD Student-Questionnaire
- EBBD-Article for school's annual report

Each of them was originally written in German. But as our project work should be written in English, we translated them. All three measures especially cater to potential EBBD-students and were therefore prioritised.

4.2 EBBD STUDENT-FLYER

The aim of the **student flyer** is to promote the EBBD-qualifications appropriately to students from the age of 14-19. This meant summarizing the topic in a simplified and more attractive way.

On the following pages the English-flyer is illustrated. The German-flyer can be found in the appendix (**IV Appendix**).



Business competence
and internationally
accredited qualification
for a professional future!



international
business
college
hetzendorf **ibc-:**

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DIPLOMA

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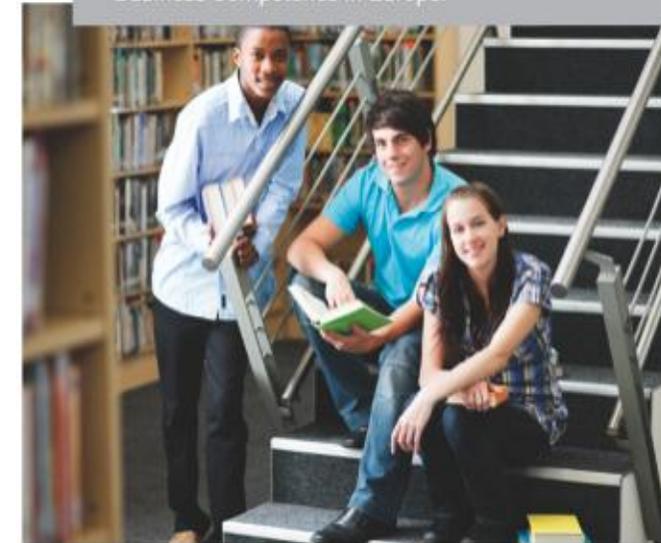
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EUROPEAN
BUSINESS
BACCALAUREATE
DIPLOMA

DIE
WIENER
HAK
WIRTSCHAFTS-
BILDUNG
ERFOLG

Business Competence in Europe.



Studying. Working.
Living. In Europe.



HOW DOES IT BENEFIT ME?

Basic idea

The EBBD was introduced in September 2012 in the International Business College Hetzendorf. The program is recognized Europe-wide and is certified as European Business Bacallaureate Diploma. The focus is on Europe, which is supported in many ways. Business know-how is taught both in German and English and also the understanding for economic relations in Europe are communicated. These competencies facilitate studying, working and living in Europe.

Europe in the focus

The bilingual course is taught by native speakers as part of the team teaching. The EBBD-curriculum goes beyond the common HAK-curriculum, which corresponds to the label of excellence.

As part of the EBBD program you are obliged to complete an internship of 4-6 weeks in an international operating company, which is organized by the school. You have the opportunity to participate in business simulations and business projects as to expand and to strengthen your understanding for business processes and procedures.

Soft skills are promoted in seminars. Many topics are being dealt with such as communication, teamwork, resolving conflicts and problems, time management and many more.

With the EBBD-training you're an upward-climber on the European labour market and added to that it is a good framework for Europe-oriented studies.

- 
- Free of charge
 - International aspects
 - Excellency-label
 - Bilingual program
 - Internship abroad (4-6 weeks)
 - Business projects and simulations
 - Soft Skills
 - top qualified worker
 - good framework for a European study

HOW MUCH DOES IT COST ME?

The EBBD-program is basically without charge, you only have to pay €50 for the issue of certificate. It is offered additionally to the HAK-curriculum.

The program entails a total of 180 hours per 60 min. You have the chance to attend additional extracurricular seminars in marketing, controlling and human resources of 12 hours and in international law of 10 hours.

THE PARTNERS IN THE EU-PROJECT

Aalborg Handelsskole, Aalborg, DK
Andrassy György Ökonómische Fachmittelschule, Eger, HU
Colegiul economic „Ion Ghica“, Tragoviste, RO
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Rudolf-Rempel-Berufskolleg Bielefeld, DE, (Koordinator)
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Universität Novgorod, Novgorod, RU



THE SUPPORTERS

Association of organisations providing business education in Finland, FI
Bundesministerium für Unterricht, Kunst und Kultur, AT
Europees platform, NL
Finish National Board of Education, FI
Bundesverband der Lehrerinnen und Lehrer an Wirtschaftsschulen e.V., DE

and additional vocational schools and institutions



4.3 EBBD-ARTICLE FOR SCHOOL'S ANNUAL REPORT

The **EBBD-article** written for the school's annual report encouraged the further dissemination at the IBC Hetzendorf among the students.

On the next two pages you will see the English article elaborated by Ruzica Baotic. The German article again can be found in the appendix **(IV Appendix)**.



European Business Baccaulaureate Diploma

Since September 2012 the European Business Baccaulaureate Diploma has been offered at the IBC-Hetzendorf for the bilingual HAK.

The EBBD is a widely recognised European business certificate and encourages the understanding of economic linkages in a united Europe. It is offered additionally to the regular HAK-curriculum and conveys competences in the fields of economy, languages, Europe and mobility.

Graduates have comprehensive international business knowledge (taxation law, sales contract, marketing...) and languages skills. A positive attitude towards mobility and promotion of soft skills (stress-, time – and conflict-management) are important to the program. An internship abroad in the 3rd grade is mandatory for each student and is organised by the school.

The EBBD has a broad network of partner schools in:

- Germany
- Hungary
- Denmark
- Romania
- Finland
- Holland
- Russia

They have joined together to develop the EBBD and to elaborate on the curriculum.

The EBBD increases the chances of graduates on the European labour market and is also providing a good foundation for a Europe-oriented study.

EBBD-Project Group

In June 2012 the EBBD has been offered to us (Ružica Baotić, Olha Kustenka, Maryana Motso and Valerie Sabando) as a project topic. We were immediately enthusiastic about the subject and began to work on our thesis in September.

The main task of our project work was to carry out a market research based on the EBBD. We arranged 15 appointments with medium- to large-sized businesses.

In our preparation hours we created portfolios with visiting cards, EBBD + College brochures and IBC-Annual reports 11/12.

At our meetings with the HR-Departments, we introduced the EBBD to them and during the course of our interview we learnt their opinion on the respective topic. The appointments were held from the 22nd October 2012 – 2nd November 2012 (two of them by phone).

Visited businesses:

- Raiffeisen
- UniCredit Group
- REWE Group
- Wirtschaftskammer Wien
- Austrian Presse Agentur
- Westbahn
- Henkel
- Volksbank
- Bawag PSK
- Uniqa, Allianz, SBausparkasse,

The responses from the companies were very positive and the recruiters were impressed by the idea of a harmonised European training at secondary schools. Many wanted to stay informed about project progresses and therefore gave us their business cards. Some in turn perceived the program as very exciting but too demanding for 14-19 years olds. Nevertheless it must be cited that the EBBD corresponds to the excellence-label and thus attracts highly motivated and ambitious students.

The evaluation of the results was very challenging because we mainly asked open-ended questions and accordingly the enterprises gave us different answers.

But the project itself was a great experience for us. We came around a lot and seized the opportunity to speak to important HR-Managers in the Austrian economy.

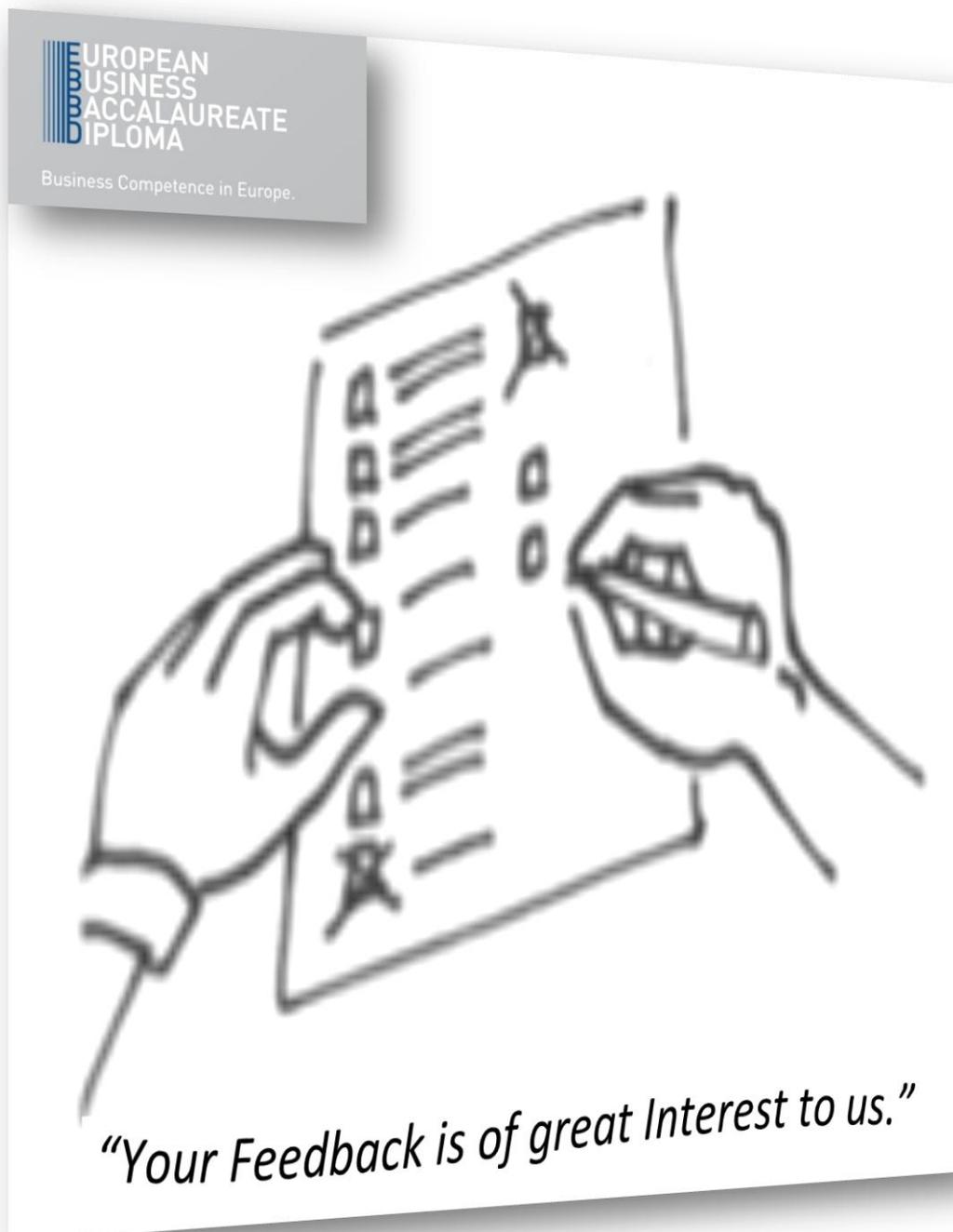
Ružica Baotić
3 BIKO

4.4 EBBD STUDENT-QUESTIONNAIRE

The purpose of the **student questionnaire** is (created by the EBBD-project-group) to attain student's feedback on the EBBD.

Consequently it is conceivable that another project group could carry out a market research for students, like we did it with commercial businesses in Austria.

The English questionnaire is on the next two pages. The German one can be found in the appendix (**IV Appendix**).



1. Would you like to take such additional effort?

- Yes No

2. Is this certificate interesting for you?

- Yes No

If yes, why?

- Bilingualism
 Additional qualification is always an advantage
 Cross-cultural competence
 A good foundation for studying abroad
 Free of charge
 Mobility
 Better job chances
 Other reasons:

3. When acquiring this certificate would you prefer attending the seminars

- In the evening During the day

4. What are your expectations of this certificate?

- Transparency
 Better job chances
 International career
 Recognition in high schools
 Good base (foundation) for studying abroad

5. I would need the EBBD certificate ...

- to get a job in an international company
 for studying abroad
 to develop my personality
 because it is interesting
 for working abroad
 to gain experience

6. Are you ready to do an internship abroad?

- Yes No

7. Where do you want to work?

- Abroad Domestic domain

8. What are your plans for the future?

- Study Work
 Emigrate Autonomy/independence
 No plans

9. Are you ready to live abroad?

- Yes No

10. Would you like to go abroad after graduation?

- Yes No

If yes, why? In terms of ...

- Professional studies life Occupation

4.5 FURTHER RECOMMENDATIONS

The following measures are again derived from the SWOT-Analysis.

4.5.1 S-O – Strategies

The main strategy here is to **invest** in great ideas.

- **Advertising**

It is recommended to invest the subsidies received by the European Union in advertising – e.g.: Posters, Billboards....

- **Public Relations**

Public relations should also be factored – e.g.: School open days, school website, paid press releases, exhibitions (BeSt).

By that the popularity of the EBBD can be increased, which is to us the most important point to consider.

- **EBBD as an educational focus**

It is also strongly advisable to offer the EBBD as an educational focus at the IBC Hetzendorf. An incentive to choose the EBBD over Marketing, FIRI, HR or Controlling would be that students do not have look for a project-cooperation with a business.

Finding an interested business or one which is willing to work with a project-group is often the biggest obstacle students encounter. Some businesses agree to work with students and then surprisingly revise their decision and don't respond to mails anymore or even cease the cooperation. This is because they underestimated the time and work effort involved.

Instead students could write about EBBD-relevant-topics like:

- Focus on Europe
- International Marketing/Accounting
- Taxation in the EU
- International economic law.....

This idea resembles very much to a bachelor thesis and is therefore a significant advantage for graduates who want to attend university.

If EBBD-students decide to enter the job market after graduation, they will definitely be asked about their thesis at job interviews. By that they can promote the EBBD-qualification and support the further dissemination of the program.

- **Providing businesses with EBBD-graduates (Key-Account-Management)**

In addition to that, job prospects for students could be supported by Key-Account-Management.

Description: Building up contacts with businesses in order to increase the chances of an EBBD-graduate to get a job there. Yearly getting in touch with businesses and “offer” them EBBD-graduates. Foster business contacts by providing the companies with information about current projects or progress.

4.5.2 W-O – Strategies

Adjusting the weaknesses and making full use of the opportunities is crucial to the program.

- **Advertising**

Therefore it is again important to invest in advertising to raise the level of recognition.

- **Reconsider Curriculum**

- Furthermore certain parts of the curriculum should be reevaluated:
- Firstly, EBBD should offer eastern languages as Croatian, Ukrainian, and Russian.....
- Secondly, it should raise the level of English from B2 to C1, to stay competitive in the European market
- And last but not least, offering an exchange-program between the partner schools in Europe would enable students to share knowledge and experience with other EBBD-students. Moreover it would encourage cultural diversity and broaden students’ horizon.

- **HAK-partner schools in Austria**

Furthermore, it would be worthwhile to offer the EBBD at other HAK-schools, so that a widespread acceptance could be reached in Austria.

4.5.3 S-T – Strategies

For this strategy it is important to **assure** the widespread acceptance in Europe.

- **Spreading the EBBD in further European countries**

Therefore the EBBD should be spread in further European countries, so to win new partners and also supporters for the program. By that full recognition for the EBBD can be reached across Europe

- **EBBD as educational focus/Key-Account-Management**

The other two measures mentioned are the same as for the S-O – Strategy. Nevertheless they match to the S-T – Strategy and should therefore be considered.

4.5.4 W-T – Strategies

If the threats and weaknesses increase alarmingly and get out of hand the EBBD has to set measures which provide a **basic hedging** for the program.

- **Lessons**

This would mean reducing the 45 lessons per year down to 20 lessons.

- **Issuance of the certificate**

For the issue of the certificate students would have to pay 20 € instead of 50 €.

- **EBBD in the German speaking HAK**

Maybe the school is forced to offer the EBBD in the German speaking HAK. As a result the program would drop its most differentiating USP-feature, namely the bilingual teaching with Native Speakers.

II. PROCESS DOCUMENTATION

PROJECT MANAGEMENT

1 Project Worthiness Analysis

critterion	high	medium	low	reason
time-intensive	✓			<ul style="list-style-type: none"> - Creating Survey - Interviewing - Presentation/Questionnaire - Evaluation of Results - Student-Flyer/Qustnr.
complexity of content		✓		<ul style="list-style-type: none"> - Findings - Market Research - Evaluation
strategic impotence	✓			<ul style="list-style-type: none"> - Market Research for EBBD Conference - Graduation depends on it - School development at IBC
innovative	✓			<ul style="list-style-type: none"> - New Project for the IBC - New certificate for BIK classes
risky			✓	<ul style="list-style-type: none"> - Time-Management
resource-intensive		✓		<ul style="list-style-type: none"> - Labour/Time intensive - Various Costs (Copying, Printing)

2 Feasibility Analysis

areas	possible questions	answer: yes/no	comments
personnel re- sources	Are we capable of exe- cuting the project?	Yes	We are highly motivated and have the necessary skills and resources to fulfil all the given tasks.
financial resources	Do we have financial expenses?	Yes	- Printing and copying costs - Travel expenses
time resources	Are we able to finish the project by the given time-framework?	Yes	The project has been bro- ken down into small tar- gets with realistic dead- lines
know-how in organ- ization	Do we have enough background knowledge about the subject mat- ter?	Yes	- Bilingual program - Business knowledge - Marketing knowledge - Access to active partici- pants of EBBD-program
efficiency	Are we able to carry out the project as planned?	Yes	- Coordination and agree- ment within the team - Careful Time- Management

3 Project Proposal

Project name	European Business Baccaureate Diploma
Baseline	Finished Project/Market Research
Problem	Is the EBBD qualification interesting for commercial businesses in Austria?
Objective	Outline the advantages of EBBD Curriculum Analysing Marketing potential of EBBD Qualifications Introducing the EBBD-program to the target group
Result	Dissemination of EBBD Concept Results of Market Research Proposals for further dissemination programs
Target group	Commercial Businesses – (HR)
Benefits of completing the project	Introduction in other business schools & institutions Tertiary level qualification Business Connections for the Project Members
Consequences of not completing the project	No Graduation No trip to the Netherlands ☺ No dissemination of EBBD Concept
Projected timeframe	06.09.2012 – June 2013
Projected resources requirements	Time, Energy
Projected financial requirements	Printing Costs, Travelling Costs
Project commissioned by	MMag. Tomasitz- Möseneder Gabriele Mag. Gogarty David
Planned project team	Baotic Ruzica Kustenko Olha Motso Maryana Sabando Valerie
Attachments	EBBD-Folder Presentation for Businesses
<i>Date</i>	<i>Signature of the designated project leader</i>

4 Project Statement

Project name: European Business Baccaulaureate Diploma		
Starting event: Meeting with Project Client	Starting date: 18.06.2012	
Main event: Final presentation	Date: May 2013 (Eindhoven)	
Finishing event: Diploma exam	Finishing event: June 2013	
Pre-project phase: <ul style="list-style-type: none"> ▪ Team-building and electing a team leader ▪ Allocation of Project ▪ Getting in contact with the customer and Project Coach 	Post-project phase: <ul style="list-style-type: none"> ▪ Adjustments of final paper ▪ Preparation for the oral exam 	
Goals: <ul style="list-style-type: none"> ▪ Finish the project on time ▪ Dissemination of EBBD ▪ Potential of EBBD in commercial markets ▪ School-project-balance 	Non-goals: No analysis of curriculum No rescheduling of deadlines	
Project phases / Main tasks: <ul style="list-style-type: none"> ▪ Registration of project ▪ Collection of information ▪ Survey & Questionnaire ▪ Concept ▪ Completion 	Subjects to be covered: <ul style="list-style-type: none"> ▪ Consolidation of European education ▪ Current trends in Business education ▪ EBBD-Curriculum ▪ EBBD-Partners ▪ Competitors ▪ Market research ▪ SWOT-Analysis 	
Connection with the organization's strategies and relationships to other projects: <ul style="list-style-type: none"> ▪ Currently there are no similar projects are related to our project 		
Costs / Resources: <ul style="list-style-type: none"> ▪ Printing and copying expenses ▪ Traveling expenses 		
Project client: <ul style="list-style-type: none"> ▪ Mag.Dieter Wlcek 	Project manager: <ul style="list-style-type: none"> ▪ Ruzica Baotic 	Project coach: Mag. David Gogarty MMag. Gabriele Tomasitz-Möseneder
Project team members: <ul style="list-style-type: none"> ▪ Olha Kustenکو ▪ Maryana Motso ▪ Valerie Sabando 		Project co-workers: <ul style="list-style-type: none"> ▪ Mag. David Gogarty ▪ MMag. Gabriele Tomasitz-Möseneder
Agreement: Mag. Dieter Wlcek	Project client Mag. Dieter Wlcek	Project manager Ruzica Baotic

5 Analysis of Project Context (timing and content)

Pre-project phase

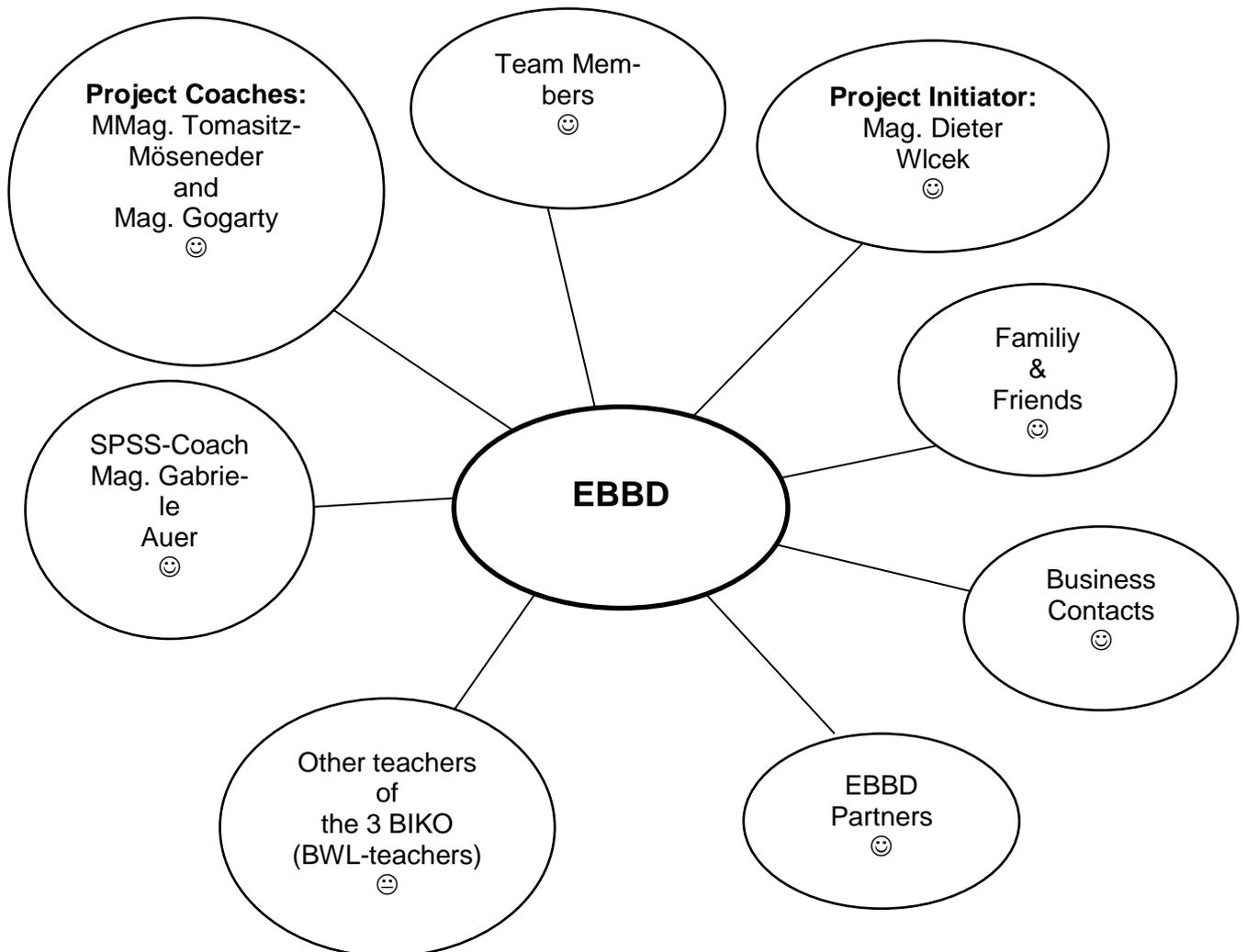
- What happened before the project started?
 - Allocation of Project
 - Team-Building
 - Meeting with Project Initiator
 - Meeting with Project Coaches
- What decisions have already been made?
 - Project target definition
 - Project group
 - Potential business respondents
- What are the reasons for initiating the project?
 - Personal access to Mag. Dieter Wlcek to EBBD
 - Personal interest of the team members
- Who promoted or hindered the initiating of the project
 - Mag. Wlcek
 - MMag. Tomasitz-Möseneder
 - Mag. Gogarty

Project

Post-project phase (consequences)

- What actions and decisions must be taken when the project is finished?
 - Résumé of the completed work
 - Taking further actions?
- What further projects can/should/must be undertaken as a result?
 - Organising a new Project Group for the next year
 - Taking further action for improvement
- What are the resulting costs and benefits?
 - Great knowledge of how to approach & interview important people in commercial business
 - Business Contacts
 - Very demanding Project (=Time and energy)
 - Intellectually-demanding

6 Project Environment Analysis



Evaluation of the relevant factors:

- ⊗ - critical environment
- ☹ - neutral environment
- ☺ - positive environment

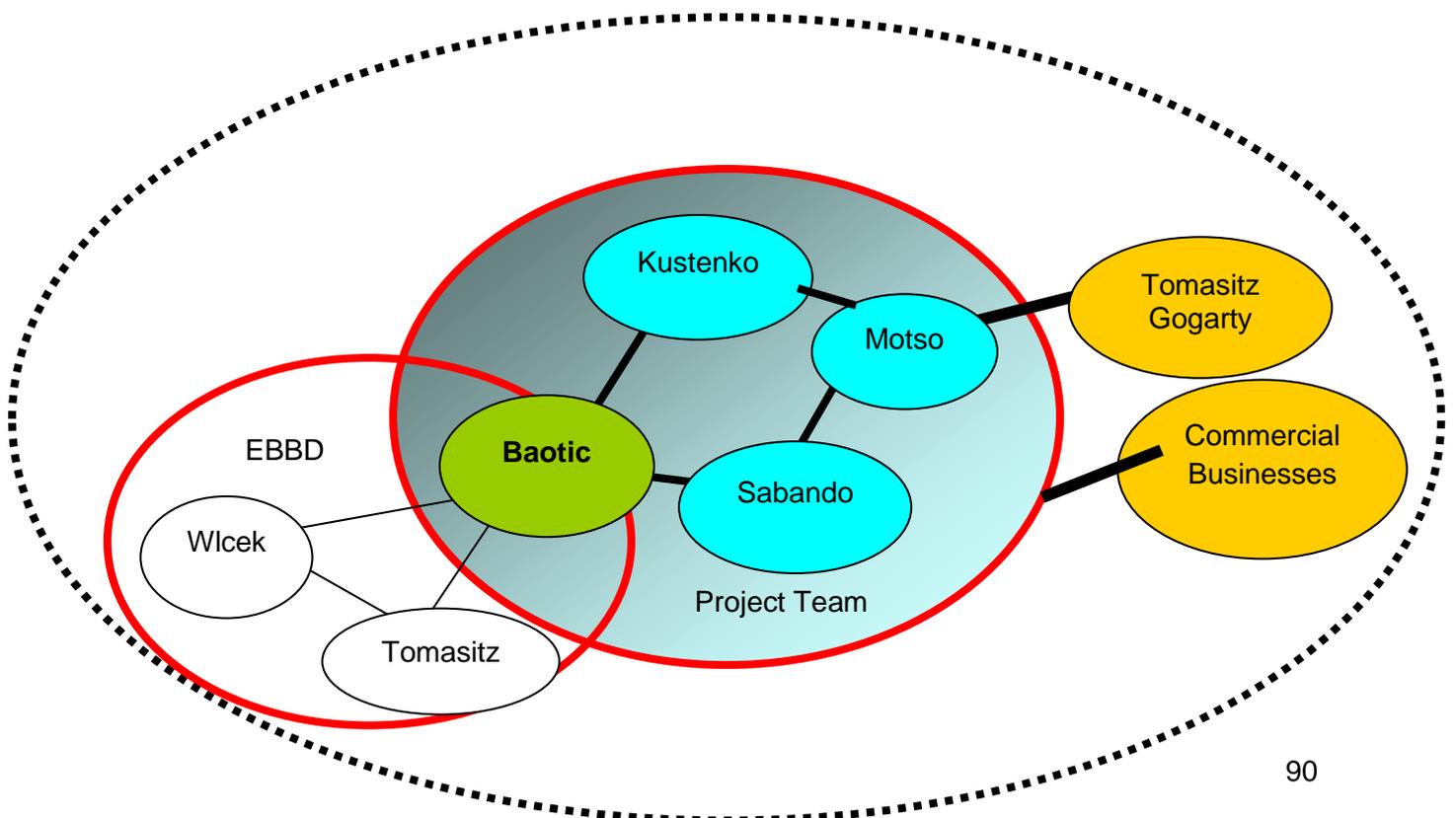
7 Action Plan for Analysis of Environment

Environment affected	Action/s (need for change)	Responsibility	by (deadline)?
Project Initiator: Mag. Dieter Wlcek	Delegation of Project	Initiating the Project	18 th June 2012
Project Coaches: Mag. Gabriele Tomasitz- Mösen. Mag. David Gogarty	Correction, Consulting	Support & Motivation	Mid of April 2013
Contact Businesses	Confirm Appointments & Willing to give interviews	Assessment of EBBD Qualifications	16 th October 2012
Family & Friends	Empathy, Disburden of duties, Moral Support	Motivation & Feedback	Mid of April 2013
Project Members	Commitment, Loyalty Effort, Sacrifice	Team-Working Stick to agreements	Mid of April 2013

8 Project Organisation / Roles

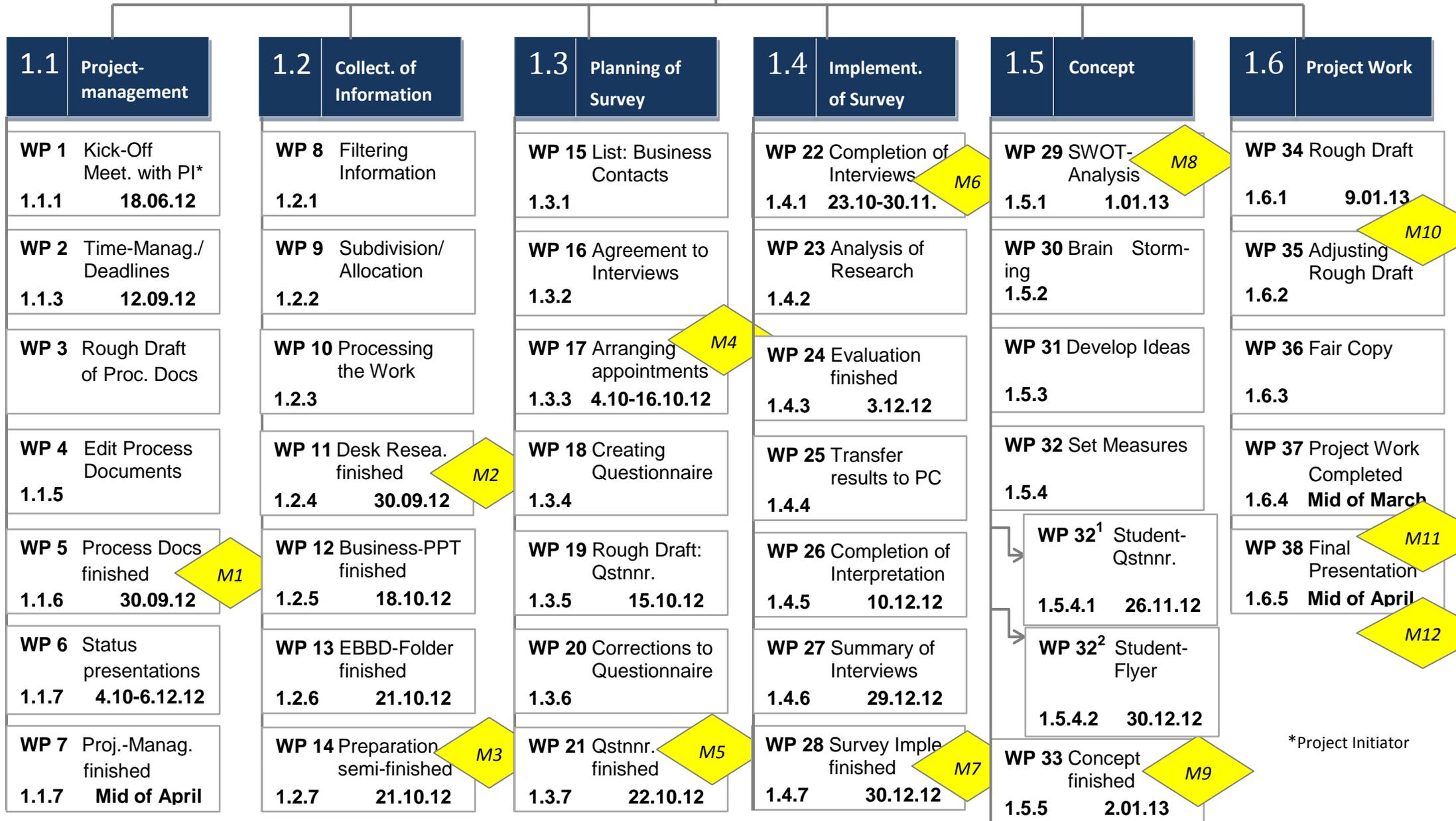
Project client:	Mag. Dieter Wlcek	
Project manager / leader:	Ruzica Baotic	
Project team members:	Olha Kustenko Maryana Motso Valerie Sabando	
Project staff:	Team members Project Coaches Headmaster	
Project coaches:	MMag. Gabriele Tomasitz- Möseneder Mag. David Gogarty	

Project Organigram



9 List of Deadlines

PSP Code	AP name	Start date	End date	Responsibility
1.1	Project management	September 12th 2012	Mid of April 2013	Project Team
1.2	Collection of Information	September 12th 2012	October 21st 2012	Project Team
1.3	Planning of Survey	October 1st 2012	October 22nd 2012	Project Team
1.4	Implementation of Survey	October 23rd 2012	December 30th 2012	Project Team
1.5	Concept	November 26th 2012	January 2nd 2013	Project Team
1.6	Project Work	January 7th 2013	Mid of April 2013	Project Team



*Project Initiator

Milestone Plan

Number	PSP Code	Milestone	Proposed Plan	Adapted Plan	Current Deadline
M1	1.1.6	Process Documents finished	September 30 th 2012	September 30 th 2012	September 30 th 2012
M2	1.2.4	Desk Research finished	September 30 th 2012	September 30 th 2012	September 30 th 2012
M3	1.2.7	Preparation for Interviews semi-finished	October 21 st 2012	October 21 st 2012	October 21 st 2012
M4	1.3.3	Arranging Appointments	October 4 th 2012 - October 16 th 2012	October 4 th 2012 - October 16 th 2012	October 4 th 2012 - October 16 th 2012
M5	1.3.7	Questionnaire finished	October 21 st 2012	October 21 st 2012	October 21 st 2012
M6	1.4.1	Completion of Interviews	October 23 rd 2012 - November 30 th 2012	October 23 rd 2012 - November 30 th 2012	October 23 rd 2012 - November 30 th 2012
M7	1.4.7	Survey Implementation finished	December 30 th 2012	December 30 th 2012	December 30 th 2012
M8	1.5.1	SWOT-Analysis finished	January 1 st 2013	January 1 st 2013	January 1 st 2013
M9	1.5.5	Concept finished	January 2 nd 2013	January 2 nd 2013	January 2 nd 2013
M10	1.6.1	Finished rough draft	January 9 th 2013	January 9 th 2013	January 9 th 2013
M11	1.6.4	Project Work completed	Mid of March	Mid of March	
M12	1.6.5	Final Presentation	Mid of April	Mid of April	

10 Work Package Specifications

WP No: 5 WP Title: Process Documents finished	WP Responsibility: All team members
<p>Contents (what should be done?)</p> <ul style="list-style-type: none"> Project Worthiness Analysis Feasibility Analysis Project Proposal Project Statement Analysis of Project Context Timing and Content Project Environment Analysis Action Plan for Environment Analysis Project Organisation List of Deadlines Project Structure Plan Work Package Specifications 	
<p>Non-contents (what should not be done?)</p> <ul style="list-style-type: none"> ▪ Duplication of work ▪ Missing deadlines ▪ Incomplete project work 	
<p>Results (what has been achieved at the end of the WP?)</p> <ul style="list-style-type: none"> ▪ Better overview of the future progresses ▪ Breaking down of project into smaller packages 	

WP No: 11	WP Responsibility:
WP Title: Desk Research finished	All team members
<p>Contents (what should be done?)</p> <ul style="list-style-type: none"> ▪ Development of European educational structures ▪ USP of EBBD ▪ Idea of EBBD ▪ EBBD partners ▪ European Business Certificates 	
<p>Non-contents (what should not be done?)</p> <ul style="list-style-type: none"> ▪ Too detailed/comprehensive desk-research ▪ An analysis of EBBD curriculum 	
<p>Results (what has been achieved at the end of the WP?)</p> <ul style="list-style-type: none"> ▪ Background information ▪ Introduction to the topic ▪ Preparation for the questionnaire 	

WP No: 14	WP Responsibility:
WP Title: Preparation for Interviews semi-finished	All team members
<p>Contents (what should be done?)</p> <ul style="list-style-type: none"> ▪ Presentation for HR-Managers ▪ EBBD-Folders for the businesses (College & EBBD-Flyers, Visiting Cards, IBC-Annual Report, Printout of the Presentation for HR-Managers) 	
<p>Non-contents (what should not be done?)</p> <ul style="list-style-type: none"> ▪ Irrelevant or inaccurate information ▪ Too detailed 	
<p>Results (what has been achieved at the end of the WP?)</p> <ul style="list-style-type: none"> ▪ A good overview of the European Business Bacculaureate Diploma for HR-personnel 	

WP No: 17	WP Responsibility:
WP Title: Arranging Appointments	All team members
Contents (what should be done?)	
<ul style="list-style-type: none"> ▪ List of Business Contacts ▪ Contacting Businesses ▪ Explaining our intentions ▪ Agreement to Interviews ▪ Arranging appointments 	
Non-contents (what should not be done?)	
<ul style="list-style-type: none"> ▪ Wrong selection of businesses ▪ Unprofessional behaviour (rude, impolite, annoying) ▪ Postpone appointments 	
Results (what has been achieved at the end of the WP?)	
<ul style="list-style-type: none"> ▪ Experience in dealing with key-people in commercial businesses on a professional level ▪ Maintaining contact with some of the clients 	

WP No: 21	WP Responsibility:
WP Title: Questionnaire finished	All team members
Contents (what should be done?)	
<ul style="list-style-type: none"> ▪ Creating questions ▪ Range of questions ▪ Structure ▪ Layout and design 	
Non-contents (what should not be done?)	
<ul style="list-style-type: none"> ▪ Irrelevant questions ▪ Vague questions ▪ Biased questions ▪ Ambivalent questions 	
Results (what has been achieved at the end of the WP?)	
<ul style="list-style-type: none"> ▪ Guideline for the interview 	

WP No: 22	WP Responsibility:
WP Title: Completion of interviews	All team members
Contents (what should be done?)	
<ul style="list-style-type: none"> ▪ Presentation of EBBD ▪ Interviewing the HR-personnel ▪ Obtain answers and feedback 	
Non-contents (what should not be done?)	
<ul style="list-style-type: none"> ▪ Conduction of irrelevant talks ▪ Equivocal answers ▪ Incomplete questionnaire 	
Results (what has been achieved at the end of the WP?)	
<ul style="list-style-type: none"> ▪ Obtaining useful answers for the market research ▪ Feedback on improvement measures 	

WP No: 28	WP Responsibility:
WP Title: Survey Implementation finished	All team members
Contents (what should be done?)	
<ul style="list-style-type: none"> ▪ Analysis of the questionnaires ▪ Evaluation of Market Research ▪ Transfer of results to PC ▪ Completion of Interpretation ▪ Summary of Interviews 	
Non-contents (what should not be done?)	
<ul style="list-style-type: none"> ▪ Wrong interpretation of the answers ▪ Incomplete review of questionnaire ▪ Too detailed summary 	
Results (what has been achieved at the end of the WP?)	
<ul style="list-style-type: none"> ▪ Completed analysis of questionnaire and feedback ▪ Basis for setting measures for the future ▪ Good overview of the interviews 	

WP No: 29	WP Responsibility:
WP Title: SWOT-Analysis finished	All team members
Contents (what should be done?)	
<ul style="list-style-type: none"> ▪ Strengths ▪ Weaknesses ▪ Opportunities ▪ Threats 	
Non-contents (what should not be done?)	
<ul style="list-style-type: none"> ▪ Poor Analysis ▪ Digressing from the actual facts ▪ Being too subjective 	
Results (what has been achieved at the end of the WP?)	
<ul style="list-style-type: none"> ▪ Convert Weaknesses into Strengths ▪ Convert Threats into Opportunities 	

WP No: 33	WP Responsibility:
WP Title: Concept finished	All team members
Contents (what should be done?)	
<ul style="list-style-type: none"> ▪ Setting measures in terms of improving the dissemination of the EBBD concept and promotional activities in order to get across the EBBD program and to persuade businesses and students of its benefits <ul style="list-style-type: none"> - Student-Qstnrr - Student-Flyer ▪ If necessary setting further measures to improve the EBBD-program 	
Non-contents (what should not be done?)	
<ul style="list-style-type: none"> ▪ Harming the EBBD's image by setting too many and too detailed improvement measures for the program 	
Results (what has been achieved at the end of the WP?)	
<ul style="list-style-type: none"> ▪ Future EBBD project groups have the possibility to tie in with the dissemination of EBBD based on our project results ▪ Faithful picture of EBBD's marketing potential among Austrian businesses 	

WP No: 37 WP Title: Project Work completed	WP Responsibility: All team members
Contents (what should be done?) <ul style="list-style-type: none">▪ Process documentation, all information from desk research, questionnaire and its results, SWOT-Analysis and concept put together to a document	
Non-contents (what should not be done?) <ul style="list-style-type: none">▪ Using irrelevant and inaccurate information▪ Not meeting deadline	
Results (what has been achieved at the end of the WP?) <ul style="list-style-type: none">▪ Finished project work	

PROJECT DIARY RUZICA

Date	Tasks	Duration
June 2012	Team building	
18.06.12	Allocation of project by the headmaster of IBC Hetzendorf: Mag. Wlcek (project client)	20 min
End of June	Meeting with project coaches	1h
06.09.12	List of businesses	1h
07.09.12	Kick-off meeting	15 min
10.09.12	Process Documents were received, mail from MMag. Tomasitz received	30 min
12.09.12	Allocation of desk research, fixed deadlines	2h 30 min
12.09. – 15.09.12	Research on the Internet for my desk research	3h
13.09.12	Worked on Process Documents	1h 20 min
15.09.12	Started to write on my Desk Research (2.1. Development....)	4h
16.09.12	Continued to write on the Desk Research	2h
17.09.12	Worked on Process Documents	2h 20 min
20.09.12	Worked on Process Documents	1h 30 min
22.09.12	Created Project Structure Plan	4h
24.09.12	Worked on Process Documents	2h
24.09.12	Adjusted Project Structure Plan	1h
27.09.12	Worked on Process Documents	2h
29.09.12	Adjusted Project Structure Plan	1h
29.09.12	Wrote 2 WPs	1h
25.09.12	Finished Desk Research	2h
27.09.12	Worked on Process Documents	2h
01.10.12	Search for contact details of HRM of commercial companies	35 min
01.10.12	Finished Process docs → were graded (B) & evaluated it with Mr. Gogarty	25 min
01.10.12	Wrote the Mail for Businesses with Valerie	1h
01.10.12	Finished the Mail for Businesses with Valerie	2h
01.10.12	Sent the Mail to Ms. Tomasitz	5 min
01.10.12	Preparation of the presentation for businesses	30 min
04.10.12	Sent out initial mails to businesses (32)	1h
04.10.12	Creating ideas for Power Point Presentation for businesses	1h 30 min
07.10.12	Working on the EBBD presentation for busi-	3h

	nesses (PPP)	
08.10.-16.10.12	Contacted businesses - exceeding my telephone bills!!!	3h
05.10.12	Arranged Appointment with - Raiffeisen	5 min
08.10.12	Arranged Appointment with - Henkel	5 min
08.10.12	Adjustments to Business Presentation	2h
09.10.12	Arranged Appointment with - SBausparkasse - WKÖ - Bawag PSK	20 min
10.10.12	Arranged Appointment with - Volksbank - APA - Uniqa - IBM	35 min
10.10.12	Received rejection from - Beiersdorf - Robert Bosch AG - OMV	25 min
11.10.12	Arranged Appointment with - REWE - Bank Austria -ÖBB	30 min
11.10.12	Meeting with project initiator	10 min
14.10.12	Meeting with project members: visiting cards, questionnaire, presentation	4h
16.10.12	Arranged Appointment with - Westbahn	5 min
11.10.12	Sent EBBD-PPT to IBM	5 min
15.10.12	Received the folders (30) and flyers (60=EBBD+College) from the headmaster	15 min
16.10.12	Mail to headmaster to print out the PPT for businesses	5 min
16.10.12	Received a rejection from - Siemens	5 min
17.10.12	Received Annual reports from Ms. Auer→ Promised to write an article	15 min
17.10.12	Mail to Ms. Auer, approved to write the arti- cle	5 min
17.10.12	Sent business questionnaire to the head- master	5 min
18.10.12	Adjusting the text for presentation, practicing the presentation	2h 30 min
19.10.12	Rehearsal at school	20 min
19.10.12	Sent EBBD-Stickers to the headmaster to	5 min

	print them out	
19.10.12	Received EBBD-Stickers/Business PPT printouts from headmaster	5 min
21.10.12	Preparing the folders, practicing the presentation	4h
22.10.12	Interview with APA	20 min
22.10.12	Interview with Raiffeisen-NÖ Wien	25 min
23.10.12	Interview with SBAusparkasse	30 min
23.10.12	Interview with UniCredit Group	30 min
23.10.12	Interview with Westbahn	25 min
23.10.12	Mail to the headmaster and Ms. Tomasitz concerning questions on the EBBD-program	5 min
24.10.12	Interview with Henkel	30 min
24.10.12	Interview with WKW	30 min
24.10.12	Mail to the headmaster and Ms. Tomasitz concerning questions on the EBBD-program	5 min
24.10.12	Called up Uniqa and postponed the appointment	5 min
25.10.12	Interview with Volksbank	30 min
25.10.12	Interview with Uniqa	35 min
25.10.12	Received a message from Bawag PSK to postpone the appointment	5 min
29.10.12	Interview with REWE	20 min
29.10.12	Phoned Bawag PSK and arranged a new appointment	5 min
30.10.12	Interview with ÖBB	30 min
30.10.12	Interview with Allianz	45 min
02.11.12	Interview with Bawag PSK	30 min
07.11.12	Created my Status Presentation	4h
08.11.12	2 nd + 3 rd Status Presentation	35 min
12.11.12	Meeting with Project Coaches	15 min
15.11.12	Meeting at the headquarters, starting with evaluating	2h 30 min
17.11.12	Summarised Interviews (ÖBB, Bawag PSK)	1h
18.11.12	Evaluating results	1h 45 min
19.11.12	Meeting with the headmaster of IBC Hetzendorf: Mag. Wlcek, reporting about the progresses	15 min
19.11.12	Ideas for the Student Questionnaire	2h 15 min
20.11.12	Evaluating results	2h
22.11.12	Finished Student Questionnaire	2h
26.11.12	Noted down ideas for the EBBD-flyer	1h
26.11.12	Corrected and sent the EBBD article to Ms.	3h

	Auer	
26.11.12	Adjusted and sent out student questionnaire to Ms Tomasitz	1h
28.11.12	Corrected the student questionnaire and sent it to the headmaster	25 min
29.11.12	Telephone interview with - IBM	30 min
01.12.12	Summarised the IBM interview	25 min
01.12.12	Finished the evaluation of Questions 2 &9 in German	2h
04.12.12	Evaluating results	2h 30 min
04.12.12	Brainstorming information for the flyer	15 min
08.12.12	Finished the evaluation of Questions 2 &9 in English	2h
09.12.12	Finishing evaluation of results	2h
09.12.12	Collecting information for the flyer	1h
10.12.12	Corrected the English Evaluation with Mr. Gogarty	3h
13.12.12	Meeting with Ms Tomasitz- received consultancy on the SWOT	30 min
16.12.12	Rough-draft of the List of Content	45 min
18.12.12	Collected Ideas for SWOT-Analysis	2h
19.12.12	Mail to Ms Tomasitz: Approving to join her in the Class-presentation	10 min
20.12.12	Summarised Ideas for SWOT (chart)	1h 30 min
20.12.12	Mail to the headmaster: Sent him the EBBD-PPT for students	5 min
22.12.12	Mail to project members about the future steps of our project work during the Christmas Holidays	1h
25.12.12	Finished SWOT-chart + added ideas	4h 30 min
26.12.12	SWOT: Internal Analysis finished	2h
27.12.12	SWOT: External Analysis finished	1h
28.12.12	SWOT-Analysis finished: - Résumé - Measures	10h
29.12.12 – 30.12.12	Finished Student-Flyer: - Corrected the Text - Designed the Flyer	12h
30.12.12	Working on the rough-draft	2h 15 min
31.12.12	Corrections to SWOT-Analysis	2h
31.12.12	Sent the Student-Flyer to the headmaster and Ms Tomasitz	5 min
01.01.13	Corrections to SWOT: finally finished	4h

02.01.13	Wrote Excerpt for "Purpose of Interview Questions"	3h
03.01.13	Corrections to Process Documents	2h
04.01.13	Corrections to Process Documents finished	6h
04.01.13	Edited my Project Diary	30 min
04.01.13	Translated the EBBD-article for the Annual Report in English	1h
05.01.13	Corrected Maryana's and Olha's Evaluation	1h
05.01.13	Corrected Summary of Impressions	30 min
05.01.13	Put together all the documents in one comprehensive Document	10h
06.01.13	Adjusted Cover Sheet	30 min
06.01.13	Adjusted Project Work	1h
08.01.13	Adding sources of illustration Corrections to the project	3h
08.01.13	Corrected and sent the Student-Flyer to the headmaster	5 min
09.01.13	Corrected and finished Project Work	40 min
12.01.13	Adjusted Project Work: - Recommendations = → Added illustrations and formatted them, wrote introduction for each chapter - Wrote introduction for chapter "preparation phase"	4h
30.01.13	Corrected project work	5h
28.03.13	Corrected my parts of project work	1h
TOTAL		185h 25 min

PROJECT DIARY VALERIE

Date	Tasks	Duration
June 2012	Team building	
18.06.12	Allocation of project by the headmaster of IBC Hetzendorf: Mag. Wlcek (project client)	20 min
End of June	Meeting with project coaches	1h
August 2012	Search for significant and international enterprises in Austria on the Internet – creating a list of companies	2h
06.09.12	List of businesses	1h
06.09.12	Making myself familiar with the topic EBBD, the curriculum and its partners	2h
07.09.12	Kick-off meeting	15 min
10.09.12	Process Documents were received, mail from MMag. Tomasitz received	30 min
10.09.12	Collection of information regarding competitors of EBBD (e.g. EBC*L, EWS)	1h
12.09.12	Allocation of desk research, fixed deadlines	2h 30 min
13.09.12	Worked on Process Documents	1h 20 min
17.09.12	Worked on Process Documents	2h 20 min
20.09.12	Worked on Process Documents	1h 30 min
23.09.12	Adjustments to project structure plan	4h
24.09.12	Worked on Process Documents	2h
24.09.12	Adjustments to project structure plan	1h
25.09.12	Adjustments to project structure plan	1h
27.09.12	Worked on Process Documents	2h
28.09.12	Elaboration of working packages (concept, final version)	1h
29.09.12	Filtering information on competitors of the EBBD	2h
30.09.12	Completion of my part of the desk research (competitors)	3h
	Screening process documents	1h
01.10.12	Search for contact details of HRM of commercial companies	35 min
01.10.12	Wrote the Mail for Businesses with Ruzica	3h
01.10.12	Preparation of the presentation for businesses	30 min
01.10.12	Adjustments to desk research (competitors)	1h
02.10.12	Designing the 1 st status presentation (PPP)	2h
03.10.12	Adjustments to the status presentation	4h
04.10.12	1 st status presentation	5 min
04.10.12	Creating ideas for Power Point Presentation for businesses	1h 30 min

	Searched for contact details of human resources managers from Telekom, Orange, T-Mobile, Beiersdorf, Red Bull	1h 30 min
07.10.12	Working on the EBBD presentation for businesses (PPP)	3h
08.10.12	Adjustments to Business Presentation	2h
11.10.12	Meeting with project initiator	10 min
11.10.12	Contacting Red Bull and Beiersdorf (Mail)	5 min
	Contacting Allianz, Generali, Bosch, Orange, Telekom, T-Mobile	5 min
	Rejection from Generali, Bosch, Orange, Telekom, T-Mobile	5 min
	E-Mail: Fixing an appointment for an interview with Mr. Bilina (Allianz) on 30 October, 2012 at 11 AM	5 min
12.10.12	Rejection from Red Bull (Mail)	5 min
	E-Mail: Asking Mr. Bilina for a beamer for the presentation	5 min
13.10.12	E-Mail: Mr. Bilina informed me about organizing a seminar room for the meeting	5 min
14.10.12	Meeting with project members: visiting cards, questionnaire, presentation	4h
15.10.12	Received the IBC school logo on USB from the secretary, which we'll be needing for the visiting cards	5 min
18.10.12	Adjusting the text for presentation, practicing the presentation	2h 30 min
19.10.12	Rehearsal at school	20 min
21.10.12	Preparing the folders, practicing the presentation	4h
22.10.12	Interview with APA	20 min
22.10.12	Interview with Raiffeisen-NÖ Wien	25 min
23.10.12	Interview with SBAusparkasse	30 min
23.10.12	Interview with UniCredit Group	30 min
23.10.12	Interview with Westbahn	25 min
24.10.12	Interview with Henkel	30 min
24.10.12	Interview with WKW	30 min
25.10.12	Interview with Volksbank	30 min
25.10.12	Interview with Uniqa	35 min
29.10.12	Interview with REWE	20 min
30.10.12	Interview with ÖBB	30 min
30.10.12	Interview with Allianz	45 min
02.11.12	Interview with Bawag PSK	30 min
03.11.12	Transferred notes from the interviews to the computer, typewrote the Raiffeisen interview	3h

04.11.12	Typewrote the interviews of SBausparkasse, Westbahn, Henkel	5h
12.11.12	Meeting with Project Coaches	15 min
14.11.12	Collection of ideas for the evaluation of the questionnaire	1h 30 min
15.11.12	Meeting at the headquarters, starting with evaluating	2h 30 min
17.11.12	Collection of ideas for the evaluation of Q4 to Q9	4h
18.11.12	Evaluating results	1h 45 min
19.11.12	Meeting with the headmaster of IBC Hetzendorf: Mag. Wlcek, reporting about the progresses	15 min
19.11.12	Ideas for the Student Questionnaire	2h 15 min
20.11.12	Evaluating results	2h
21.11.12	Mind mapping: Questionnaire for students in German, Flyer for students in German	1h
22.11.12	Finished Student Questionnaire	2h
26.11.12	Noted down ideas for the EBBD-flyer	1h
04.12.12	Evaluating results	2h 30 min
04.12.12	Brainstorming information for the flyer	15 min
08.12.12	Adjustments to the evaluation of Q1, Q3, Q6 in German	8h 30 min
09.12.12	Finishing evaluation of results	2h
09.12.12	Collecting information for the flyer	1h
09.12.12	Translation and of parts of the questionnaire and the evaluation into English (Q1, Q3, Q6) & creating figures in English	3h 30 min
16.12.12	Rough-draft of the List of Content	45 min
28.12.12	Elaboration of the flyer for students (1, 2.)	2h
	Target group for the dissemination of the EBBD	1h
29.12.12	Adjustments to 'Target group'	1h 30 min
	Declaration of authorship	30 min
	Foreword	4h 15 min
30.12.12	Adjustments to desk research (change of title "competitor" to "European business certificates")	5h
30.12.12	Working on the rough-draft	2h 15 min
01.1.13	Addition to European business certificates: Venn-diagram	2h
	Translation of the Flyer for students into English	2h
08.01.13	Adding sources of illustration Corrections to the project	3h
31.01.13	Corrections to project work	13h
10.02.13	Corrections to project work	11h
TOTAL		158h 55 min

PROJECT DIARY MARYANA

Date	Tasks	Duration
June 2012	Team building	
18.06.12	Allocation of project by the headmaster of IBC Hetzendorf: Mag. Wlcek (project client)	20 min
End of June	Meeting with project coaches	1h
06.09.12	List of businesses	1h
07.09.12	Introduction to the topic	2h
07.09.12	Kick-off meeting	15min
09.09.12	Introduction to the topic	2h 45 min
10.09.12	Process Documents were received, mail from MMag. Tomasitz received	30 min
10.09.12	Start with Process Documents	1h 30 min
12.09.12	Allocation of desk research, fixed deadlines	2h 30 min
13.09.12	Worked on Process Documents	1h 20 min
14.09.12	Started working on Desk Research, searching for information	3h
16.09.12	Worked on Desk Research	2h 30 min
17.09.12	Worked on Process Documents	5h 20 min
20.09.12	Worked on Process Documents	1h 30 min
20.09.12	Writing Desk Research	2h
23.09.12	Continued working on Desk Research	2h 30 min
24.09.12	Working on Process Documents	3h 15 min
25.09.12	Working on Desk Research	2h 20 min
27.09.12	Worked on Process Documents	2h
27.09.12	Finding information for the presentation	1h 20 min
29.09.12	Writing 2 WPs	1h 30 min
01.10.12	Search for contact details of HRM of commercial companies	2h 35 min
01.10.12	Preparation of the presentation for businesses	30 min
02.10.12	Search for contact details of HRM of commercial companies	1h 30 min
04.10.12	Creating ideas for Power Point Presentation for businesses	1h 30 min
07.10.12	Working on the EBBD presentation for businesses (PPP)	3h
08.10.12	Adjustments to Business Presentation	2h
10.10.12	Arranging Appointments with Wiener Städtische BOEV Volksbank Erste Bank	2h 30 min

11.10.12	Meeting with project initiator	10 min
12.10.12	Working on Presentation for businesses, collecting ideas	1h 30 min
14.10.12	Meeting with project members: visiting cards, questionnaire, presentation	4h
15.10.12	Preparing my part for the presentation	1h
16.10.12	Adjusting the text for the presentation	1h 40 min
18.10.12	Adjusting the Text for presentation, practicing the presentation	2h 30 min
19.10.12	Rehearsal at school	20 min
21.10.12	Preparing the folders, practicing the presentation	4h
21.10.12	Preparing for the interviews	2h
22.10.12	Interview with APA	20 min
22.10.12	Interview with Raiffeisen-NÖ Wien	25 min
23.10.12	Interview with SBausparkasse	30 min
23.10.12	Interview with UniCredit Group	30 min
23.10.12	Interview with Westbahn	25 min
24.10.12	Interview with Henkel	30 min
24.10.12	Interview with WKW	30 min
25.10.12	Interview with Volksbank	30 min
25.10.12	Interview with Uniqa	35 min
29.10.12	Interview with REWE	20 min
30.10.12	Interview with ÖBB	30 min
30.10.12	Interview with Allianz	45 min
02.11.12	Interview with Bawag PSK	30 min
02.11.12	Sending mail to LKW Walter	5 min
09.11.12	Noting down the interviews with WKÖ, Uniqa	3h
10.11.12	Noting down the interview with Volksbank	1h 40 min
11.11.12	Correcting and sending the presentation to LKW Walter	40 min
12.11.12	Meeting with Project Coaches	15 min
12.11.12	Noting down the Interview with Rewe	1h 20 min
14.11.12	Noting down the interview with Allianz	1h 30 min
15.11.12	Meeting at the headquarters, starting with evaluating	2h 30 min
15.11.12	Evaluating the results: finding clusters	2h
18.11.12	Evaluating results	1h 45 min
19.11.12	Meeting with the headmaster of IBC Hetzendorf: Mag. Wlcek, reporting about the progresses	15 min
19.11.12	Ideas for the Students Questionnaire	2h 15 min
20.11.12	Evaluating the results: finding clusters Question 4	3h 15 min

21.11.12	Interview with LKW Walter	35 min
21.11.12	Noting down the Interview with LKW Walter	1h
22.11.12	Finished Student Questionnaire	2h
24.11.12	Evaluating the results: finding clusters Question 7	2h
26.11.12	Noted down ideas for the EBBD-flyer	1h
30.11.12	Evaluating the results: finding clusters Question 7&8	3h
01.12.12	Adjusting the evaluation in German	2h 35 min
02.12.12	Translating the evaluation into English: Question 4	3h
04.12.12	Evaluating results	2h 30 min
04.12.12	Brainstorming information for the flyer	15 min
06.12.12	Translating the evaluation into English: Question 7&8	2h 40 min
08.12.12	Adjusting the evaluation in German and English, drawing the graphs	3h 30 min
09.12.12	Finishing evaluation of results	2h
09.12.12	Collecting information for the flyer	1h
10.12.12	Translating questionnaire for students into English	1h 30 min
11.12.12	Working on SWOT analysis description	2h
12.12.12	Working on SWOT analysis description	1h
14.12.12	Working on the evaluation of the results	2h
16.12.12	Rough-draft of the List of Content	45 min
25.12.12	Correcting the German version of the evaluation	3h
26.12.12	Project Diary for the team Correcting the English version of the evaluation	3h
27.12.12	Project Diary for team	2h
29.12.12	Finishing and adjusting the desk research SWOT Analysis description	6h 30min 1h 30min
30.12.12	Working on the rough-draft	2h 15 min
30.12.12	Finishing Project Diary for the team My Project Diary	1h 20min 1h 30min
03.01.13	Summary of Impression	4h
08.01.13	Adding sources of illustration Corrections to the project	3h
TOTAL		160h 25min

PROJECT DIARY OLHA

Date	Tasks	Duration
June 2012	Team building	
18.06.12	Allocation of project by the headmaster of IBC Hetzendorf: Mag. Wlcek (project client)	20 min
End of June	Meeting with project coaches	1h
August 2012	Search in Internet for international business in Austria and for information about EBBD	3h
06.09.12	List of businesses	1h
07.09.12	Kick-off meeting	15 min
08.09.12	Start to work on desk research	4h
09.09.12	Making myself acquaint with EBBD curriculum	3h 30 min
10.09.12	Process Documents were received, mail from MMag. Tomasitz received	30 min
12.09.12	Allocation of desk research, fixed deadlines	2h 30 min
13.09.12	Worked on Process Documents	1h 20 min
17.09.12	Worked on Process Documents	2h 20 min
20.09.12	Worked on Process Documents	1h 30 min
20.09.12	Working on desk research (EBBD partners)	5h 30 min
24.09.12	Working on process documents	4h
25.09.12	Adjustments to process structure plan	1h
27.09.12	Worked on Process Documents	2h
29.09.12	Continued to write on the desk research	6h
30.09.12	Adjustments to the desk research	3h
01.10.12	Search for contact details of HRM of commercial companies	35 min
01.10.12	Preparation of the presentation for businesses	30 min
01.10.12	Checking of my part of the desk research	4h 30 min
02.10.12	Searched for contact details of human resources managers	2h
04.10.12	Creating ideas for Power Point Presentation for businesses	3h
07.10.12	Working on the EBBD presentation for businesses (PPP)	3h
08.10.12	Adjustments to the presentation	5h
09.10.12	Adjustments to the presentation	2h
09.10.12	Searched for contact details of human resources managers from Uniqa, Donau Versicherung, WKW	1h 30 min
10.10.12	Contacting Uniqa, Donau Versicherung, WKW	30 min
11.10.12	Meeting with project initiator	10 min
14.10.12	Meeting with project members: visiting cards, questionnaire, presentation	4h

18.10.12	Adjusting the text for presentation, practicing the presentation	2h 30 min
19.10.12	Rehearsal at school	20 min
20.10.12	Prepared myself for interviews	4h
21.10.12	Preparing the folders, practicing the presentation	4h
22.10.12	Interview with APA	20 min
22.10.12	Interview with Raiffeisen-NÖ Wien	25 min
23.10.12	Interview with SBausparkasse	30 min
23.10.12	Interview with UniCredit Group	30 min
23.10.12	Interview with Westbahn	25 min
24.10.12	Interview with Henkel	30 min
24.10.12	Interview with WKW	30 min
25.10.12	Interview with Volksbank	30 min
25.10.12	Interview with Uniqa	35 min
29.10.12	Interview with REWE	20 min
30.10.12	Interview with ÖBB	30 min
30.10.12	Interview with Allianz	45 min
02.11.12	Interview with Bawag PSK	30 min
04.11.12	Transferred notes from the interviews to the computer	3h 30 min
09.11.12	Listened to the records and typed the interviews WKÖ, Uniqa	3h
11.11.12	Listened to the records and typed the interviews REWE	1h 30 min
12.11.12	Meeting with Project Coaches	15 min
14.11.12	Listened to the records and typed the interviews Allianz	2h 30 min
15.11.12	Meeting at the headquarters, starting with evaluating	2h 30 min
15.11.12	Started to collect ideas for the evaluation of the interviews	2h
16.11.12	Worked out ideas for evaluation	3h
18.11.12	Designed the 4 th status presentation	1h 30 min
18.11.12	Evaluating results	1h 45 min
19.11.12	Meeting with the headmaster of IBC Hetzendorf: Mag. Wlcek, reporting about the progresses	15 min
19.11.12	Ideas for the Student Questionnaire	2h 15 min
20.11.12	Evaluation results	2h
21.11.12	Adjustments to the status presentation	2h
22.11.12	Finished Students Questionnaire	3h
24.11.12	Ideas for the EBBD flyer	1h 30 min
26.11.12	Noted down ideas for the EBBD-flyer	1h
29.11.12	Status presentation	5min

04.12.12	Evaluation of results	2h 30 min
04.12.12	Brainstorming information for the flyer	15 min
07.12.12	Evaluation of question 5 in German	3h
09.12.12	Finishing evaluation of results	2h
09.12.12	Collecting information for the flyer	1h
10.12.12	Evaluation of question 5 in English, created figure	4h 30 min
16.12.12	Rough-draft of the List of Content	45 min
26.12.12	Worked on the flyer for students	2h 30 min
28.12.12	Adjustments to the desk research	7h
29.12.12	Adjustments to the desk research	5h
30.12.12	Working on the rough-draft	2h 15 min
02.01.13	Translated EBBD presentation in English	3h 30 min
02.01.13	Worked out pages with photos	1h 30 min
03.01.13	Summary of impressions	4h
08.01.13	Adding sources of Illustration Correction to the project	3h
TOTAL		161h

III. SOURCES

LIST OF REFERENCES

- http://ec.europa.eu/education/lifelong-learning-policy/school_en.htm
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- <http://www.ebcl.at/groups.htm>
- <http://www.ebcl.eu/international/laender-e.htm>
- <http://www.ews-wien.at/>

LIST OF FIGURES

Fig 1	http://www.eurobacdiploma.de/index.php
Fig 2	http://www.eurobacdiploma.de/en/project/project-partners
Fig 3	http://www.eurobacdiploma.de/en/project/project-partners
Fig 4	http://www.eurobacdiploma.de/en/project/project-partners
Fig 5	http://www.eurobacdiploma.de/en/project/project-partners
Fig 6	http://www.eurobacdiploma.de/en/project/project-partners
Fig 7	http://www.eurobacdiploma.de/en/project/project-partners
Fig 8	http://www.eurobacdiploma.de/en/project/project-partners
Fig 9	http://www.eurobacdiploma.de/en/project/project-partners
Fig 10	http://www.eurobacdiploma.de/en/project/project-partners
Fig 11	http://www.eurobacdiploma.eu/
.....	http://www.ebcl.at/
.....	http://www.ews-wien.at/
Fig 12	http://www.sbausparkasse.at/de/
Fig 13	http://www.bankaustria.at
Fig 14	http://portal.wko.at/wk/startseite.wk
Fig 15	https://www.volksbank.at/
Fig 16	http://www.uniqa.at/uniqaat/#2
Fig 17	http://www.rewe-group.at/Startseiten/Startseite/rg_Homepage.aspx

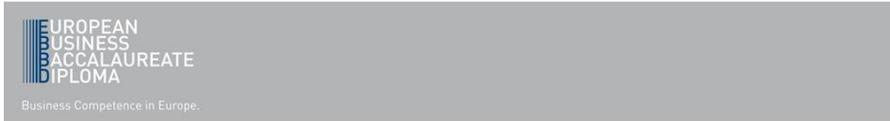
IV. APPENDIX

EBBD-FOLDERS

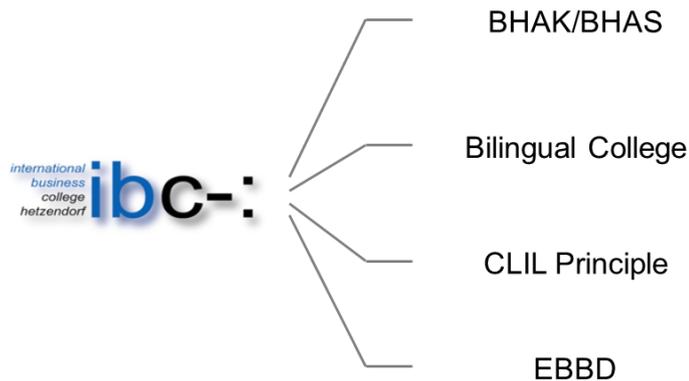




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2

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Basic Idea

- UEQ**
- + Business
 - + Languages
 - + Europe
 - + Mobility



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3

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USP of EBBD

- Low-priced offer
- Network
- Extra-occupational
- Great Foundation for:
 - Studies
 - Career



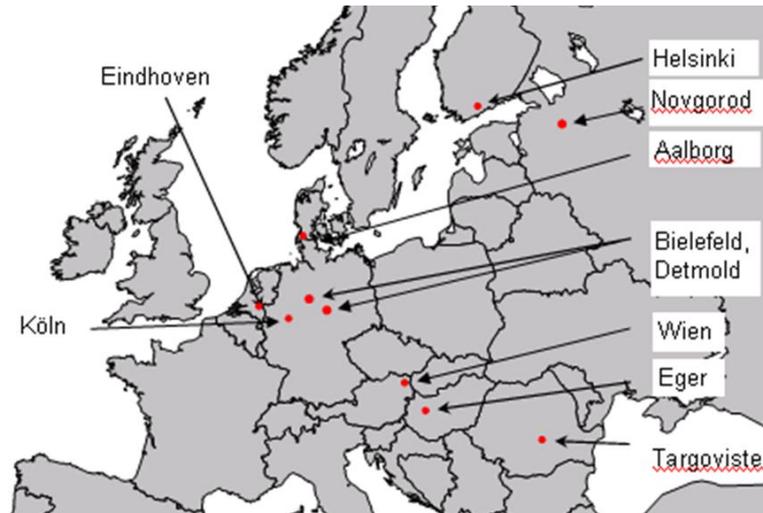
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4

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Partner Schools
 Business Competence in Europe.

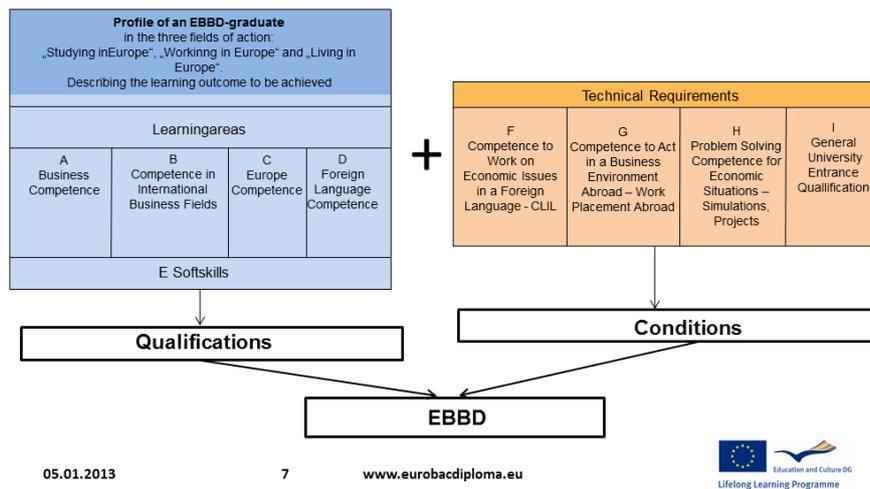



Why EBBD-Graduates ?
 Business Competence in Europe.

- 5-year bilingual education
- Exzellece-Label: goes beyond HAK curriculum
- International economy/law
- Work placement abroad (4-6 weeks)
- Practical projects/business simulations

EUROPEAN BUSINESS BACCALAUREATE DIPLOMA
Business Competence in Europe.

Structure of EBBD-Curriculum



EUROPEAN BUSINESS BACCALAUREATE DIPLOMA
Business Competence in Europe.

Qualifikationen

A Business Competence	B Competence in International Business Fields	C European Competence	D Foreign Language Competence
E Softskills (integrated)			
<ul style="list-style-type: none"> • Business Administration • Economics • Business-related Information Processing • National Business Law 	<ul style="list-style-type: none"> • Marketing • Business Law • Accounting • Taxation Policies 	<ul style="list-style-type: none"> • EU-Awareness • Communication • Collaboration 	<ul style="list-style-type: none"> • Two Foreign Languages → B2 → B1 according to CEFR


Technical Requirements
 Business Competence in Europe.

F CLIL	G Work Placement Abroad	H Simulations/Projects	I National UEQ
<ul style="list-style-type: none"> • Bilingual Lessons (Team-Teaching) 	<ul style="list-style-type: none"> • Business Administration • Different Departments (Jobrotation) 	<ul style="list-style-type: none"> • Stock-Market Simulations • Business Case Scenario • Training Firm • Practical Projects 	<ul style="list-style-type: none"> • General University Entrance Qualification

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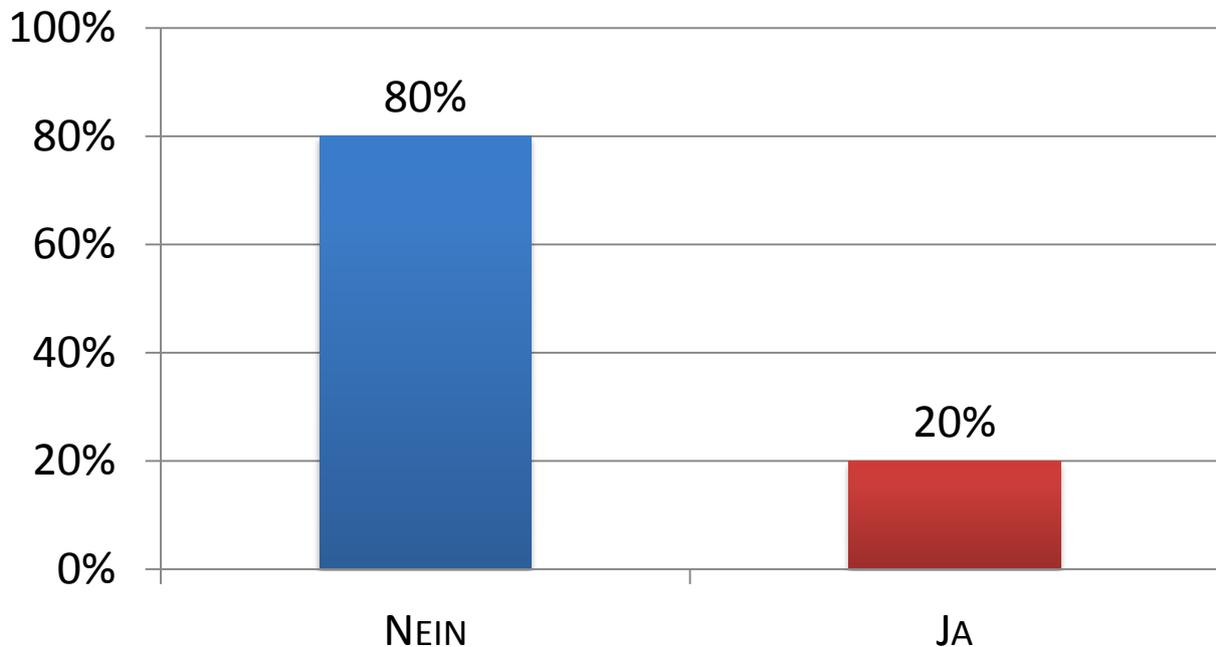
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EVALUATION OF RESULTS IN GERMAN

1. Haben Sie schon mal etwas von EBBD gehört?



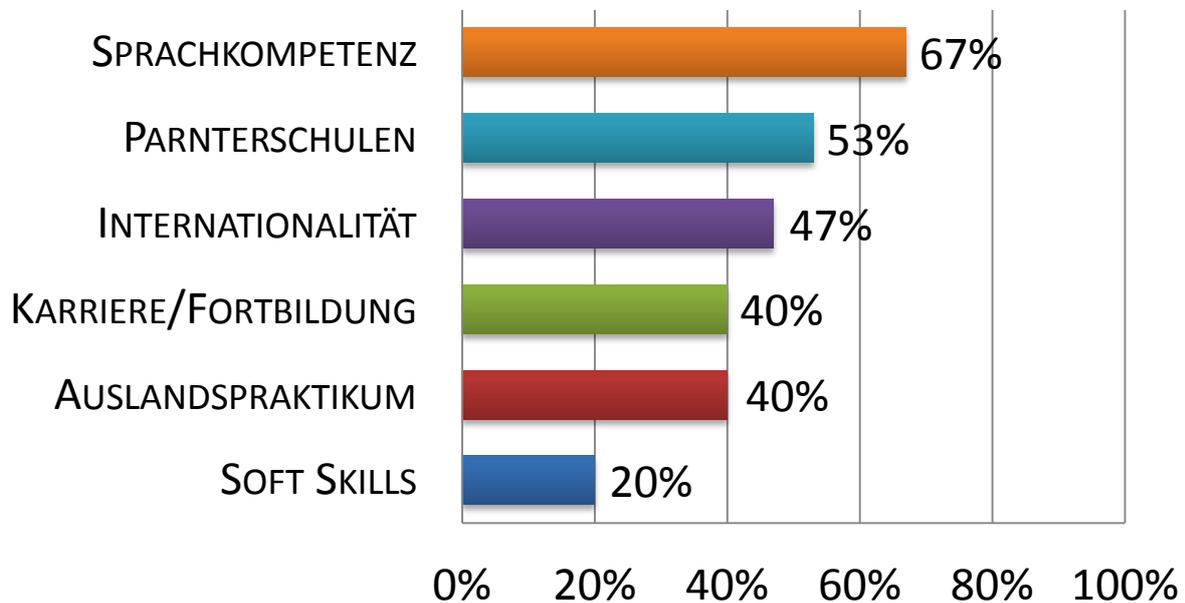
Nein 12/15 = **80%**: **APA, UniCredit Group, Henkel, WKÖ, Volksbank, Uniqa, Bawag, Rewe, ÖBB, Allianz, LKW-Walter, IBM**

Ja 3/15 = **20%**: **Raiffeisen, SBausparkasse, Westbahn**

Dem Großteil der befragten Unternehmen (80%) ist das EBBD-Programm nicht bekannt und bisher auch noch nicht zu Ohren gekommen. Hingegen 20% der interviewten Personalisten haben bereits davon gehört. Und zwar sind das jene Kontakte, die im Rahmen eines Schwerpunktes namens Finanz- und Risikomanagement, welches am IBC Hetzendorf angeboten wird, geknüpft wurden (Raiffeisen, SBausparkasse), aber auch ein privater Kontakt unseres Project Coaches Frau Professor Tomasitz-Möseneder (Westbahn), die bereits mit diesem Zertifikat vertraut sind.

Aufgrund der Tatsache, dass das EBBD erstmals heuer seit **September 2012** am **IBC Hetzendorf** angeboten wird und bis dato sich noch in einer **Testphase** befindet, ist dementsprechend der Bekanntheitsgrad des Zertifikats relativ gering. Zumal ein derartiges Programm, das europaweit anerkannt wird, eine **Neuheit im europäischen Bildungsraum** darstellt.

2. Wo sehen Sie die Vorteile vom EBBD?



* Mehrfachantworten waren möglich

Sprachkompetenz 10/15 **67%:**

APA, UniCredit, WKO, Bawag, Volksbank, Allianz*, IBM, Raiffeisen, LKW-Walter, SBausparkasse

Die Sprachkompetenz ist für mehr als die Hälfte der Unternehmen (62%) wichtig. Besonders für Raiffeisen haben die EBBD-Absolventen als Bench-Mark zu den normalen HAK-Schülern einen klaren Vorteil. Für die Bank Austria ist die Bilingualität sehr markant und goldwert.

* Die Allianz sieht die Sprach-Skills als absolute Stärke. Jedoch soll das B2-Niveau für den europäischen Markt keine Grenze sein. Das heißt, dass nach die Absolventen nach einem höheren Sprachniveau streben sollen (C1).

Partnerschulen 8/15 **53%:**

APA, SBausparkasse, UniCredit Group, Westbahn, Rewe, ÖBB, Allianz, IBM

Ein weiteres markantes Feature für die Unternehmen waren die Partnerschulen die ein „Networking“ ermöglichen. Im Zuge dazu wird für die Westbahn die Transparenz bzw. Vergleichbarkeit der Zertifikate gefördert. **Zitat Westbahn:** „Ein transparentes Bildungssystem ist immer gut, wenn man darauf anstrebt, dass es international ist.“

Internationalität 7/15 47%:**Raiffeisen, SBausparkasse, WKÖ, Allianz, IBM, UniCredit Group, Volksbank**

Der internationale Fokus des Zertifikates ist relativ vielen Recruitern positiv aufgefallen. Einige fanden den europäischen Gedanke, der sich nicht nur lokal auf ein Land beschränkt, sondern das globale Denken im europäischen Rahmen fördert, sehr spannend.

Auslandspraktikum 6/15 40%:**APA, Volksbank, REWE, IBM, SBasparkasse, Bawag**

Die Idee eines Auslandspraktikums im Programm fanden Unternehmen wie SBausparkasse, REWE, IBM... sehr gut. Schüler bekommen dadurch die Chance ein international agierendes Unternehmen auch mal von innen zu sehen und können dadurch wichtige Erfahrungen im Zusammenhang mit einem weiterführenden Studium sammeln und erweitern natürlich dadurch auch ihren Horizont.

Karriere/Fortbildung 6/15 40%:**Westbahn, SBausparkasse, Uniqa, LKW-Walter, ÖBB, Allianz**

Unternehmen wie die ÖBB, Uniqa oder Allianz.... sehen den EBBD-Absolventen eher in einem internationalen Unternehmen nach einem Studium mit Spezialisierung. Sie finden also, dass das Programm eine gute Basis ist für ein weiterführendes Studium und auch definitiv die Jobchancen erhöht. Nicht zu vergessen die Fachkompetenz in bestimmten Bereichen. Jedoch sehen Sie den EBBDler erst mit einem Studium als vollwertigen Aufsteiger am Arbeitsmarkt.

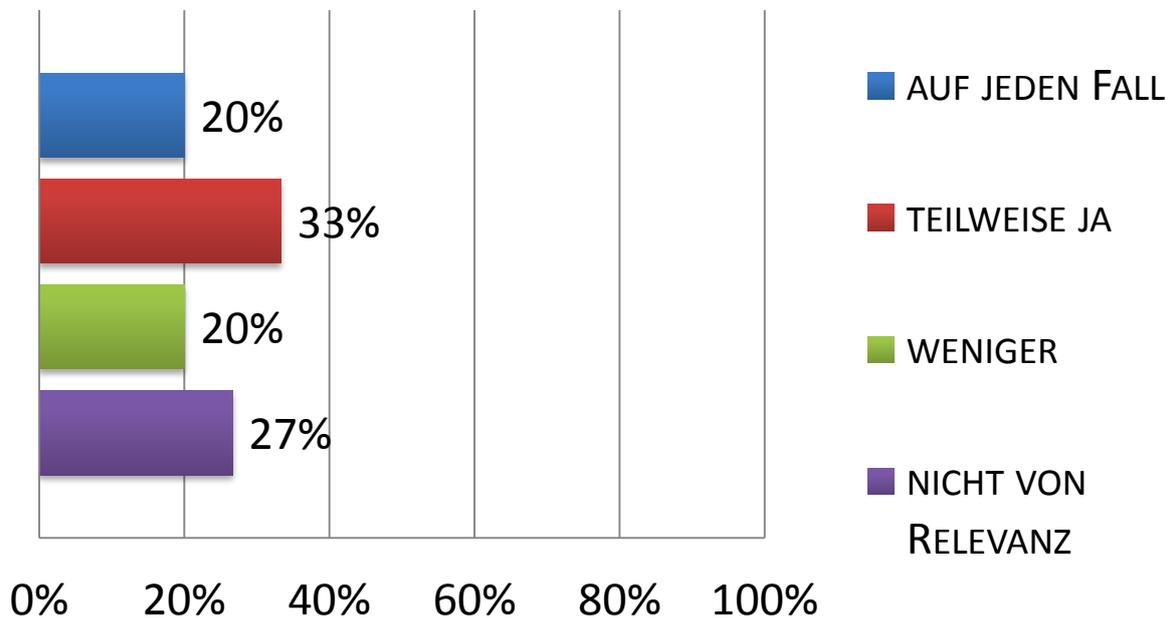
Soft Skills 3/15 20%:**APA, Raiffeisen, UniCredit Group**

Sehr positiv für die Bank Austria war, dass durch das EBBD die Internationalität in den Klassenräumen gefördert wird. Da sehen die Unternehmen generell ein multikulturelles Erwachsenwerden, was auch noch für die Persönlichkeitsentwicklung von Vorteil sein kann. Jedoch meinte dasselbe Unternehmen, dass es schwer ist Soft Skills in dieser Altersstufe (14-19) beizubringen, da die Schüler mitten in ihrer Persönlichkeitsentwicklung sind.

Die meisten Unternehmen nannten die Sprachkompetenz als absoluten Vorteil des EBBD. Dies ist dadurch zu erklären, dass es heutzutage für großen internationale Unternehmen schwierig ist Mitarbeiter mit ausgezeichneten Englisch Kompetenzen zu finden. Denn viele Bewerber geben falsche Sprachlevels in ihren Lebensläufen an (meistens zu hoch) und erschweren somit die Arbeit der Recruiter. Dieses Problem wird nun durch Partnerschulen (Transparenz), Europakompetenzen und Auslandspraktika des EBBD bekämpft. Zusammenfassend ist zu sagen, dass die Attribu-

te des EBBD sehr positiv angekommen sind und dass das Zertifikat für die Zukunft sicher sehr großes Potential hat.

3. Inwieweit ist das EBBD-Profil für Ihr Unternehmen interessant?



Auf jeden Fall 3/15 = **20%**:

Uniq, Rewe, Allianz

Teilweise ja 5/15 = **33%**:

Raiffeisen, SBAusparkasse, ÖBB, IBM, WKÖ

Weniger 3/15 = **20%**:

UniCredit Group, Henkel, LKW-Walter

Nicht von Relevanz 4/15 = **27%**:

Bawag, Volksbank, APA, Westbahn

Was die Bedeutung des EBBDs für die Unternehmen betrifft, sind unterschiedliche Ansichten vertreten, diese reichen von „EBBD ist auf jeden fall interessant“, „teilweise ja“, „weniger“ bis zu „nicht von Relevanz“.

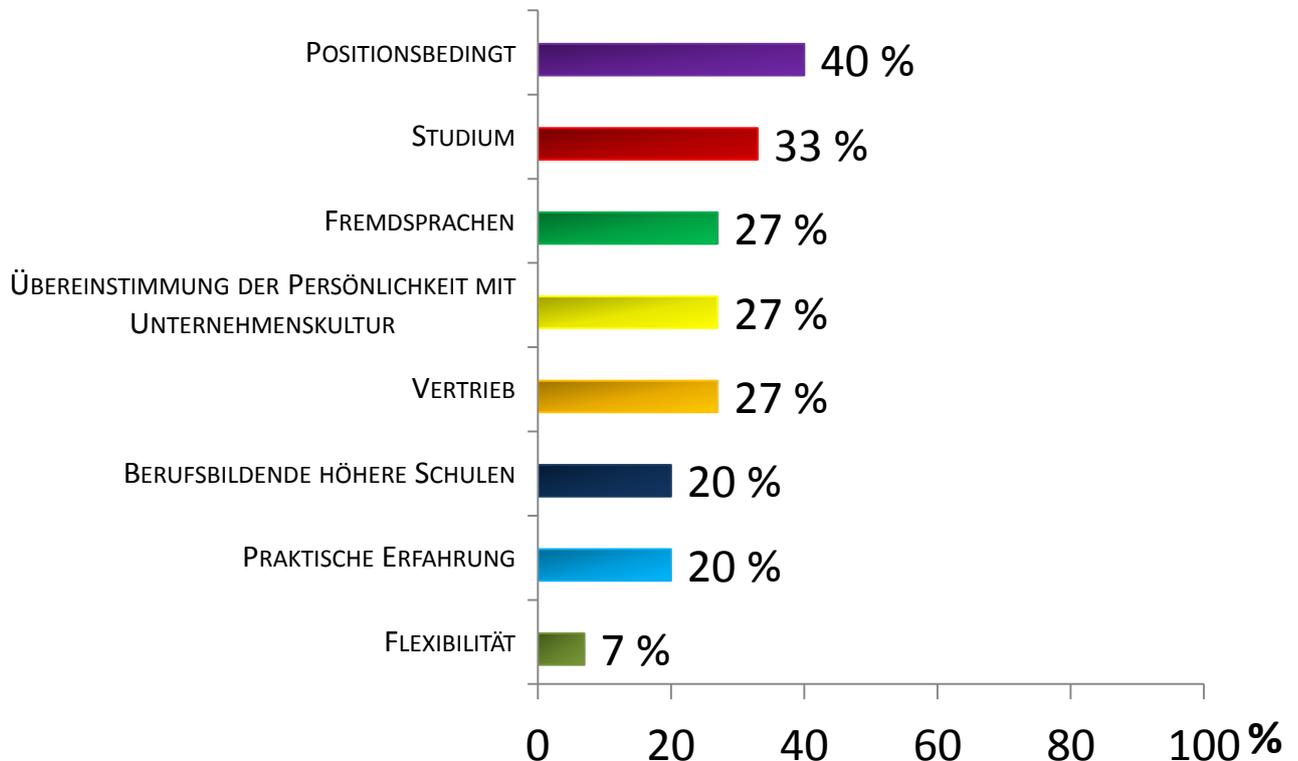
27% der Unternehmungen erachten dieses Ausbildungsangebot als sehr interessant. Denn gerade für bestimmte Abteilungen im Unternehmen, die sich mit internationalen Angelegenheiten befassen, aber vor allem für eine **Holding** stellen Absolventen mit Fremdsprachenkenntnissen und Interkulturellem Verständnis, die im Rahmen des EBBDs vermittelt werden, haben definitiv einen hohen Stellenwert und „stellen **gut ausgebildete Menschen auf dem Arbeitsmarkt** dar“ (Zitat Rewe).

33% der Befragten finden das Programm grundsätzlich interessant, jedoch ist es nur für manche Abteilungen und **kleine Nischen** des Unternehmens von Bedeutung, da die befragten Unternehmen vorrangig auf Österreich fokussiert sind und daher der internationale Aspekt im Hinblick auf die Zusammenarbeit mit Kontakten im Ausland minimal ausgeprägt ist.

Ein Grund warum das EBBD eine weniger bedeutende Rolle spielen kann, ist auf die Tatsache zurückzuführen, dass die interviewten Unternehmen (20%) Bewerber mit einem höheren Ausbildungsniveau suchen (z.B. Universitätsabschluss), so sind beispielsweise **wenige Einstiegspositionen für HAK-Absolventen** bei Henkel gegeben.

Jedoch für Unternehmungen wie Westbahn, Volksbank, Bawag und APA deren **Kerngeschäft** sich nur auf **Österreich** beschränkt, ist das EBBD zu diesem Zeitpunkt nicht von Belangen. (27%)

4. Wie sieht das Anforderungsprofil für Bewerber Ihres Unternehmens aus?



Positionsbedingt 6/15 40%

APA, SBausparkasse, UniCredit Group, ÖBB, Bawag, Allianz

40 % von befragten Unternehmen behaupten, dass Anforderungsprofil positionsbedingt ist. APA und SBausparkassa meinen, dass die fachliche Kompetenz für jede Position in ihrem Unternehmen anderes definiert ist.

UniCredit Group betont, es werden verschiedene Profile vom Lehrling bis zu Absolventen und Akademiker ausgeschrieben, dementsprechend vielfältig sind die Anforderungen. Nach dem Interview mit ÖBB und Bawag PSK kann man feststellen, dass es verschiedene Ausbildungslevels verlangt werden, z. B. Bewerber mit Hochschulbildung oder ohne. Unternehmen wie Allianz kann sich für ein generelles Profil nicht entscheiden, alles hängt von der Position ab.

Studium 5/15 33%

Henkel, Bawag, Rewe, Allianz, IBM

Das Studium ist für mehr als Drittel von befragten Unternehmen wichtig. Man kann feststellen, dass die meisten Positionen ausschließlich für die Hochschul- und Universitätsabsolventen ausgeschrieben sind, z. B. bei Henkel und Allianz.

Rewe und Bawag PSK behaupteten, es ist sehr positionsbedingt: für einige Stellen im Unternehmen ist ein Studium mit konkreter Fachrichtung erforderlich, daneben

gibt es für die Bewerber ohne Hochschulausbildung auch Jobs, wo es genug ist Matura und gute Eigenbildung zu haben.

Fremdsprachen 4/15 27%

APA, Raiffeisen, Westbahn, WKÖ

Der nächste wichtige Punkt für Human Resources Managers sind Fremdsprachen. Unternehmen wie APA, Raiffeisen, Westbahn und WKÖ stellten fest, dass es auf die Jobs und Abteilungen ankommt, ob gute Fremdsprachenkenntnisse als Voraussetzung definiert sind.

Übereinstimmung der Persönlichkeit mit Unternehmenskultur 4/15 27%

SBausparkasse, Bawag, Volksbank, LKW- Walter

Für 27 % Unternehmen steht auch die Persönlichkeit im Vordergrund. Bei Volksbank wird auf die Persönlichkeit der Hauptfokus gelegt. Von großer Bedeutung sind Soft Skills, Engagement und persönliche Werte.

SBausparkasse, Bawag PSK und LKW-Walter sind der Meinung dass das Fachlich noch gelernt werden kann, deswegen steht Persönlichkeit im Vordergrund.

Vertrieb 4/15 27%

Volksbank, Allianz, Bawag, UniCredit Group

Weniger als ein Drittel von Unternehmen (27%) entscheiden sich auch für den Vertrieb. Volksbank, Allianz, Bawag PSK und UniCredit Group meinen, dass die Selbstpräsentation des Bewerbers, sein USP, Selbstmarketing und Auftreten entscheidende sind.

SBausparkasse, Westbahn, Bawag 3/15 20%

Berufsbildende höhere Schulen (HAK, HWLA) bieten gute Ausbildungsbasis, wo man viel aufbauen kann. Das behaupten 20 % der befragten Unternehmen.

Praktische Erfahrung 3/15 20%

Raiffeisen, Henkel, Rewe

Praktische Erfahrung spielt für 20 % der Unternehmen große Rolle.

Raiffeisenbank behauptet, dass die praktische Erfahrung Profit für das ganze Leben bringt, deswegen Praktika auch in der Schulzeit sehr wichtig ist. Das bringt besseres Verständnis von eigenen Stärken und Schwächen.

Für Henkel ist Berufserfahrung eine der wichtigsten Voraussetzungen, weil es generell sehr wenige Positionen für HAK-Absolventen gibt. Man erwartet von HAK-Absolventen 2- bis 3-jährige Berufserfahrung.

Bei REWE ist der Einstieg mit Matura und ohne Berufserfahrung möglich, aber trotzdem gibt es Positionen, wo berufliche Erfahrung nötig ist.

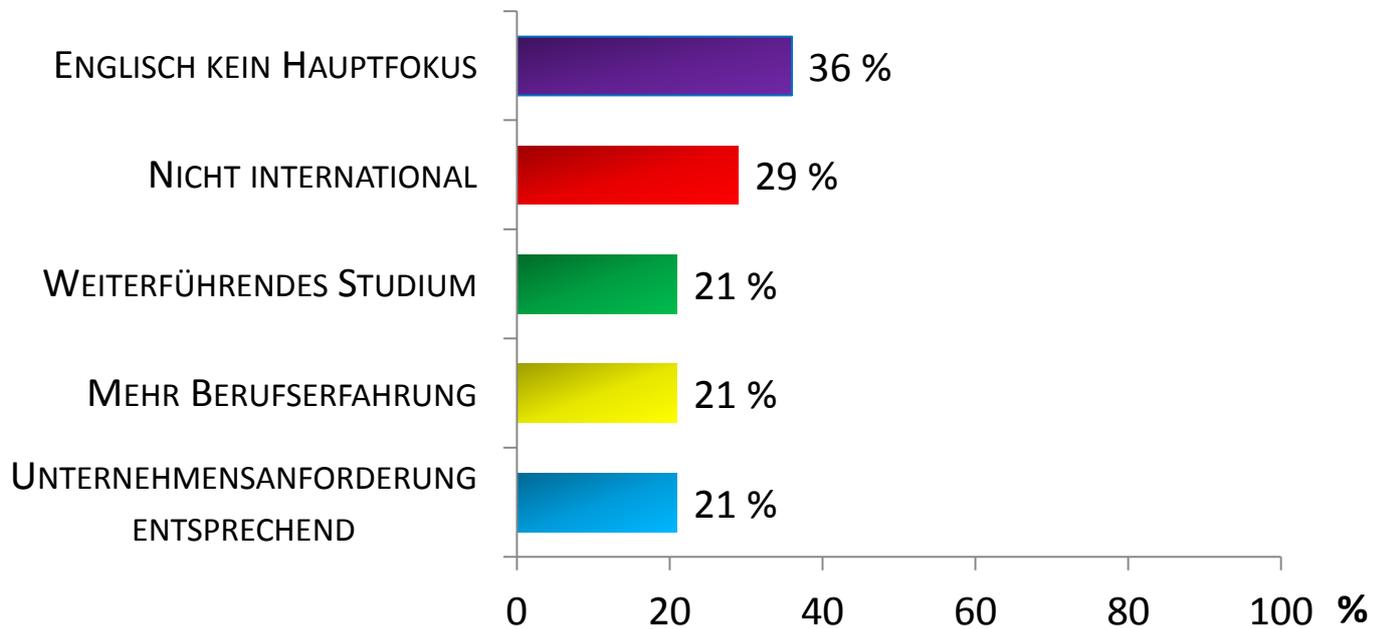
Flexibilität 1/15 7%

Uniq

Uniq meint, dass Flexibilität immer wichtiger wird. Im Unternehmen schätzt man sehr die Bereitschaft ins Ausland zu gehen.

Zusammenfassend kann man sagen, dass es relativ schwer ist ein generelles Anforderungsprofil zu definieren. Alles hängt von der ausgeschriebenen Position ab, ob man Fremdsprachen, Studium und praktische Erfahrung braucht, oder nur eine HAK-Matura. Auf jeden Fall muss jeder Bewerber eigene Eigenschaften mitbringen. Für viele Unternehmen spielt die Persönlichkeit eine wichtige Rolle.

5. Sehen Sie Unterschiede? (in Bezug auf EBBD und Unternehmensanforderung) 14 Leuten befragt



Das Profil der EBBD-Absolventen/-innen entspricht einigen Unternehmungen mehr und anderen weniger.

Unternehmen wie **UniCredit Group, Rewe, Uniq** sehen keine Unterschiede in Bezug auf das EBBD und Unternehmensanforderung, da EBBD-Absolventen/-innen sehr gut ausgebildet sind. (21%)

Auf der anderen Seite reicht das EBBD nicht allein um eine gute Position zu bekommen, das heißt Unternehmen verlangen von Bewerbern/-innen mehr Berufserfahrung wie es der Fall ist bei **Henkel, Bawag, ÖBB**. (21%)

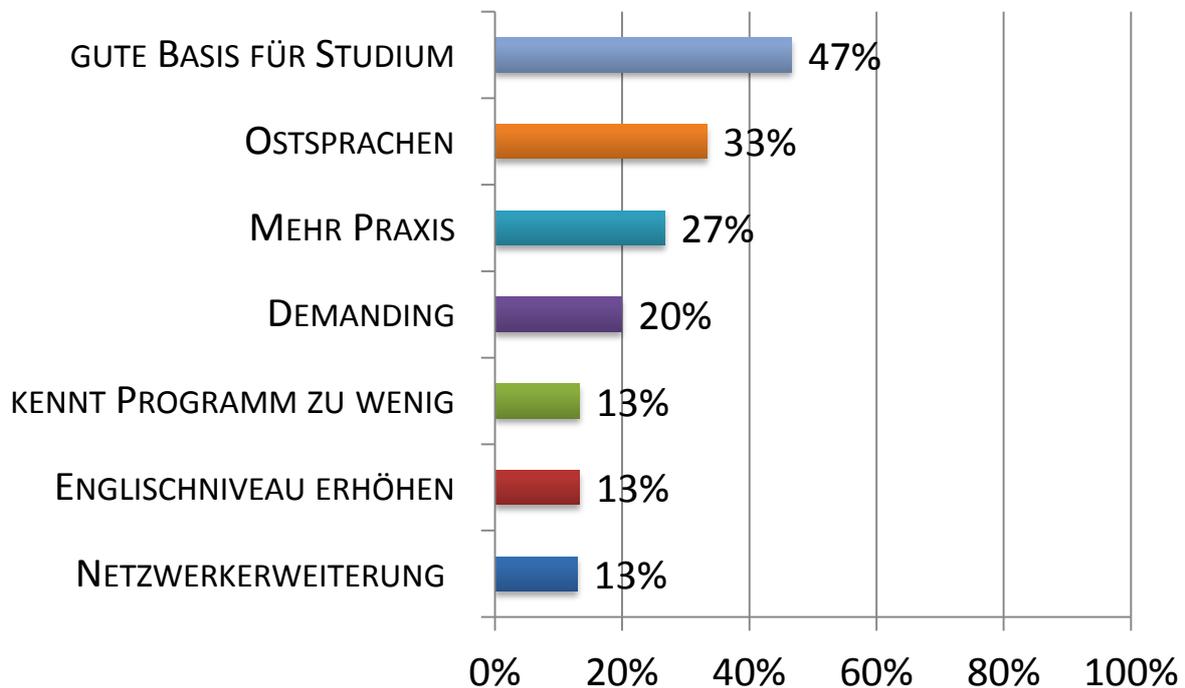
Von großer Bedeutung ist auch Hochschul/Universitätsabschluss (Bachelor-, Masterstudium), weil es nicht so viele Einstiegspositionen für Maturanten/-innen gibt (**Allianz, ÖBB**). **Henkel** sagt: „Wir haben relativ wenig Positionen für HAK-Absolventen ohne Berufserfahrung, d.h. der Großteil unserer Stellen richtet sich entweder an Universitätsabsolventen oder wenn es sie noch gibt an Magister-Absolventen, aber dann mit Berufserfahrung. Also für HAK- oder HTL-Maturanten, haben sie sehr wenige Einstiegspositionen. (21%)“

Nur für einen kleinen Teil der Unternehmen ist das EBBD-Profil nicht entscheidend und sie können es mit den Unternehmensanforderungen nicht vergleichen. Das ist der Fall, weil das Kerngeschäft im Inland und nicht international ist (**ÖBB, SBAuspar-kasse, APA, Volksbank**). (29%)

EBBD-Absolventen/-innen verfügen über ausgezeichneten Englischkenntnissen, welche aber bei manchen Unternehmensanforderungen nicht entscheidend ist. (36%)

Zusammenfassend ist zu sagen, dass es relativ wenige Unternehmen im Österreich gibt, die international agieren und bei denen die Geschäftssprache Englisch ist. Die EBBD-Absolventen sind aber gut ausgebildet und das ist ein sehr gutes Fundament um eine bessere Position zu bekommen und sich frei in internationaler Wirtschaftswelt zu fühlen. IBM behauptet dazu: "EBBD ist natürlich ein hoher Mehrwert und tolles Plus."

6. Sehen Sie noch zusätzlichen Ausbildungsbedarf?



Gute Basis für Studium 7/15 = **47%**:

WKÖ, APA, Uniqa, SBausparkasse, ÖBB, Rewe, Allianz

Ostsprachen 5/15 = **33%**:

Westbahn, Raiffeisen, LWK-Walter, SBausparkasse, Uniqa

Mehr Praxis 4/15 = **27%**:

Henkel, Bawag, Rewe, Uniqa

Demanding 3/15 = **20%**:

UniCredit Group, Westbahn, LKW-Walter

Englisch-Niveau erhöhen 2/15 = **13%**:

Henkel, Allianz

Netzwerkerweiterung 2/15 = **13%**:

ÖBB, Volksbank

Kennt Programm zu wenig 2/15 = **13%**:

Bawag, IBM

Fast die Hälfte der befragten Unternehmen sind der Ansicht, dass das EBBD-Zertifikat ein rundes und gut abgedecktes Programm widerspiegelt. Jedoch das EBBD allein reicht nicht aus! Es bildet ein **gutes Grundgerüst** auf dem man weiter aufbauen sollte um in der Berufswelt tatsächlich Fuß fassen zu können. EBBD-Absolventen tun sich womöglich leichter mit einer weiterführenden höheren Ausbildung, weil sie schon viele Voraussetzungen mitbringen. Ein **Studium** gibt einem die Möglichkeit sich intensiver mit der Materie auseinanderzusetzen und sich zu spezialisieren.

Circa ein Drittel der Unternehmungen sehen einen Bedarf an **Ostsprachen**. Das sind Sprachen, die interessant sind, wenn es um die österreichischen Nachbarländer geht. Darüber hinaus war Raiffeisen Personalist darüber verwundert, dass immer noch Französisch und Spanisch als gängige zweite lebende Fremdsprachen angeboten werden, wo doch gerade Österreich durch die **geographische Nähe** mehr mit Ostsprachen anfangen kann.

Ein weiterer Bedarf, der sich als offensichtlich erwies, zeigte sich im Bezug auf die **berufliche Erfahrung**. Die Human Resources-Manager betonten, dass Praxis von großer Bedeutung ist, und je mehr Erfahrung man auf den Schultern hat desto besser. Trotzdem ein Auslandspraktikum im Ausmaß von 4-6 Wochen bei dem auch noch Jobrotation vollzogen werden soll, bietet weder dem Praktikanten noch dem Unternehmen einen positiven Nutzen. Das Praktikum solle einem dazu dienen die **praktische Anwendbarkeit des Erlernten** zu auszuüben.

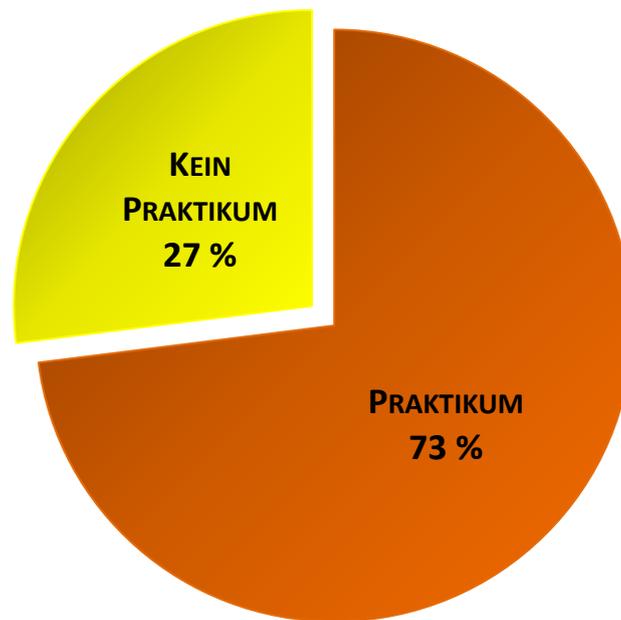
20% der Unternehmen meint, dass sich Schulen ein wenig übernehmen, was den Lehrplan anbelangt und muten den Schülern zu viel zu. Die Westbahn meint sogar dass, der **Lehrplan viel zu hoch für 14- und 15-Jährige** sei, und der doch viel eher für einen Schüler eines Kollegs geeignet wäre. UniCredit Group vertritt die Meinung, dass nicht alles in der Schule vermittelt werden kann, aber vieles jedoch kann man einfach erst im Job selbst lernen.

Jeweils 13% sind auf „Netzwerkerweiterung“, „Erhöhen des Englisch-Niveaus“ und „Kennt das Programm zu wenig“ verteilt.

Das wichtigste ist die Abdeckung der **Englischkenntnisse**. Da kommt man heutzutage nicht mehr drum herum englisch absolut fließend zu sprechen. Es wäre daher auch aussagekräftiger das **Niveau von B auf C zu anzuheben**, was ein absoluter Verkaufsvorteil für den Bewerber wäre und zum anderen um einem Unternehmen einen entsprechenden Nutzen bieten zu können.

Das Ergebnis zeigt uns, dass ein **akademischer Titel** (Bachelor, Master, Doktor) ein bedeutender Faktor ist, denn zahlreiche Jobprofile verlangen heutzutage einfach einen Universitäts- bzw. Fachhochschul-Abschluss. Was bedeutet das nun für das EBBD? Es steckt die Gefahr dahinter, dass man schon zu nahe an den Bachelor herankommt, der ja jetzt auch in einem sehr raschen Tempo anschließbar wäre und insofern die **Konkurrenz zum Bachelor** sehr groß ist. Für Unternehmen wird der Bachelor unter Umständen sogar bevorzugt. Einfach weil sich die Akademikerquote stark verändert eben gerade aufgrund des Bologna Prozesses (UniCredit Group).

7. Könnten Sie sich eine Zusammenarbeit mit EBBD vorstellen?



Praktika/Ferialpraktikum 11/15 **73%**

UniCredit, Bawag, Volksbank, Allianz, Lkw-Walter, WKÖ, REWE, Uniqa, SBausparkasse, Raiffeisen, Henkel

Unternehmen wie UniCredit Group, Bawag, Volksbank und Allianz sind bereit Praktikumsstellen den EBBD – Absolventen anzubieten.

SBausparkasse, Raiffeisenbank, Bawag PSK, WKÖ und Rewe bieten ständig Praktikantenstellen für HAK-Absolventen, und für EBBD-Absolventen wäre es auch möglich. Trotzdem behaupten die Recruiters, dass die Voraussetzungen für Auslandspraktikum in ihren Unternehmen nicht erfüllt werden können, weil sie nicht international agieren, keine Niederlassungen im Ausland haben und die Unternehmenssprache Deutsch ist. Obwohl bei Raiffeisenbank funktioniert es in manchen Abteilungen.

Human Resources Manager von Uniqa meinte, dass ein Praktikum in diesem Unternehmen möglich ist, und dazu noch im Ausland.

Prinzipiell ist auch Henkel dazu bereit, aber die Personalleiterin zweifelt ob man in 4-6 Wochen ein qualifiziertes Praktikum und dazu noch mit Jobrotation anbieten kann.

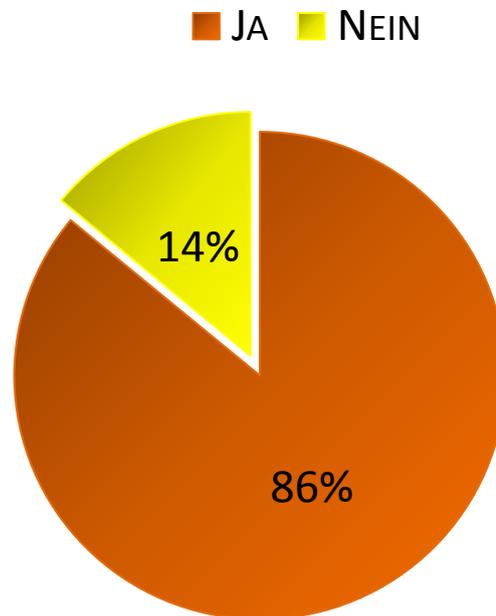
Kein Praktikum 4/15 **27%**

APA, Westbahn, IBM, ÖBB

HR Managers von APA, Westbahn, IBM und ÖBB behaupten, dass es kein Praktikum möglich ist, weil diese Unternehmen die Ansprüche des EBBD-Programms nicht abdecken. APA und Westbahn sind nur auf Österreich beschränkt, ÖBB und IBM haben andere Kooperationspartner.

Zusammenfassend, kann man sagen dass viele Unternehmen bereit sind Praktika anzubieten. Es handelt sich hierbei um Unternehmen, die international sind, oder mindestens in manchen Abteilungen bilinguale Ausbildung verlangen. Es gibt jedoch Unternehmen, die nur auf Österreich beschränkt sind. Die Recruiters sind der Meinung, dass das Praktikum in solchen Unternehmen die Ansprüche des Programms nicht abdeckt.

8. Sehen Sie Potential am europäischen Arbeitsmarkt? (Bawag nicht gefragt)



Ja 12/14 **86%**

APA, REWE, WKÖ, IBM, Westbahn, Raiffeisen, Volksbank, ÖBB, Uniqa, Allianz, SBausparkasse, Henkel

Die meisten Unternehmen sind der Meinung, dass das EBBD-Zertifikat ein hohes Potential am Arbeitsmarkt hat. Raiffeisenbank findet, dass das Programm als gute Ausbildung auf dem Schulniveau. Westbahn gefällt das Konzept sehr gut. Volksbank ist der Meinung, dass gute Auslandserfahrung im Rahmen des Programms angeboten wird. ÖBB behauptet, dass es eine tolle Zusatzqualifikation ist, die die High Potentials anspricht. Uniqa findet die Ausbildung notwendig, weil die Firmen immer mehr international gehen. Allianz erwähnte, dass die Konkurrenz sehr hoch ist. Nach dem Interview mit SBausparkasse kann man sagen, dass es stark darauf ankommt, wie es sich etabliert. Henkel behauptet, dass die Absolventen mit einer solchen Ausbildung vielfältige und breitere Karrierechancen haben.

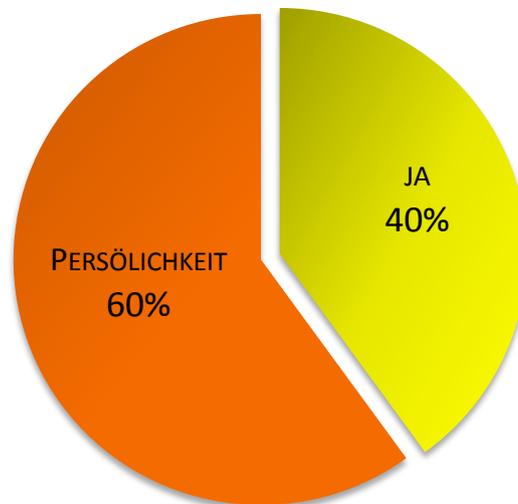
Nein

LKW-Walter, UniCredit Group 2/14 **14%**

Die Gesellschaft von UniCredit Group tendiert eher zu höherer Akademikerquote, als starker Konkurrent, ihrer Meinung nach, gilt Bachelor-Ausbildung.

Also generell hat das Zertifikat großes Potential am Arbeitsmarkt. Es ist eine tolle Zusatzqualifikation, die eine gute Basis für Weiterstudium oder auch für das berufliche Leben bietet.

9. Würden Sie einen EBBD Absolventen, einen normalen HAK Absolventen vorziehen?



Persönlichkeitsabhängig **60%:**

Raiffeisen, Henkel, Bawag, UniCredit Group, SBAusparkasse, Volksbank, Allianz, APA, Lkw-Walter

→60% der Befragten meinten, dass sie Bewerber aufgrund ihrer Persönlichkeit einstellen

JA 40%:

Westbahn, WKÖ, Rewe, ÖBB, Uniqa, IBM

→40% sagten, dass sie einen EBBD-Absolventen über normaler HAK-Absolventen vorziehen würden.

Den meisten Unternehmen ist es hier schwer gefallen eine eindeutige Antwort zu geben. Einige haben sofort JA gesagt. Andere haben die Frage eher vermieden. Grundsätzlich sahen alle das EBBD als tollen Mehrwert und Zusatzqualifikation. Jedoch treffen die Recruiter die Entscheidung nicht allein auf fachlichen Kompetenzen sondern auch auf der persönlichen Ebene. Zitat von Henkel: „Wir entscheiden uns nicht für Zertifikate, sondern für Personen.“

Im Laufe der Interviews ging hervor dass das EBBD doch interessant und wichtig ist, jedoch lassen sich die Recruiter die Persönlichkeit offen.

IMPLEMENTED RECOMMENDATIONS IN GERMAN

• **EBBD-ARTICLE FOR SCHOOLS ANNUAL REPORT IN GERMAN**

Seit September 2012 wird das European Business Bacculaureate Diploma am ibc-Hetzendorf für die bilinguale HAK angeboten.

Das EBBD ist ein europäisch anerkanntes Wirtschaftszertifikat und vermittelt vor allem das Verständnis für wirtschaftliche Zusammenhänge in einem vereinten Europa. Es wird zusätzlich zum normalen HAK-Lehrplan angeboten und vermittelt Kompetenzen in den Bereichen „Wirtschaft“, „Sprachen“, „Europa“ und „Mobilität“.

Absolventen verfügen somit über eine umfangreiche wirtschaftliche Ausbildung mit internationalen Aspekten (Steuerrecht, Vertragsrecht, Marketing...) und Sprachkompetenzen. Bereitschaft zur Mobilität und Förderung der Soft Skills (Stress-, Konflikt-, Zeitmanagement...) sind wichtig für das Programm. Des Weiteren ist ein Auslandspraktikum in der 3.Schulstufe für die Schüler verpflichtend. Dieses wird von der Schule organisiert.

Das EBBD verfügt über ein breites Netzwerk an Partnerschulen in:

- Deutschland
- Ungarn
- Dänemark
- Rumänien
- Finnland
- Niederlande
- Russland

Diese haben sich zusammengeschlossen, um das EBBD gemeinsam zu entwickeln und ein geeignetes Curriculum zu erstellen.

Durch das EBBD erhöhen sich die Chancen eines Absolventen am europäischen Arbeitsmarkt und es bietet zudem ein gutes Fundament für ein europäisch ausgerichtetes Studium.

Projektgruppe-EBBD

Im Juni 2012 wurde unserer Projektgruppen aus dem 3 BIKO bestehend aus Ružica Baotić, Olha Kustenکو, Maryana Motso und Valerie Sabando das EBBD als Projektthema angeboten. Wir als Gruppe waren sofort begeistert von der Grundidee des EBBD und haben im September mit unserer Arbeit begonnen.

Die Hauptaufgabe unsere Projektarbeit war es eine Marktforschung zum EBBD durchzuführen. Wir haben Termine mit 15 mittel- bis großständigen Unternehmen vereinbart.

In unseren Vorbereitungen haben wir Mappen mit unseren Visitenkarten, EBBD + College Folder und ibc-Jahresberichte 11/12 vorbereitet.

Bei unseren Treffen mit den Personalabteilungen, haben wir den Personalisten das Zertifikat vorgestellt und im Anschluss dazu in einem Interview ihre Meinung dazu erfahren.

Diese Termine fanden vom 22.10.12 – 2.11.12 statt und 2 davon waren Telefoninterviews (IBM, Lkw-Walter).

Weitere besuchte Unternehmen:

- Raiffeisen
- UniCredit Group
- REWE Group
- Wirtschaftskammer Wien
- Austrian Presse Agentur
- Westbahn
- Henkel
- Volksbank
- Bawag PSK
- Uniqa, Allianz, SBAusparkasse,

Die Resonanz der Unternehmen war sehr positiv und die Recruiter bzw. Personalleiter waren von der Idee einer europäischen harmonisierenden Ausbildung im Sekundärschulbereich begeistert. Viele wollten über die Fortschritte des Projektes EBBD informiert bleiben und gaben uns auch ihre Visitenkarten mit. Einige wiederum fanden das Programm sehr spannend, jedoch als zu anspruchsvoll für 14-19 Jährige. Dennoch ist festzuhalten, dass das EBBD dem Exzellenz-Label entspricht und somit die highly-motivated und ambitious Schüler anspricht.

Die Auswertung der Resultate der Interviews war für uns sehr anspruchsvoll, da wir hauptsächlich offenen Fragen an die Unternehmungen gestellt haben und diese auch dementsprechend unterschiedliche Antworten gegeben haben.

Doch das Projekt an sich war für uns eine tolle Erfahrung. Wir sind viel rumgekommen und hatten die Chance mit den wichtigsten Personalisten der Wirtschaft zu sprechen.

Ružica Baotić
3 BIKO

• EBBD STUDENT-QUESTIONNAIRE IN GERMAN

1. Würden Sie einen derartigen Zusatzaufwand auf sich nehmen?

- Ja Nein

2. Wäre das Zertifikat für Sie interessant?

Wenn, JA!!! Warum?

- Bilingualität Gute Voraussetzung für ein Studium im Ausland
 Zusatzqualifikation ist immer ein Vorteil Kostenlos Bessere Jobchancen
 Interkulturelle Kompetenzen Mobilität
 Sonstiges: _____

3. In welcher Schulform würden Sie das machen?

- Abend Tag

4. Was erwarten Sie sich vom Zertifikat?

- Transparenz Anrechnung auf höherbildenden Schulen
 Bessere Jobchancen Gute Vorbereitung für ein Auslandsstudium
 Internationale Karriere

5. Wozu werden Sie dieses Zertifikat brauchen?

- International agierendes Unternehmen Im Ausland arbeiten
 Im Ausland studieren Erfahrungen sammeln
 Persönlichkeit entwickeln Eltern erwarten das von mir
 Interesse

6. Sind Sie bereit ein Praktikum im Ausland zu machen?

- Ja Nein

7. Wo stellen Sie sich Ihre Karriere vor?

- Ausland Inland

8. Welche Pläne haben Sie für die Zukunft?

- Studieren Arbeiten
 Auswandern Unabhängigkeit
 Keine Ahnung

9. Sind Sie bereit im Ausland zu leben?

- Ja Nein

10. Wären Sie bereit nach dem Abschluss international zu gehen?

Wenn, JA!!! In welcher Hinsicht?

- Beruflich Studium Leben

Wirtschaftliche Kompetenz
und international anerkannte
Qualifikation für die
berufliche Zukunft!

• EBBD STUDENT-FLYER IN GERMAN

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Die Verantwortung für den Inhalt dieser Veröffentlichung trägt allein der Verfasser; die
Kommission haftet nicht für die weitere Verwendung der darin enthaltenen Angaben.

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WAS BRINGT ES MIR?

Grundidee

Das EBBD wird seit September 2012 am IBC Hetzendorf angeboten. Das Programm ist europaweit anerkannt und bei Absolvierung wirst du mit dem European Business Baccalaureate Diploma zertifiziert. Der Fokus liegt auf Europa. Wirtschaftliches Know-How wird sowohl in deutscher als auch in englischer Sprache vermittelt und ebenso das Verständnis für wirtschaftliche Zusammenhänge in Europa. All diese Kompetenzen fördern ein Studieren, Arbeiten und Wohnen in Europa.

Europa im Fokus

Der Unterricht erfolgt bilingual im Team-Teaching durch Native Speakern. Der gesamte Lehrstoff des EBBD geht über den normalen HAK-Lehrplan hinaus, was dem Exzellenz-Label entspricht.

Im Rahmen des EBBD-Programmes bist du verpflichtet ein, 4-wöchiges Auslandspraktikum in einem international agierenden Unternehmen zu absolvieren. Dieses wird von der Schule organisiert. Du hast auch die Möglichkeit, an Wirtschaftssimulationen bzw. Planspielen teilzunehmen, wo dein Verständnis für wirtschaftliche Abläufe und Prozesse erweitert und gefestigt wird.

Soft Skills werden in Seminaren gefördert. Hier lernst du unter anderem, wie man professionell kommuniziert, im Team arbeitet, Konflikte und Probleme löst, sich seine Zeit effizient einteilt und vieles mehr.

Durch die EBBD-Ausbildung bist du ein/e absolute/r Aufsteiger/-in am europäischen Arbeitsmarkt und wirst zusätzlich noch auf ein europäisch ausgerichtetes Studium vorbereitet.

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- Kostenlos
 - Internationale Aspekte
 - Exzellenz-Label
 - Bilingualer Unterricht
 - Auslandspraktikum (4 Wochen)
 - Planspiele/Wirtschaftssimulationen
 - Soft Skills
 - Top-qualifizierte Arbeitskräfte
 - Vorbereitung auf ein europäisches Studium

WAS KOSTET ES MICH?

Die EBBD-Ausbildung ist grundsätzlich kostenlos, du zahlst lediglich 50 € für die Zertifikatsausstellung. Diese wird zusätzlich zum regulären HAK-Lehrplan angeboten.

Das Programm umfasst insgesamt 180 Std. à 60 min. Zusätzlich sind noch extracurriculare Seminare in Marketing, Controlling und Human Resources mit je 12 Std. und im Internationalen Recht mit je 10 Std. zu absolvieren.

DIE INTERNATIONALEN PARTNER

Aalborg Handelsskole, Aalborg, DK
Andrassy György Ökonomische Fachmittelschule, Eger, HU
Colegiul economic „Ion Ghica“, Tragoviste, RO
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Rudolf-Rempel-Berufskolleg Bielefeld, DE, (Koordinator)
Universität Köln, Köln, DE
Universität Novgorod, Novgorod, RU



DIE UNTERSTÜTZER

Association of organisations providing business education in Finland, FI
Bundesministerium für Unterricht, Kunst und Kultur, AT
Europees platform, NL
Finish National Board of Education, FI
Bundesverband der Lehrerinnen und Lehrer an Wirtschaftsschulen e.V., DE

und weitere berufliche Schulen und Institutionen

