Werner G. Faix | Stefanie Kisgen | Jens Mergenthaler

Leadership. Personality. Innovation.

Steinbeis-Edition

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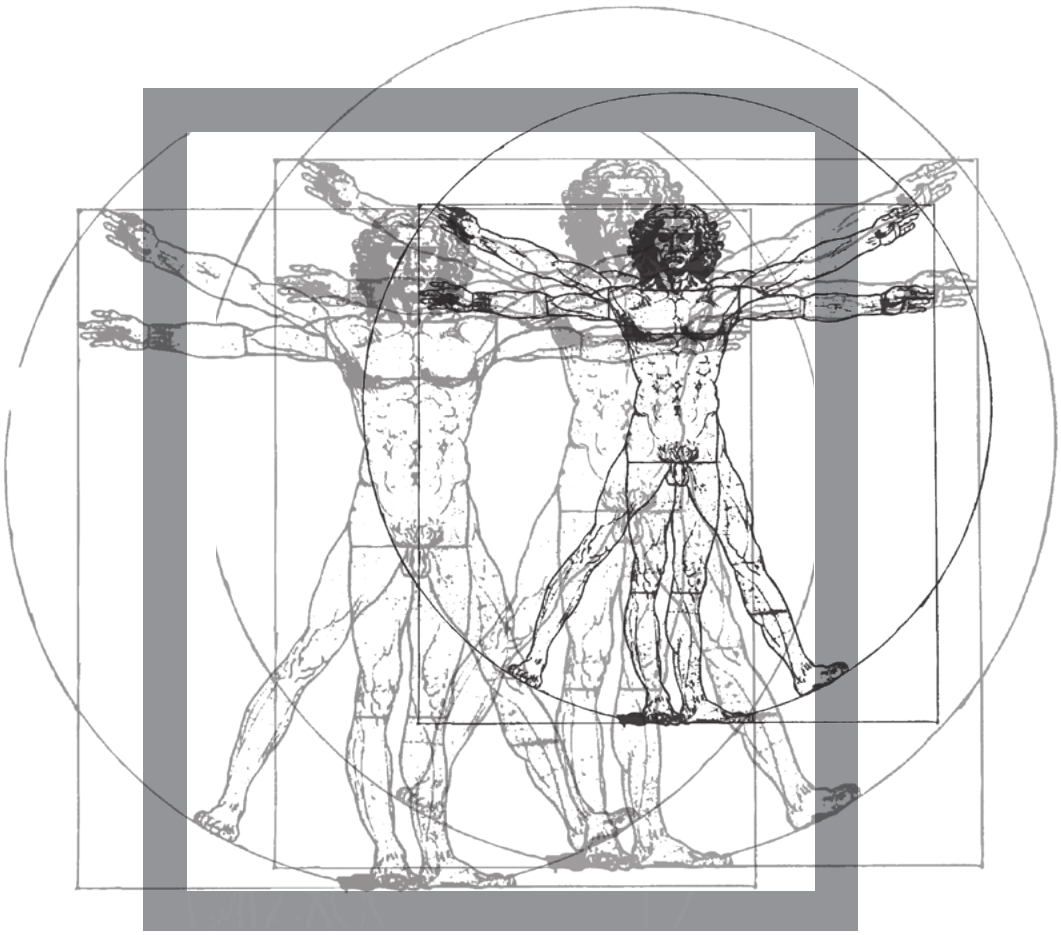

LEADERSHIP.
PERSONALITY.
INNOVATION.

Education and Research at SIBE

SCHOOL OF INTERNATIONAL
BUSINESS AND ENTREPRENEURSHIP

STEINBEIS UNIVERSITY

Imprint

Werner G. Faix, Stefanie Kisgen, Jens Mergenthaler
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SCHOOL OF INTERNATIONAL BUSINESS AND ENTREPRENEURSHIP (SIBE)

In the face of our dynamic and profoundly changing world, the future will be shaped by creative people with the knowledge, skills, strength and courage to formulate new goals and lastingly implement them.

This text is an affirmation of the essential nature of our institution. It is certainly not the first time we have considered the principles of our university. This text is based on the many publications listed in the bibliography. It is a provisional, decidedly preliminary conclusion of all our previous reflections. This document is intended as a basis for designing our research and development as well as point of departure for future reflections and discussions about the nature of our institution.

The text thus meets the requirements of the German Wissenschaftsrat[1] (German Council of Science and Humanities) that every university must define its original concept of teaching in a statement of principles (Lehrverfassung).[2]

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1 See Wissenschaftsrat (2017) et al.: Strategien für die Hochschullehre. Positionspapier 2017. Available online under https://www.wissenschaftsrat.de/download/archiv/6190-17.pdf, retrieved on 02/05/2018.

2 Our interpretation of the term "Lehrverfassung" (statement of principles) follows the explanations of the Wissenschaftsrat (German Council of Science and Humanities) (2017, ibid.), p. 16, footnote 17: „Die Verbindlichkeit der Lehrverfassungen ist dabei nicht im juristischen Sinne zu verstehen, sondern als interpersonelle ideelle Norm, die an der jeweiligen Hochschule gemeinsam entwickelt wird und von ihren Mitgliedern als Maxime akzeptiert werden soll.“ (The binding nature of the statements of principles are not meant to be understood in a legal manner, but as an ideal interpersonal standard that is developed at the respective university and that should be accepted by its members as a maxim.)

Although this text was written and published by the authors, the foundation for the ideas that inspired us to write it and all previous editions originates from everyone who works in, with and above all, at our university.

Thus, we wish to directly thank all these people for their thoughts and actions. It is they who make our institute of higher education what it is: a reality with added value for society.

Herrenberg, November 2019

Werner G. Faix, Stefanie Kisgen, Jens Mergenthaler

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1 INTRODUCTION

During the time we have written this text, the world has seemingly been marked by all-encompassing and profound changes.[3] All-encompassing for one – as in the case of climate change – because it affects all humankind, or more accurately, all life on this planet. All-encompassing for another – as in the case of digitization, globalization and demographic change – because it permeates all areas of life and sets them in motion, including society, countries, politics, media, culture and economy. This change seems profound for one, because much of what was once constant is now up for redefinition, such as the balance of global power vis-à-vis politics and economics. It seems profound for another because it is considerable, existential and drastic – e. g. in the case of an exponentially growing world population. No doubt, in the face of the current all-encompassing and profound transformation, we must deal with common human problems and tasks that can only be defined as enormous – despite all scientific caution and restraint.

The concepts of leadership and change have always been significantly intertwined. Originally, both the German term "führen" and the English term "to lead" had the following meaning: to cause someone or something to move from here to there. The term "leadership" is thus closely allied with the idea of causing movement, i. e. actively bringing people, organizations and entire societies to courageously and confidently set out for distant shores – not to fearfully or hopelessly resist change. On the other hand, the term "leadership" is closely tied to the idea of causing change for a purpose, i. e. actively describing a worthwhile goal to people, organizations and entire societies, actively conveying to them a desirable "over-there" and giving them a tangible vision of what lies beyond all momentary upheaval. We are witnesses to a changing world in which familiarity is disappearing and insecurity is taking its place. In this situation, "leadership" must motivate people depart for new shores. "Leadership" also means describing a desirable goal – and contrary to the current Renaissance of old, stale ideas – and detail a forward-looking mission that explains why people should take on the hardships of a new path.

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[3] Heinke, A. (2017): Megatrend Report. Renningen.

Leadership and change are very closely linked in another manner. Both the path through change as well as what awaits us at the end of the path is connected to the concept of the "new". We will overcome the challenges of the present with some sort of "novum" – and this as-yet undefined novelty we are striving towards will be the foundation of the future world. The new is the effect of the "power of creative destruction"[4]. This force causes the current and existing to be replaced by something new – and hopefully better. The discussion about "the new" is often reduced to the concept of invention. This reduction is misleading because overcoming the challenges of the present is not only a question of technical or technological innovations. In particular, it requires a new type of political thinking that goes beyond regional egoism; it needs new world-wide institutions that are accepted by all sides as legitimate; and it needs a new awareness that the epochal challenges of climate change can only be addressed by people working together. According to Joseph A. Schumpeter – one of the great economists and to some extent the "inventor" of the concept of "innovation" – the embodiment of the "power of creative destruction" is less the person who thinks of or invents something new, but above all the person who brings this innovation to its fruition. In an economic context, such persons would be called entrepreneurs or intrapreneurs. Generally, i. e. independently of social context, one should speak of "creative personalities" (Faix, Mergenthaler 2010 and 2014): People who provide the reason for changes through their actions; people who can imagine and develop a precise idea of the sense and purpose of these changes; people who drive and advance the necessary change; people who take others along with them – in short: people who lead.

For us in general, leadership means to lead oneself and the human societies with a reasonable, responsible and ethically sustainable personality into an innovative and creative future in open and complex situations under vaguely defined and dynamic conditions by taking into account overall factors and collective rationality – see Figure 1.

[4] Schumpeter, J.A. (1946): Kapitalismus, Sozialismus und Demokratie. Tübingen, 1993, p. 136 f.

Leadership

Leadership means to lead oneself and the human communities* with personality reasonable, responsible and ethical into an innovative and creative future in open and complex situations under not clear defined and dynamic conditions while always considering the framework conditions and collective rationality.

Leading means being the cause why people want to actively achieve a common (new) goal.

Reasonable, responsible and ethically means to have good (structural) reasons for creating a sustainable positive development for the community and with creating value to one's society and to preserve the nature.

Creating value to the society means to fulfil the humanistic educational ideals in the context of one's own possibilities and goals and should not be understood as instrumentalism.

Leading communities means creatively shaping their future. In our complex and dynamic world, it presupposes a clear vision of potentially new and bold scenarios as well as goals derived from these (for which one takes personal responsibility).

An innovative and creative future implies more added value; collective rationality means that as many stakeholders as possible participate cooperatively to achieve the goals.

* Human communities: organizations, companies, research groups, parties etc. as well as their sub-communities and networks.

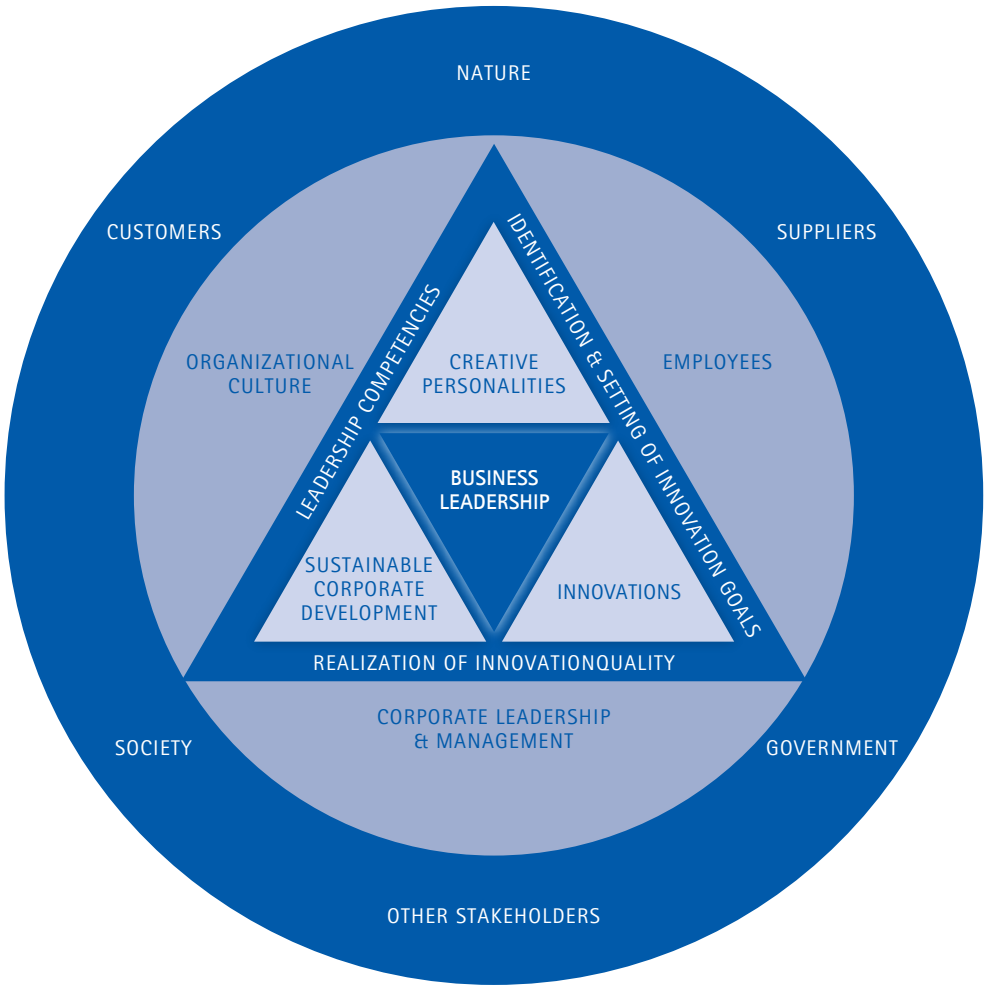
(A.-V. Faix, W.G. Faix, S. Kisgen, J. Mergenthaler, 2019)

1 | Leadership

The aforementioned manifold and substantial aspects of leadership represents also SIBE's broad and interdisciplinary understanding of business leadership, which is summarized in Figure 2. According to the holistic model of business leadership,

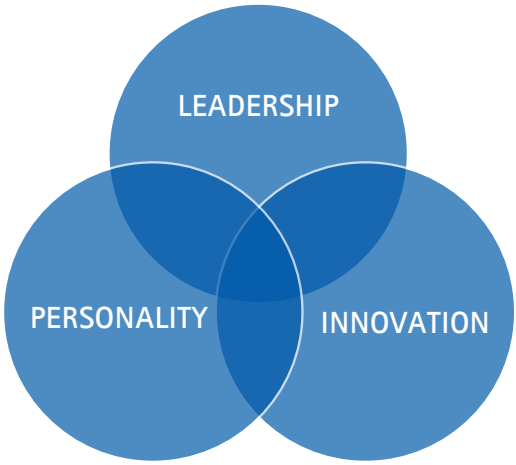
> "creative personalities contribute to a sustainable corporate development by realizing innovations. This implies that creative personalities are not only able to identify, set and achieve innovation (and personal) goals, but also possess […] leadership competencies. Creative personalities are able to realize innovation quality and consequently shape the (corporate) future. Moreover, […]

leadership is not a matter of the individual […] leader. In fact, the […] leader is embedded and acts in a complex sociocultural context with its manifold reciprocal influencing factors comprising employees, corporate leadership / management, organizational culture, customers, suppliers, government, society, nature etc. Consequently, it is indispensable that the […] leader is able to create effective exchanges and dyads with employees and other stakeholders and to create strong networks within and outside the organization." (Kisgen 2017, p. 50 f.)



2 | Business leadership – A holistic model (Kisgen 2017)

With awareness of the significance of “leadership”, SIBE consciously sets its priorities in education and research on the topics of leadership, personality and innovation as well as the areas that result from the combination of these topics (see Figure 3).



3 | The focus of SIBE in research and education: The correlation and trade-offs between Leadership, Personality and Innovation

By focusing on these three fields, the fundamental understanding of the concept of “leadership” should become clear: For SIBE as well as for many other scientific institutions, leadership science is an interdisciplinary science, i. e. “leadership” can be and is viewed through many scientific lenses: sociology, politics, psychology, philosophy, history, behavioral biology, economics and even other scientific disciplines take a mutual look at the phenomenon called “leadership”. Leadership science and business administration have certainly many intersections, but they are not one and the same. Those who view “leadership” as an empirical and research object and teach and explore it from an economic perspective only see the phenomenon from a single perspective. This hides certain – possibly essential – facets of this empirical and research object. Any entrepreneurial or organizational challenge not only has an economic side but also psychological, behavioral, legal, social and ethical sides, for example. Furthermore, it must be noted that the term “innovation” is defined by J.A. Schumpeter as “the doing of new things or the doing

of things that are already done, in a new way".[5] Innovations are thus a result of making or doing something new. And the basis for these new or different actions is first seeing things differently, "from another point of view". SIBE is convinced that anyone who wants to do something radically differently must first view the world radically differently. And to obtain such a radically different point of view, a person needs knowledge, theories and models from the most varied disciplines.

The authoritative empirical and research object in business administration is the "business"; the authoritative empirical and research object of the leadership sciences is "leadership". This empirical and research object can be found in any social system (economy, politics, culture, society etc.) and in any organization (company, association, party etc.). As a social science, business administration teaches and explores business as an economic and decision-making unit along with its operational functions and all its economic processes. In contrast, according to SIBE, leadership science teaches and explores the topics of leadership, personality and innovation in all possible social contexts, as well as the interplay that results from the combination of these issues.

[5] Schumpeter, J.A. (1947): The Creative Response in Economic History. In: The Journal of Economic History 7 (2), p. 149-159, here, p. 151.

2 ABOUT THE SCHOOL OF INTERNATIONAL BUSINESS AND ENTREPRENEURSHIP (SIBE)

> *You must focus on innovation and people to successfully design the future.*
>
> Ferdinand von Steinbeis

2.1 ABOUT US

The School of International Business and Entrepreneurship (SIBE) of the Steinbeis University currently has around 800 students (as of December 2018), which makes it one of Germany's largest private postgraduate scientific business and law schools. Since 1994, more than 4500 students have successfully completed SIBE Master's and Doctoral programs. Since then, over 400 companies have successfully cooperated with SIBE.

SIBE specializes in postgraduate leadership and management programs for young professionals with 0 to 5 years of professional experience. Its program includes open enrollment programs as well as corporate programs. SIBE offers these leadership & management programs in Germany as well as in cooperation with renowned universities in other countries (United Kingdom, Brazil, China, India, Russia and the USA).

Transfer-oriented education and research are SIBE's core competencies. In addition, SIBE comprehensively advises and supports companies in the recruitment, selection and retention of personnel as well as the implementation of Innovation-Quality.

In selecting applicants, SIBE works closely with the SAPHIR personnel service provider (Steinbeis Associate Partner of Human International Resources). SAPHIR also supports young professionals by providing career guidance, coaching and

above all, placement at sponsoring companies during their SIBE studies. Finally, SAPHIR supports companies in the recruitment, selection and retainment of young professionals.

All SIBE study programs focus on creating an authentic, real and innovative project that is closely related to the student's real-life working environment in an enterprise or organization. In his/her project, every student can sample ideas and implement knowledge under real-world conditions. This is done, however, in a structured manner and with scientifically-based monitoring by experienced professors. The projects ensure that SIBE students put their ideas and knowledge into action throughout the entire study program. On the one hand, ideas and knowledge are concretized through project activities. They are "tangible" in the truest sense of the word, which helps students remember and more deeply understand them. On the other hand, it is precisely this learning experience – i. e. when ideas and knowledge become truly "tangible" – that ultimately develops deeper layers of the personality and above all, competencies.

Research activities at SIBE are aimed at creating transfer-oriented scientific knowledge. Such transfer-oriented research is personalized by the fact that questions are very closely linked to a specific, practical (e. g. entrepreneurial) problem. In addition, the scientific response is also aimed to realize the innovation.

2.2 OUR MISSION

Our mission

SIBE's mission is based on the following two claims and obligations:

1. SIBE offers a framework that supports people to become creative personalities. A creative personality clearly recognizes opportunities, boldly takes them on, carefully thinks them through, prudently and responsibly judges them and transforms them into value-added reality.
2. SIBE offers a framework that helps develop ideas into high-quality innovations. A high-quality innovation is distinguished not only by its difference from something that is already present, but also by its creation of more value – in a comprehensive sense. These claims and obligations apply to education, research and corporate culture at SIBE. A SIBE education enables students to develop a life perspective characterized by discovery, understanding, evaluation, implementation and leadership. Research at SIBE essentially encompasses the areas of leadership, personality and innovation and stands for successful and far-reaching knowledge transfer between science and business. Corporate culture at SIBE is personalized by social practices, structures and processes that enable SIBE to fulfill its own claims and obligations as a loyal and trustworthy partner.

4 | Mission of SIBE

2.3 OUR GUIDING PRINCIPLES AND PERMANENT AIMS

Our guiding principles

With our courses, we – the academic staff, employees and leaders at SIBE – want to help our students and graduates become highly successful and creative personalities who make valuable and sustainable contributions to their companies, their organizations, and ultimately to society.

5 | The guiding principles of SIBE

Our permanent objective

Our continuing goal is to be and remain the most successful postgraduate, internationally active and selective business school in Germany.

6 | The permanent objective of SIBE

2.4 OUR HISTORY AND EXPERIENCE

In the late 1980s, the founder and CEO of SIBE, Werner G. Faix, noted the problems of existing educational institutions (see Faix, Hofmann, Buchwald, Wetzler 1989; Dosenbach, Faix, Stulle 1992; Faix, Buchwald, Wetzler 1991 and 1994;

Faix 1994; Faix, Laier 1989, 1991, 1996; see below Blumenthal 2009). These do not succeed in meeting the great need for flexible and creative professionals and managers. Today's educational crisis – according to Faix – is primarily due to the failure to develop decision-making competencies, i. e. the ability to act creatively and appropriately in new or unknown situations. Such abilities can only develop through active knowledge transfer, i. e. by using learned skills in practice-relevant and open situations.

As educational manager of IBM Germany, Faix initiated the first training programs with curricula oriented to the acquisition of knowledge and the development of competencies. In cooperation with the University of Stuttgart, the "Postgraduate Program in Personal Development" (ASPE) was developed in 1990 (Faix 1995b). Under the umbrella of the Steinbeis Foundation for Economic Development, Faix founded the "Steinbeis Academy for Management" in 1993. This institution developed the Executive MBA program in cooperation with the Danube University of Krems. The so-called Krems method, a first variant of the Experience Based Curriculum (EBC) practiced at SIBE, was developed and introduced.

In 1998, Steinbeis University Berlin (SUB) was founded. At the same time, the Steinbeis Academy for Management became an independent entrepreneurship under the umbrella of SUB, the "Business Administration and International Entrepreneurship". This company was later renamed the "School of International Business and Entrepreneurship" (SIBE).

Milestones in the history of SIBE are:

- 1993: Foundation of the "Steinbeis Academy for Management" by Werner G. Faix under the umbrella of the Steinbeis Foundation for Economic Development.
- 1993: Development of the Executive MBA program together with the Danube University of Krems; the first year of the program was in 1994.
- 1997: FIBAA accreditation of the Executive MBA program.
- 1998: Foundation of the "Business Administration and International Entrepreneurship" company under the umbrella of Steinbeis University Berlin, later the "School of International Business and Entrepreneurship" (SIBE).

- 1998: Development of "International MBA Globalisation Management"[6] and "General MBA Growth Management" (Growth Offensive).
- 2001: Opening of a representation in Brazil (São Paulo).
- 2002: Opening of a SIBE representation in China (Shanghai).
- 2003: First accreditation by FIBAA of the "International MBA Globalisation Management" and "General MBA Growth Management" study programs.
- 2003: Doctoral program of the SU.
- 2005: Creation of first corporate programs (including for Kaufland / Lidl, IBM and Siemens).
- 2006: Foundation of the SAPHIR personnel service provider (Steinbeis Associate Partner of Human International Resources)[7] and the SIBE branch "Steinbeis Business School Rhein Main" in Hanau.
- 2007: Development and implementation of the Master of Science in International Management by Stefanie Kisgen, today's CEO of SIBE.[8]
- 2008: Begin of Master of Arts in General Management.
- 2009: First accreditation by FIBAA of the Master of Science in International Management and Master of Arts in General Management study programs.
- 2009: Regular re-accreditation by FIBAA of "International MBA Globalisation Management" and "General MBA Growth Management" study programs.
- 2011: Double degree option with the Brazilian partner universities Universidade de Taubaté (UNITAU), Instituto Mauá de Tecnologia (MAUA) and Universidade Católica de Brasília (UCB).
- 2014: Werner G. Faix and Stefanie Kisgen assume the leadership of SIBE.
- 2015: Regular re-accreditation of the Master of Science in International Management and Master of Arts in General Management by FIBAA; award of the FIBAA

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6 The focus of the projects in the International MBA Globalisation Management was to establish German companies in the Chinese market. The name of the program was "Growth Market China. A Market Development Program for SMEs". During their study at SIBE, over 250 Chinese students worked on the project "Market Development China for my German Partner Company", in order to support the approximately 200 sponsoring companies to reach the Chinese market.

7 More about SAPHIR in Rominger 2009.

8 More about this study program in Kisgen 2010, 2012 and 2013.

premium quality seal for both of these study programs (only 3 % of all master's programs accredited by FIBAA have previously received such a seal).

- 2015: Start of the 100 % online study program LL.M. (Master of Laws, focus on international business law)[9].
- 2015: Start of the 100 % online study program M.A. / MBA (USA) as a dual degree with Post University in the US.
- 2017: Foundation of the "SIBE Scientific Projects GmbH" institute as a subsidiary of SIBE and start of the doctoral program "Doctor of Business Administration (DBA)" in cooperation with the Edinburgh Business School at Heriot-Watt University.
- 2019: System Accreditation: Akkreditierungsrat and FIBAA
  Membership of the Association to Advance Collegiate Schools of Business (AACSB)

2.5 OUR ORGANIZATION

In 1998, Steinbeis University (SU) was founded as a state-recognized private university. In regard to the number of matriculated students, it is now Germany's largest private scientific university with the right to confer a doctoral degree. The university focuses on the fields of technology and engineering, leadership and management, business and economics.[10]

Steinbeis University is divided in two areas: administrative and academic. The academic area is divided into three faculties: Technology & Engineering, Leadership & Management and Business & Economics. Each faculty includes a undergraduate school and a graduate school with direct academic responsibility for teaching, curricula and research. The undergraduate schools are responsible for carrying out bachelor programs; the graduate schools are responsible for the master and PhD programs. SIBE is the graduate school of the faculty for Leadership & Management and is responsible for executing the SU leadership and management master study programs and the doctoral reasearch program.

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9 More on this study program can be found in Arnold, Feldbaum, Kisgen, Faix 2015.

10 More about the history of the Steinbeis University and the Steinbeis Foundation in Friedrichs 2008.

2.6 OUR BUSINESS MODEL

Whereas in traditional university education, only two protagonists – the university and the student – interact with each other, every SIBE study program involves three protagonists: the university, the student and the company or organization. With this concept, SIBE builds on the long tradition of dual education in Germany (see Faix 2008; Faix, Mergenthaler 2010a, 2014a; Kisgen 2010, 2012 and 2013).

Every SIBE student is employed by one company or organisation during his/her study program. The respective company usually pays the student a salary and usually provides other funds that cover the student's costs.

The center of all SIBE programs is an innovative project that the student implements during the study program in cooperation with a company or organization. The focus of the projects is as diverse as the company's challenges: innovative growth strategies, cost optimization, restructuring, new management systems, development of new sales or purchasing markets, development of new products, optimization of business processes and organizational structures, digitization, transformation etc. The student documents the project in a so-called EBC Paper as well as in the final thesis. Scientific reflection and written elaboration of the solution and active leadership of an entrepreneurial problem are usually among the proofs of performance that must be produced during the program.

The company's funding of the program is designated by SIBE as "cost-neutral", i. e. SIBE's claim and reality in the design of the study projects is that the (monetary) benefits achieved by the student projects and collaboration in the partner companies easily exceeds the costs many times over.

SIBE works closely with the SAPHIR personnel service provider (Steinbeis Associate Partner of Human International Resources) (see Rominger 2009). The task of SAPHIR is primarily to connect the right company with the right student in the context of the study programs. SAPHIR acquires open project offers for study at SIBE from companies, prepares an outline of the ideal candidate, compares it with existing candidates in the internal database and/or specifically searches for external candidates. To reduce the complexity of the recruitment process for companies, they are sent the pre-selected application documents of candidates who have already passed a multi-level selection procedure. During the subsequent selection

of a suitable candidate, companies can rely on the results of scientifically-based test procedures. To reduce the complexity of the application process for students, SAPHIR offers individual and group consulting, career planning advice and coaching and in particular, direct mediation with companies that cooperate with SIBE in the study program framework.

2.7 OUR STUDY AND DOCTORAL PROGRAMS

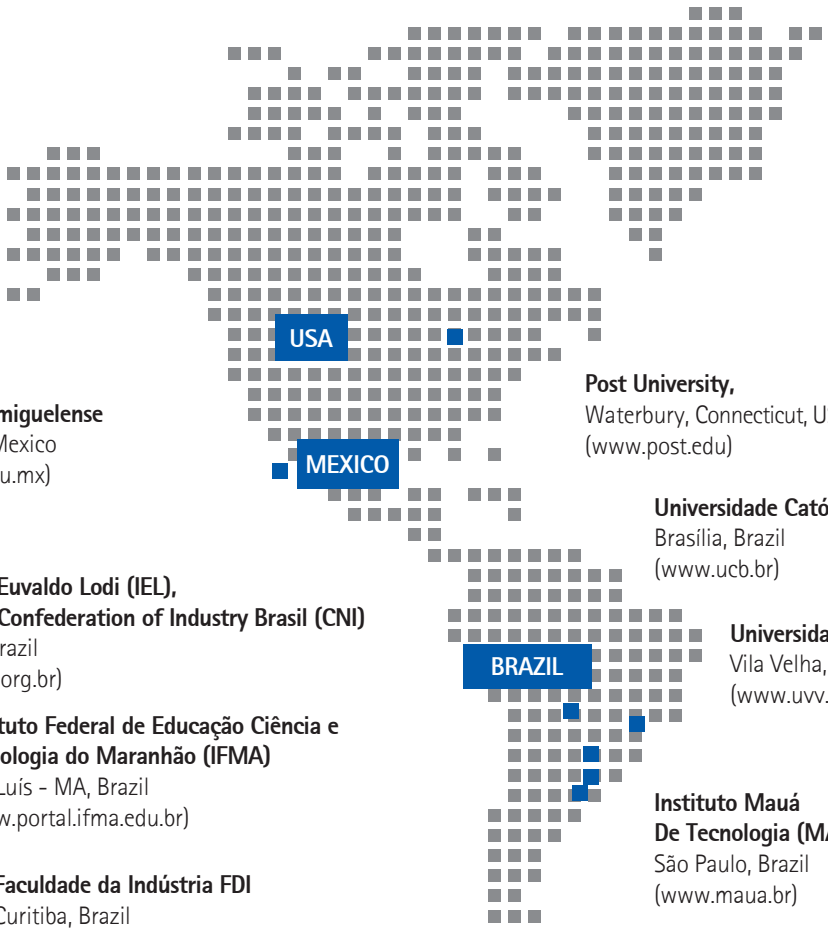
	M.Sc. Master of Science in International Management	M.A. / MBA Master of Arts in General Management / Master of Business Administration	MBA Master of Business Administration	M.A. Master of Arts in General Management
SHORT DESCRIPTION	Work-integrated program with real business project short block seminars and blended learning units	Work-integrated program with real business project flexible program format, 100 % online, 100% English	Work-integrated program with real business project block seminars and blended learning units	Work-integrated program with study project flexible program format, 100% online, 100% English
TARGET GROUP	Graduates of all disciplines with at least one university degree and 0–2 years of professional experience	Graduates of all disciplines with at least one university degree and 0–5 years of professional experience	Graduates of all disciplines with at least one university degree and at least 2 years of professional experience	Graduates of all disciplines with at least one university degree and 0–5 years of professional experience
LENGTH	24 months	24 months	24 months	24 months

Table 1 | SIBE study programs

	Dr. rer. oec. Doctor of Economics	DBA Doctor of Business Administration
SHORT DESCRIPTION	Work-integrated doctoral program with scientific project Short block seminars and intensive scientific project support	Work-integrated doctoral program with scientific project Online seminars and intensive scientific project support Cooperation with the Edinburgh Business School at Heriot–Watt University (awards degree)
TARGET GROUP	Graduates with an outstanding university degree at the master's level with a focus on management and economics	Graduates with an outstanding degree at the master's level
LENGTH	at least 36 months	at least 36 months

Table 2 | SIBE doctoral programs

2.8 OUR COOPERATION WITH INTERNATIONAL UNIVERSITIES



Instituto Sanmiguelense
Guanajoato, Mexico
(www.itses.edu.mx)

Post University,
Waterbury, Connecticut, USA
(www.post.edu)

Universidade Católica de Brasília
Brasília, Brazil
(www.ucb.br)

Instituto Euvaldo Lodi (IEL),
National Confederation of Industry Brasil (CNI)
Brasília, Brazil
(www.cni.org.br)

Universidade Vila Velha
Vila Velha, Brazil
(www.uvv.br)

Instituto Federal de Educação Ciência e
Tecnologia do Maranhão (IFMA)
São Luís - MA, Brazil
(www.portal.ifma.edu.br)

Instituto Mauá
De Tecnologia (MAUA)
São Paulo, Brazil
(www.maua.br)

Faculdade da Indústria FDI
Curitiba, Brazil
(www.faculdadesdaindustria.org.br)

Universidade Católica
de Santos (UNISANTOS)
Santos, Brazil
(www.unisantos.br)

Universidade Estadual Paulista (UNESP)
São Paulo, Brazil
(www.epm.tjsp.jus.br)

Saint Petersburg State University of Economics
Saint Petersburg, Russian Federation
(www.unecon.ru)

Russian Presidential Academy of National Economy and Public Administration (RANEPA)
Moscow, Russian Federation
(www.ranepa.ru)

Heriot-Watt University, Edinburgh Business School
Edinburgh, UK
(www.ebsglobal.net)

Lomonossov University
Moscow, Russian Federation
(www.msu.ru)

Tsinghua University
Beijing, China
(www.tsinghua.edu.cn)

Tongji University
Shanghai, China
(www.tongji.edu.cn)

Symbiosis Institute of Business Management (SIBM)
Pune, India
(www.sibm.edu)

University Bern, Institute of Marketing and Management (IMU)
Bern, Switzerland
(www.imu.unibe.ch)

Chinese Academy of Sciences
Shenzhen, China
(english.siat.cas.cn)

Alma Mater Europaea European Academy of Sciences and Arts
Salzburg, Österreich
(www.euro-acad.eu)

3 OUR EDUCATIONAL PHILOSOPHY

> *Without personalities who think creatively, independently and with well-founded judgment, the upward development of society would be as unthinkable as the development of the individual personality without the nourishing soil of the community.*
>
> Albert Einstein

3.1 OUR EDUCATIONAL IDEALS

SIBE's educational ideal is to develop independent and "creative personalities". We define creative people as those

- who – due to their broad, in-depth education and great reason – carefully and conscientiously consider the possible complexities of their decisions and actions;
- who view their actions as expressions of deeply personal opinions based on rational and good reasons;
- who understand their own education and personal development as a lifelong challenge;
- who have the knowledge, competency, strength and courage to set and achieve their own goals in situations with no formulas, standards, clever tricks, and no certain rights or wrongs (cf. Faix, Mergenthaler 2010 and 2014a, 2015; Faix, Kisgen, Mergenthaler 2018; Blumenthal et al. 2012 and 2017).

3.2 OUR EDUCATIONAL GOALS

Through its Experience Based Curriculum, SIBE wishes to offer a framework that allows people to strive for and reach the educational goal of tertiary education that is fundamentally relevant to all disciplines: the ability to acquire knowledge independently and work scientifically to understand the benefits of science and/or to contribute to scientific debates (Kisgen, 2017).

Furthermore, SIBE's Experience Based Curriculum is intended to create a framework that allows people to strive for and reach the educational goals that specifically connect SIBE with business leadership education for the target group of young (management-oriented) professionals:

- The ability of students to generate "InnovationQuality" (Faix, Mergenthaler, Ahlers, Auer 2014) with innovations or innovative projects, thus creating sustainable development and benefits for individuals, companies, business, society and nature.
- The ability of students to set goals (personal, corporate and innovation) and achieve their own self-set goals (Faix, Mergenthaler 2014c and 2014d; Kisgen 2010, 2012, 2013 and 2017).
- The ability of students to develop their personality and management / business leadership competencies (Kisgen 2010, 2012, 2013 and 2017; Faix 1995).
- The ability of students to create (international) networks (Kisgen 2010, 2012, 2013 and 2017).

Finally, SIBE's Experience Based Curriculum wishes to provide the conditions for people to strive for and achieve the following lifelong educational goals (see also Faix, Mergenthaler 2010a, 2014a, 2015; Faix, Kisgen, Mergenthaler 2018):

- The formation of a heuristic and creative ability to think and act that results in the pronounced ability not only to consider ideas but also to implement them.
- The development of extensive self-awareness and self-confidence as well as a pronounced pursuit of self-determination that leads to a conspicuous ability for and joy in participating in the abundance of a multifaceted world.

In addition to these specific objectives, which apply to all SIBE educational programs, the following goals are striven for especially in the SIBE master's programs. They come from the German Qualification Framework for Lifelong Learning (DQR)[11] as well as the General Conditions of Study at Steinbeis University.[12]

The German Qualification Framework for Lifelong Learning stipulates that graduates at the master's level have the following qualifications and competencies (among others):

- Comprehensive, detailed and specialized knowledge of the most current practices in a scientific field or comprehensive professional knowledge in a strategy-oriented professional field.
- Specialized technical or conceptual skills that enable the solution of strategic problems in a scientific or professional field.
- The ability to weigh alternatives despite incomplete information. The ability to develop and apply new ideas or processes and evaluate them based on different assessment criteria.
- The ability to set goals for new application- or research-oriented tasks while considering their possible social, economic and cultural effects; and to deploy appropriate resources and independently develop knowledge.

The General Conditions of Study at Steinbeis University require graduates of the master's program to have the following qualifications and competencies:

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[11] The German Qualification Framework for Lifelong Learning. (DQR). Available online at http://www.dqr.de/media/content/Der_Deutsche_Qualificationrahmen_fue_lebenslanges_Lernen.pdf, retrieved on 08/16/2017.

[12] General Conditions of Study at Steinbeis University. Available online at: https://www.steinbeis-academy.de/fileadmin/user_upload/Steinbeis/Downloads_Studium/Ordnungen/94243-2015-02-25-RSO.pdf, retrieved on 05/08/2019.

- The master's program supplements or broadens the qualifications acquired by students in their first degree programs
  - in a future-oriented, situational and practical manner
  - and prepares them for interdisciplinary activities in a constantly changing global environment.
- The necessary knowledge, abilities and methods conveyed to students qualify them for
  - interdisciplinary scientific, self-organized problem-solving work; responsible scientific and economic action; and performance of appropriate management tasks in a democratic and social state operating under the rule of law.

3.3 OUR EDUCATIONAL UNDERSTANDING

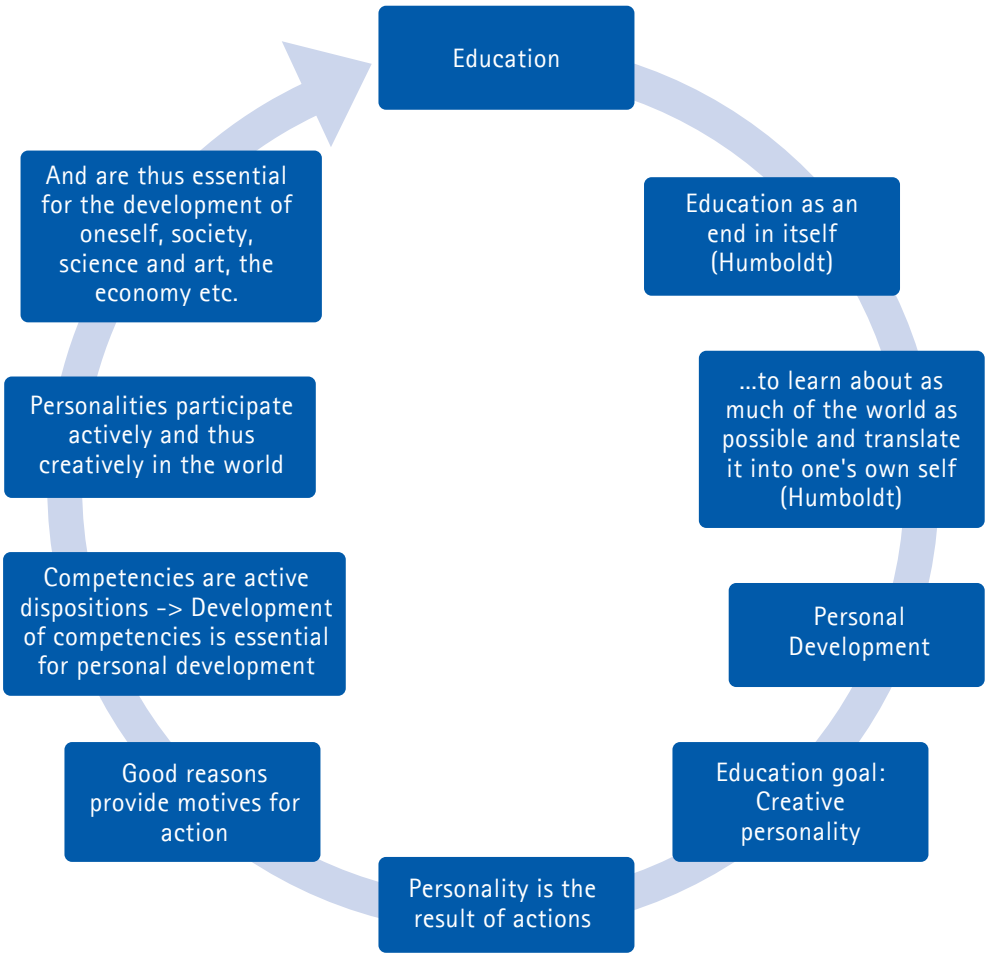
In its original Latin meaning, 'studium' implies zeal and painstaking application. Wilhelm von Humboldt's humanistic view is that one's pursuit should be to learn about as much of the world as possible and translate it into one's own personal concept of humanity to the greatest extent. There are two principles of study that allow it to be called 'humanistic': The first principle – learning about the world – implies that a person should strive to gain the most varied experiences in, via and with the world. The second principle – integrating these into one's own humanity – means that the results of learning about the world cannot only consist of the growth and change of knowledge about the world. It is much more important that the depths of one's own humanity – e. g. competencies, identity, values – be incorporated in the process of transformation. In other words, human beings gain a holistic education due to their experience in, via and with the world.

Learners do all of this by actively turning to the world and simultaneously exploring, recognizing and shaping it with their entire being (see Figure 7). As an educational institution, we thus see our task as offering a framework for general growth of the personality; in particular, growth as an autonomous, creative personality (Faix, Mergenthaler 2010a, 2014a, 2015).

In the German-speaking region, the term “personality” is used pragmatically in two senses: one, it expresses ‘having’ (a personality) and two, it means ‘being’ (a personality).

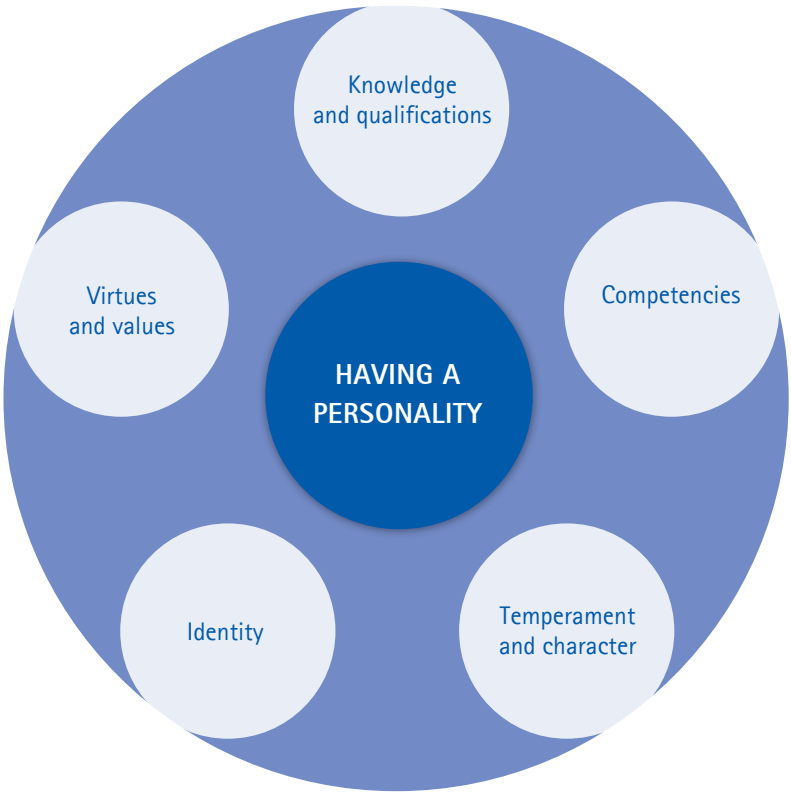
- ‘Having’ (a personality) communicates the idea that one should work on and develop one’s personality. It also includes the idea that something is the expression or product of the personality. In this case, personality appears to be a profoundly human property that can be (re)shaped and that is also the basis of behavior or interactions.
- We express the concept of ‘being’ a personality in such phrases as “He/She is a great personality”, “He/She is a well-known personality in sports / politics / economics / society / culture etc.” Here, the term connotes a person who plays a special role in society. In other words, being a personality stands for the result of a complex social process in which a community evaluates the status / significance / influence of a subject of/on the community.

In accordance with this definition, our pragmatic understanding of the term “personality” incorporates both having personality as well as being a personality (Faix, Mergenthaler 2010a, 2014a, 2015).



7 | Educational understanding of SIBE: Humanistic tradition closely intertwined with knowledge (Faix, Kisgen, Shah, Faix 2018)

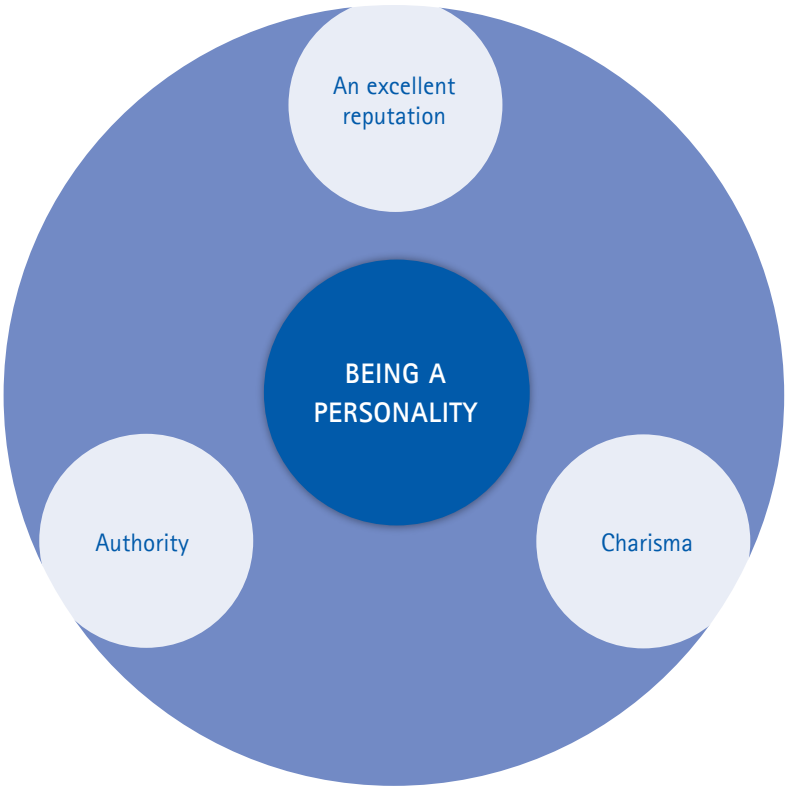
Having a personality means possessing all elements that impart a unique and personal individuality. In our view, having a personality consists of a profoundly individual totality of the following elements (see Figure 8):



8 | Personality as Having a Personality
(Faix, Mergenthaler 2010a, 2014a, 2015; Mergenthaler 2017)

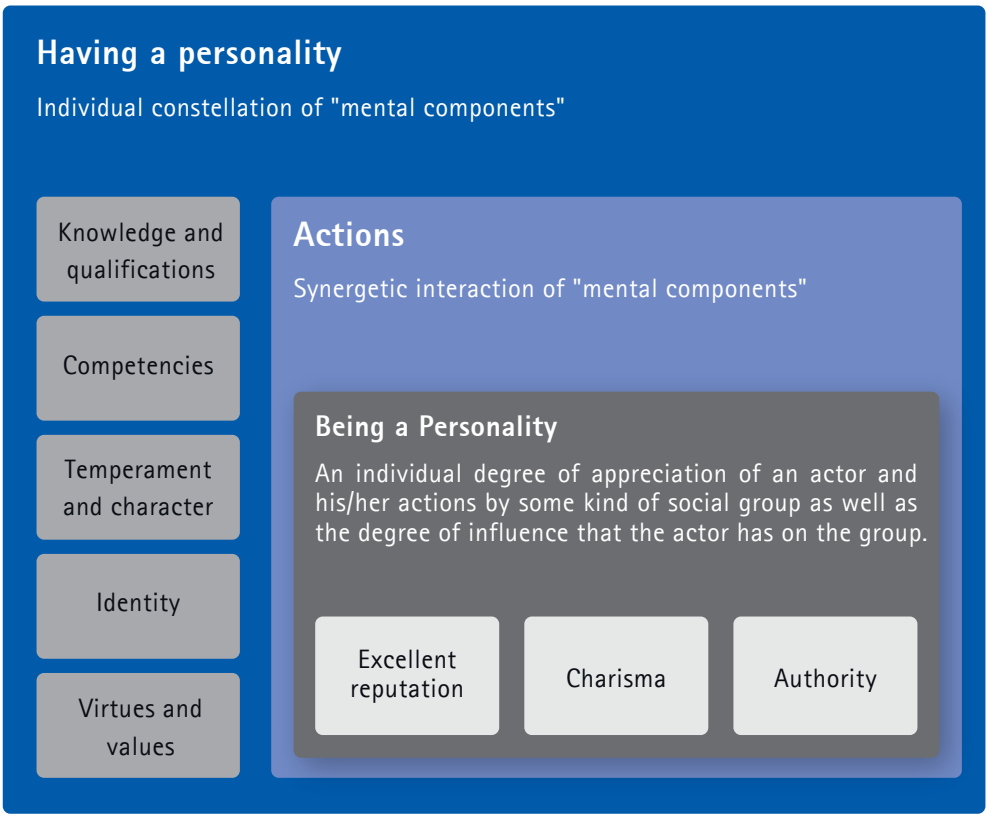
The interaction of these elements is evident in our actions. It is demonstrated by what we do, tolerate or refrain from doing, which leads to how others see us. This social evaluation process is ultimately connected very closely with what we call ‘being a personality’. It is our actions that lead to what others see in us – to whether they see us as a personality and what kind.

In the view of another, a person who is a personality has the following (see Figure 9):



9 | Personality as Being a Personality
(Faix, Mergenthaler 2010a, 2014a, 2015; Mergenthaler 2017)

The following representation summarizes our model of ‘having’ and ‘being’ a personality (see Figure 10).



10 | The SIBE Personality model (Faix, Mergenthaler 2010a, 2014a, 2015; Mergenthaler 2017)

The model of having and being a personality provides an approach to how and why someone assumes a significant, indeed a leading role in a group. This concept highly emphasizes the aspect of making a “beneficial contribution to the community”. One could accuse us of propagating the idea that education should primarily

and only serve the purpose of developing oneself. Although we would agree, we would equally maintain that – with some exceptions – no person wants to, nor can be an island. We are group-oriented individuals who are absolutely oriented to organizations and societies. It lies in our nature to contribute to the existence and development of the group. And to overstate the case once again, education should and must contribute to the development of one's own personal potential. But education cannot only – and we stress: not only! – limit itself to escapism. As wonderful and exciting a temporary sojourn in the ivory tower is; as marvelous and fulfilling a bit of self-centeredness occasionally is; we find that true and complete fulfillment can only be found when people use their knowledge and abilities to serve others – of their own accord and due to their own decisions. The teachings of Jesus, Confucius, Mohammed and Buddha about altruism; the knowledge of Aristoteles, Plato and many of their successors about the highest good, the true and the beautiful that lies in the community; can in our opinion be summarized with a golden rule inspired by Kant's categorical imperative: the ultimate vocation of humans is leading a life in which one sees neither oneself nor others as a means, but always as a purpose, and in which one's actions contribute to the creation of value in a community (cf. Faix, Mergenthaler 2010a, 2014a, 2015; Mergenthaler 2017).

With respect to the concept of having and being a personality, education must always be understood as the lifelong education of the entire personality; as general education of the entire person throughout their entire life. Education only becomes truly humane and "humanistic" if it educates the personality (Faix, Mergenthaler 2010a, 2014a, 2015).

3.4 OUR EDUCATIONAL PRINCIPLES

The following principles are based on our educational ideals, goals and understanding (see also Faix, Kisgen, Mergenthaler 2018).

1. Teaching and learning at SIBE is based on the awareness that education is always "self-education". Education can never be presented to students as external enticements, but only encouraged. Good teaching thus means that students should be supported in their learning process to successfully complete their education and projects, and also to develop their personalities. Good learning means recognizing and implementing learning as a thoroughly active process.

2. Teaching and learning is transfer-oriented. SIBE's educational programs are organized according to the EBC-principle. Transfer projects form possible directions of specialization within an educational program and thus ensure that students consistently pursue and promote their individual interests and goals throughout their studies. Above all, however, their projects are the integral transfer instrument between theory and practice as well as between teaching and learning. During the entire educational period, projects ensure that students transfer scientifically based knowledge into actions within a very specific entrepreneurial environment. This implementation of knowledge makes it concrete and thus tangible. In addition, the active momentum of transfer and the accompanying and/or subsequent reflection allows students to develop their personalities to a much profounder degree, including their competencies.
3. Teaching and learning are based on the principle of research-based learning. This concept implies the unity of research and teaching – in the form of learning-based research and research-based learning. Students work through their subject matter primarily through self-organized research and exploration, experiencing this process as formative training. In research-based learning, learning is not restricted to the reception and recollection of a scientific body of knowledge. Rather, it is about the internalization of a scientifically critical stance.

3.5 OUR EDUCATIONAL CONCEPT

3.5.1 OUR TALENT GROWTH CURRICULUM (TGC)

SIBE's educational concept is based on the principle of the so-called Talent Growth Curriculum (TGC) at Steinbeis University. The primary features of the TGC are (see also Faix 2008; Faix, Mergenthaler 2010a, 2014a and 2015; Kisgen 2010, 2012 and 2013):

1. All SU study programs are dual, i. e. integrated within or accompanying the student's professional career. They are also carried out in cooperation with a project partner (company, organization, association etc.). This results in the following formal consequences:
   - In the framework of the study programs, SU cooperates with a project partner (company, organization, association etc.) as a systematic element of learning experiences.

- Learning takes place as part of the working process at the SU project partner's facility.
- The student and the SU project partner have a contractual agreement (work/study contract).
- The SU project partner and SIBE also have a cooperative agreement (contract).

In addition to these more formal elements, however, it is mainly the aspect of duality that allows a full grasp of the basic concept of integrating work and education, i. e.:

- The center of all SU study programs is an authentic, real project from the student's daily professional life in a company or organization. The student develops, plans and implements this project during his/her studies.
- Professional work at the SU project partner's site is systematically connected with the educational offers at SU, both formally and in terms of curriculum, i. e. theory and practice are methodically intertwined.
- SU and its project partners cooperate to jointly supervise students.

2. The focus of an SU study program is transforming knowledge into reality and thus making it "comprehensible" in the truest sense. Knowledge transfer is thus a major focus at the center of the educational process. Such learning – i. e. the tangibility or concreteness of knowledge – results in permanent recollection and more profound understanding.
3. Transfer projects within an SU study program enable students to set their own individual educational focus. They acquire expert status in and through the self-organized handling of and reflection on their transfer project.

3.5.2 OUR EXPERIENCE BASED CURRICULUM (EBC)

Our educational ideal is the "creative personality": someone who transforms ideas and knowledge into reality. Education is thus a profoundly active process sustained and implemented by the student. Students are not developed or educated by the academic personnel; they develop and educate themselves by implementing knowledge. This does not only apply to knowledge acquisition and internalization, it primarily applies to personal development, self-development and self-education

of the complete personality. Through its application, knowledge becomes both concrete and easier to grasp. On the other hand, knowledge only becomes an ability or competency through transfer (see also Faix, Kisgen, Mergenthaler, 2018).

For SIBE's programs to fulfill the educational ideal of the "creative personality", its coursework is based on the Experience Based Curriculum principle (EBC), a special configuration of the "Talent Growth Curriculum" applied at Steinbeis University.

3.5.2.1 THEORY OF OUR EBC

The EBC is used to design university education both structurally and procedurally.

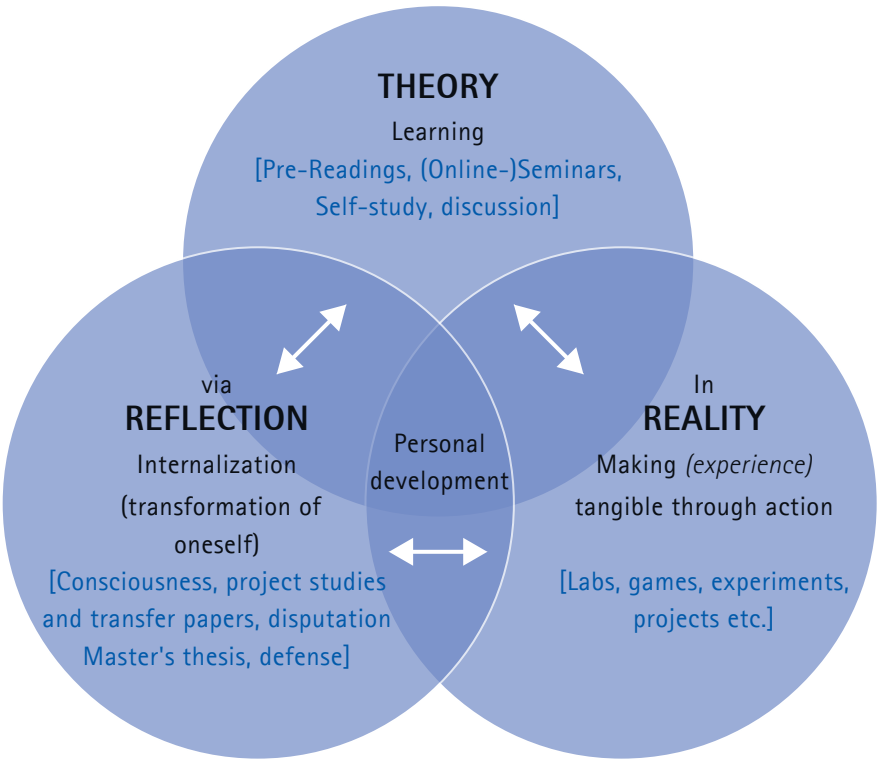
The structure of SIBE's EBC

The special structure of university education in the EBC: In the narrower sense, a study program would be confined primarily to learning "theory", i. e. the totality of knowledge transfer during the program (seminars, individual learning phases). The structure of the Experience Based Curriculum (EBC) is personalized by its inclusion of three equivalent elements: **theory, reality** and **reflection.** "Reality" refers to a "real-world" project that gives students an additional and vital educational site. The educational site we call "reality" is essentially shaped by the fact that the student must deal with real conditions to transform the knowledge acquired in seminars or independent learning phases into reality. "Reflection" means that students must reflect on the reasons, goals, plans, results, consequences and limitations of their real actions (see Figure 11).

This special structure of the Experience Based Curriculum outlined below is based on the three essential development projects that SIBE students work and reflect on:

1. Development of a company project,
2. Development of one's own personality, particularly, one's personal competencies,
3. Development of one's career.

It should be expressly noted that these intentions profoundly affect and influence each other – they are not separate, but three tightly interlinked undertakings.



11 | Structure of SIBE's Experience Based Curriculum (EBC): A triad of theory, reality and reflection (Faix 1995; Faix, Mergenthaler & Kisgen, 2017)

The development "Company project": 1. Inclusion of "Theory": The student first develops theoretical content (methods, models and knowledge) about his/her company project in particular and entrepreneurial reality in general. 2. The inclusion of "Reality": The student transfers this content to the real, authentic company project. The student does this by analyzing the entrepreneurial reality in the framework of previously learned methods, models and knowledge as well as by designing and

implementing project goals and action plans in the framework of these analyses. 3. The inclusion of “Reflection”: As part of scientific studies, the student reflects both on his/her own scientific approach as well as on possible contributions to scientific discourse. Students also reflect on their plans of action, concrete actions and the resulting entrepreneurial consequences.

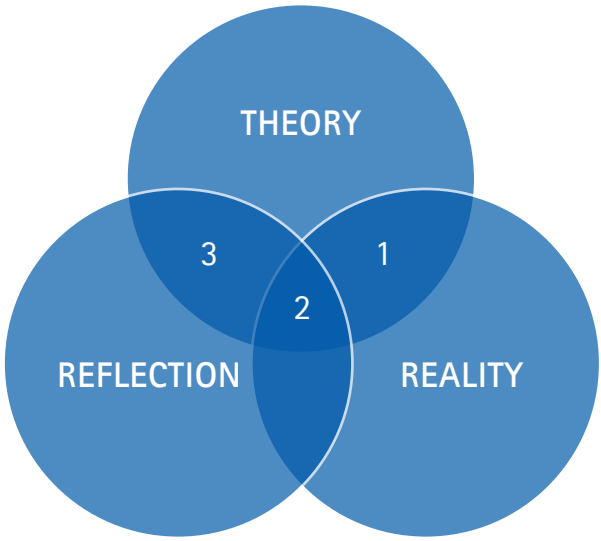
The development of the student’s “personality”: 1. Inclusion of “Theory”: The student first develops theoretical content (methods, models, knowledge) about “personality”, “competencies” and “personal development”. Within the framework of the so-called SIBE SKE Center[13], the student systematically develops an overall picture of his/her own competencies. 2. Inclusion of “Reality”: The student transfers this content to his/her personality and personal development in two ways. One, by analyzing his/her personality – particularly competencies – e. g. in terms of the company project and compared to the previously learned methods, models, knowledge and results of the SKE Center. Two, the student also develops and implements plans for personal development given the results of the analysis (e. g. in terms of the company project). 3. Inclusion of “Reflection”: In terms of scientific work on the student’s plans for personal development, the student reflects on his/her own personal development, the concrete steps of this development and the resulting practical consequences.

The development of “the student’s own career”: 1. The inclusion of “Theory”: The student first develops theoretical content on “career” and “career development” (methods, models, scientific knowledge). 2. The inclusion of “Reality”: The student transfers the learned material to his/her own professional biography and ideas about what “career” means. The student does this by analyzing his/her own professional biography, including the current position within the company project, in consideration of the previously learned methods, models and knowledge. The student also does this by designing and implementing plans for his/her own professional development in the context of these analyses. 3. Inclusion of “Reflection”: In terms of scientific work on the student’s plans for professional development, the student also reflects on his/her own plans for professional development, the concrete steps of this development and the resulting practical consequences.

[13] SKE Center means SIBE Competency Assessment Center (SIBE-Kompetenz-Einschätzungscenter).

The SIBE EBC process

The special process of university education through the EBC: The EBC process is personalized by the fact that during the entire study program, students must ensure transfer between the elements of theory, reality and reflection. This transfer is illustrated by the intersections of the three circles in the figure below (see Figure 12):



12 | Process of SIBE's Experience Based Curriculum (EBC): The transfer between the elements of theory, reality and reflection (Faix 1995; Faix, Kisgen, Mergenthaler 2018)

Intersection 1 – the transfer between theory and reality: This transfer is guaranteed by SIBE through the special content as well as formal integration of the "real-world" project within the program. University education naturally includes the acquisition of natural and original, fundamental and cutting-edge scientific knowledge as well as scientific-critical thinking. However, the internalization of this content and type of thinking does not take place at SIBE only in the protected space of seminars and scientific work. Rather, scientific content and thinking must be implemented in entrepreneurial reality under "real laboratory conditions". During the entire timespan of their programs at SIBE, students are occupied with a relevant, authentic problem from the entrepreneurial world, i. e. a "real" business challenge – under

real-world conditions (time, persons etc.) – completely, methodically, systematically, interdisciplinary and independently.

Intersection 2 – the transfer between reality and reflection: This transfer is documented in several scientific works. They provide the central transfer and performance-oriented examinations of SIBE master's students.

These standards exceed even the high requirements of the U.S. Department of Education for transfer and performance-oriented test achievements (see Figure 13). The SIBE transfer and performance-oriented test achievements do not only focus on demonstrating competencies and putting them into practice; they are much more oriented towards critically reflecting on personal competencies and performance. The focus of this scientific work is for one, on the company project. In this work, the student critically reflects on the reasons, goals, plans, consequences and limitations of his/her real actions. Based on the acquired scientific knowledge, he/she examines why and wherefore, how and what he/she has concretely implemented, what consequences this has, what alternatives could have been possible and what limitations were placed on his/her actions. The focus of the central test achievements of the SIBE master's programs are for one, the students themselves, their personality and particularly, their competencies. In the scientific work on their own knowledge, ability and desires, students reflect on the inner resources, motives and purposes of their actions. Only reflection about concrete daily management tasks makes a student aware of whether this is really the right path for him/herself; if such a career meets the own needs and goals.[14]

Intersection 3 – the transfer between theory and reflection: This transfer is significantly promoted by seminars on the development of competencies, personality and leadership. In the classic sense, a study program serves to develop new knowledge. But knowledge alone is insufficient for professional success. Students must also and primarily be able to transform knowledge into reality, i. e. to act in complex, unfamiliar situations. Backed by a profound theoretical basis, students should systematically reflect on their personality and specifically, their competencies. Reflection on personal development is systematically supported by SIBE through several methods for assessing their own competencies (see below).

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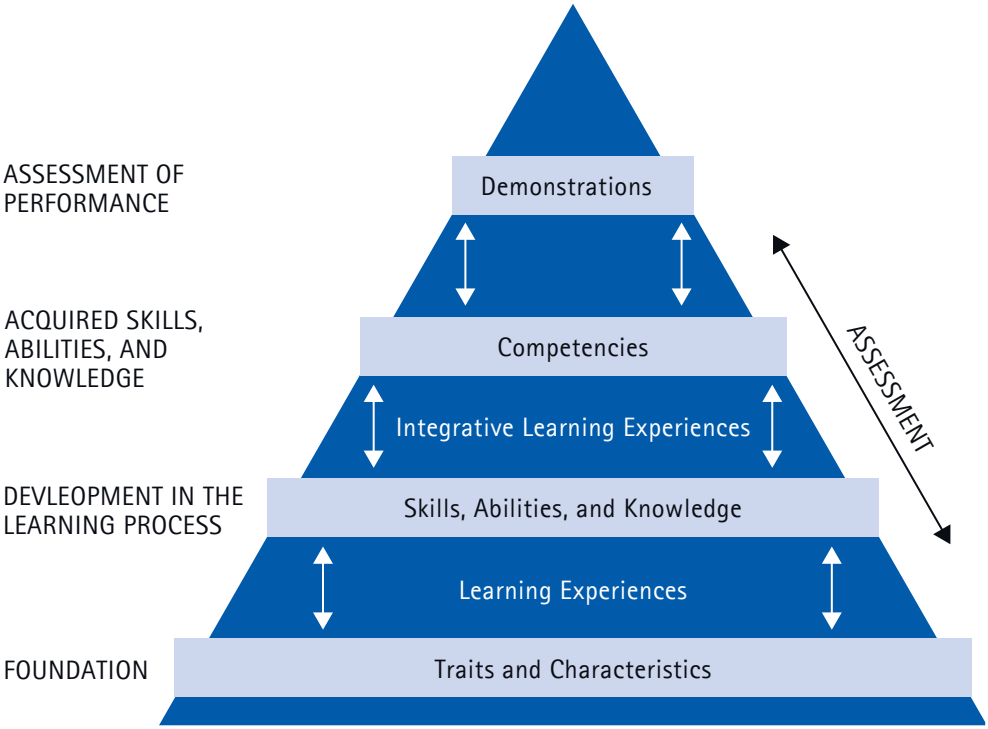
[14] A study program at SIBE thus also offers an orientation for medium-term career goals and plans. Two things are important in this context. 1. Students should develop these career goals themselves. 2. These career goals should reflect how and where the student believes he/she can make the greatest contribution to the community (organization, company, society). Only when a student perceives him/herself as effective – and actually is – and able to make an impact – and actually does – is the student truly and successful and happy over the long term.



13 | Requirements of the U.S. Department of Education for transfer and performance-oriented test examinations[15]

The SIBE EBC and education to becoming a creative personality

The synergistic interaction of all three elements of the EBC – theory, reflection and reality – ultimately enables holistic education to having and being a creative personality.

Learning to have a creative personality takes place ideally as follows:

- Knowledge and qualifications: Through the curriculum, the student becomes acquainted with the interdisciplinary aspects of an enterprise. Through contact with

[15] Vorhees, R. A. (2001): Competency-Based Learning Models: A Necessary Future. In Vorhees, R. A. (ed.): Measuring What Matters. Competency-based Learning Models in Higher Education. San Francisco, p. 5-13, here p. 9.

students who have other academic and/or cultural backgrounds, students develop their general and intercultural knowledge.

- Competencies: Based on the knowledge conveyed in the coursework, students implement an innovative project, i. e. they are faced by a challenging and completely novel entrepreneurial problem that they can hone their competencies on. Both the work on and development of competencies are systematically and scientifically supported. During their studies, various mechanisms encourage students to constantly examine and ultimately demonstrate themselves – be it through documentation and defense of their project at the university and company levels, or through the competency assessment procedures. From feedback on their concrete actions, their project work (e. g. through the so-called Experience Based Curriculum Papers and performance reviews by the Business Mentor) as well as the competency assessments, students receive two types of objective information on the development of their competencies and areas in which they could improve.
- Temperament and character: Due to the ambitious goals inherent in the "real-world" projects of a SIBE study program, students must leave their comfort zones. Human character is relatively resistant, inactive and sluggish in regard to change. Only moments of great emotional disquiet can provide the required jolt to set a person in motion.
- Identity: Regular feedback from fellow students, superiors and teachers about their personal development and project supports the student's self-reflection and develops their self-confidence. Students must regularly defend their project in the company as well as to their fellow students and thus practice presenting themselves and their work. They must also sell their goals to a wide variety of stakeholders and target groups to successfully implement their projects. This is what ultimately makes the student mature. Personal responsibility is supported by work in groups and teams in the company as well as in the study program. In addition to their own goals, students must also consider the goals of the group or team, colleagues, superiors and teachers.
- Virtues and values: Within their study programs, students focus on authentic and real transfer projects. These are not least distinguished by the fact that in such projects, a goal is formulated, methods for its achievement are developed and then action is taken, without reliance on formulas, standards, clever tricks or

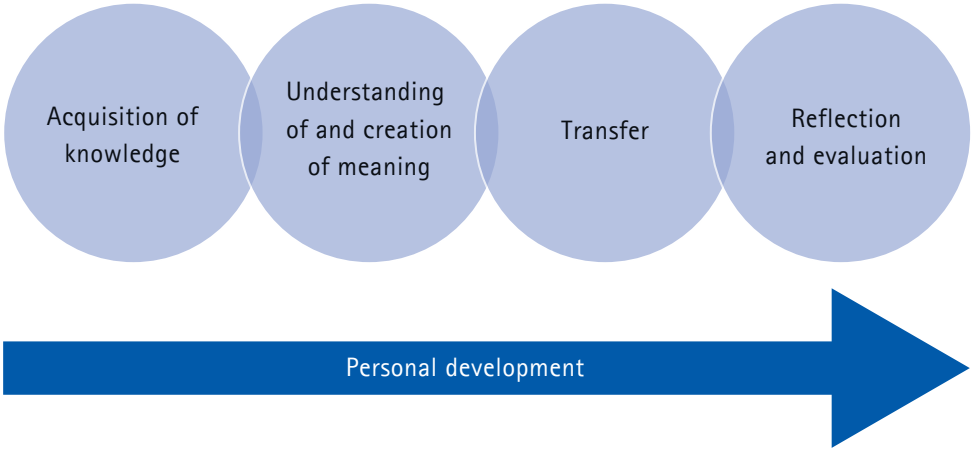
certain rights or wrongs. Through practical, theoretical and reflective discussion about authentic, real and open-ended challenges, students develop reliability, prudence and mindfulness. They learn to decide trustfully, truthfully, prudently, considerately and farsightedly, as well as to judge and act carefully and diligently. Practical, theoretical and reflective confrontation with authentic and real challenges causes students to develop tolerance, sustainability and respect. Tolerance, because in situations with no certain answers, people cannot (generally) act in accordance with accepted rules and norms, but only in the context of deeply subjective and thus sometimes very different ideas of what is desirable. Sustainability, because students are confronted with the social, ecological and economic effects of their goals, decisions and actions. Respect, because cooperation with many types of people lets students develop esteem for the diversity and wealth of human thinking and being.

Learning to be a creative personality takes place ideally as follows:

- Reputation: Students must clarify the benefits of their project to the company and through this, heighten their reputation.
- Charisma: Students must promote their projects in their companies with conviction and thus prove their charisma.
- Authority: By successfully implementing an ambitious “real-world” project, students provide their community (superiors, employees, customers etc.) with sustainable benefits, through which they achieve “natural” authority.

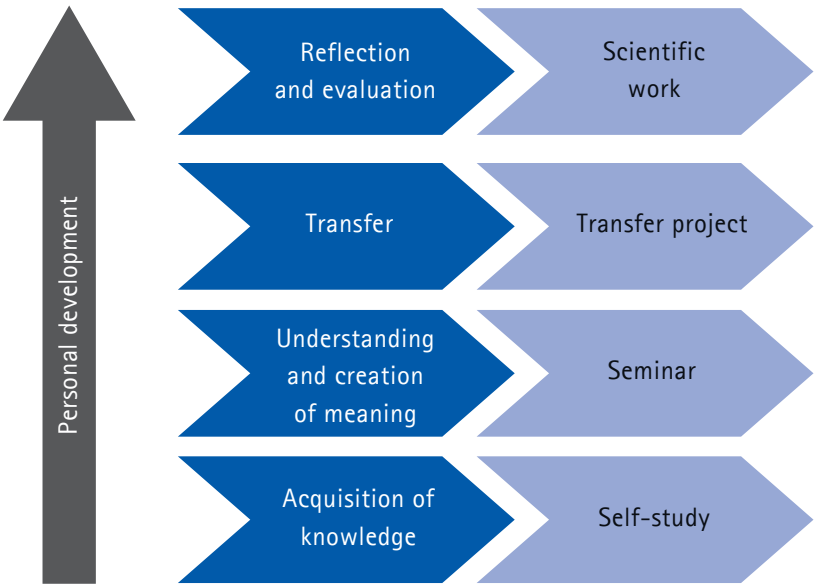
3.5.2.2 PRACTICE IN OUR EBC

In concrete terms, the Experience Based Curriculum is apparent in the fact that the SIBE educational process takes place through four successive and interlinked steps. Students continue to develop all elements of their personalities throughout and by means of these steps (see Figure 14).



14 | Process of SIBE's Experience Based Curriculum (EBC)
(Faix, Kisgen, Mergenthaler 2018)

The principle of the SIBE Experience Based Curriculum is further demonstrated by the fact that these steps are predominantly made at different locations. These locations, which students to a certain extent enter successively and in awareness of the previously made "impressions" are (see Figure 15):



15 | Learning locations and steps of SIBE's Experience Based Curriculum
(Faix, Kisgen, Mergenthaler 2018)

Because learning takes place predominantly at different locations means that the four steps are obviously found at all locations and that opportunities always exist for intensifying previous steps or preparing successive steps.

1. The acquisition of basic knowledge takes place mainly in the “self-study” “learning environment”. Questions that link general knowledge with the transfer project help prime the creation of understanding and meaning.
2. The seminar is the location where students gain a deeper understanding of knowledge and how it fits in their daily and professional lives in a company or organization. In addition, transfer of this content and experience is prepared through tasks and discussions concerning the student’s transfer project.
3. The transfer as well as the experience gained from it take place primarily at the “transfer project” location.
4. Of course, the processes of thinking and evaluation occur during the entire educational process. However, the clear endpoint of these processes is the “scientific paper”, in which students reflect on their knowledge, qualifications and the knowledge transfer in a critical scientific manner.
5. Personal development – and thus the development of the educational ideal of the creative personality – as well as reflections on the student’s own progress, of course, take place throughout the entire educational process. Furthermore, this comprehensive process occurs both within as well as outside the actual SIBE Experience Based Curriculum. (The development of personality and reflection include all parts of the student’s life and are lifelong processes that take place everywhere and always – including beyond the study program and work.) However, it is particularly the educational and learning units on this topic within the SIBE Experience Based Curriculum that provide impulses for students’ own development – as well as the freedom for intensive reflection about themselves.

SIBE's Experience Based Curriculum (EBC)

A SIBE master's program always follows the principle of the Experience Based Curriculum (EBC).

The SIBE EBC is distinguished by the interaction of theory, reality and reflection. These three elements play an equal role in the educational process and in SIBE curricula.

In the context of the SIBE EBC, students must transfer the theory learned and deepened in their (self-)studies into (entrepreneurial) reality. Their actions first transform the theory into something tangible. In (written) Experience Based Curriculum Papers and (oral) presentations held throughout their master's programs, students reflect on the "real-world" projects they are implementing in their companies. Parallel to this, students also reflect on the development of their individual competencies and thus, their entire personal growth process.

SIBE has integrated unique and specially developed methods into its EBC:

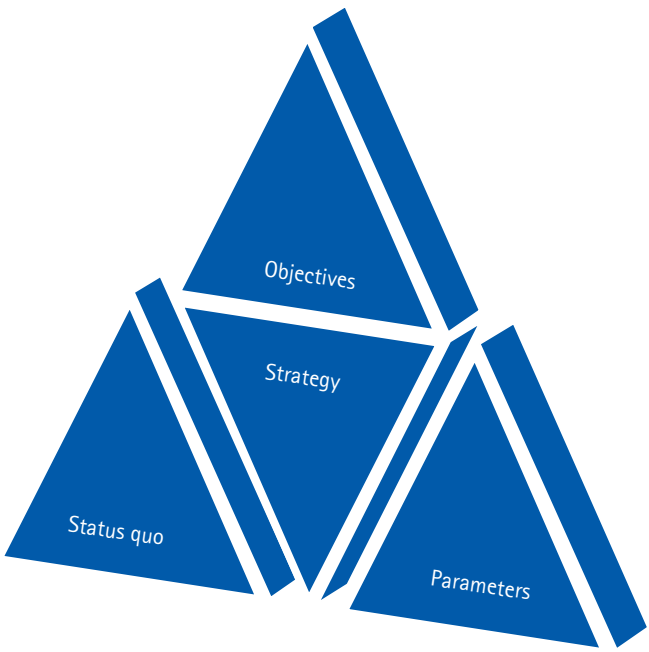
- Scientifically based project development based on the SIBE management methodology
- Systematic online project coaching (OPC)
- SIBE Competency Assessment Center (SKE) including 360° feedback for systematic competency development

The SIBE EBC thus offers excellent conditions for achieving the goals demanded by society, politics and economy of a university education: (technical) scientific education, preparation for the labor market ("employability") and above all, education of the personality.

3.5.3 OUR AGILE AND ITERATIVE EDUCATIONAL PRACTICES: PROJECT LOOPS

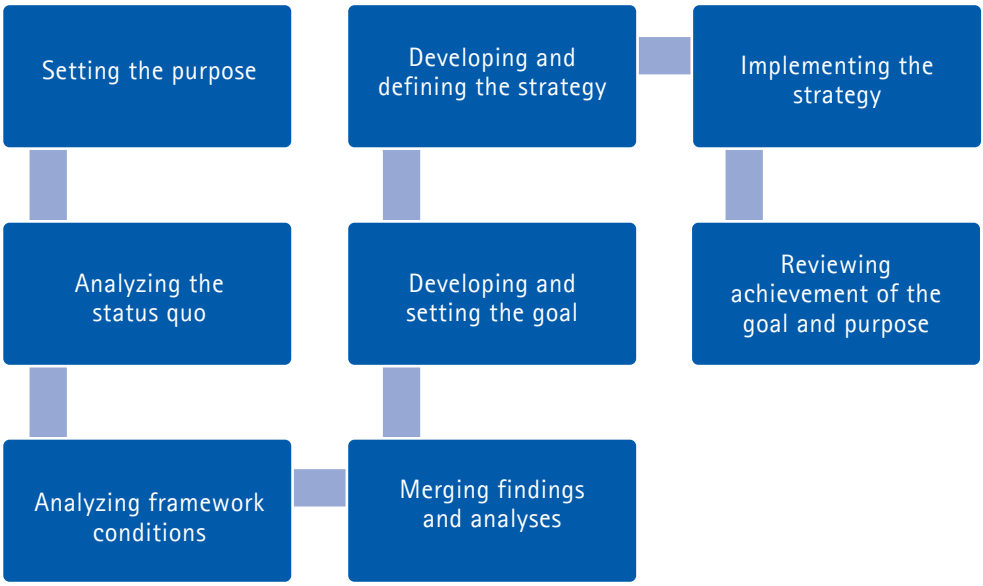
SIBE study programs are integrated into the student's professional career and into the theoretical part of the studies – which are part of the seminars and self-study – and also include scientific work on projects in the Experience Based Curriculum Papers (EBCPs). The EBCPs, together with the master's thesis and the so-called "transfer papers" (TP) are the central performance-based test examinations of the SIBE Experience Based Curriculum. In the EBCPs, students prove their ability to scientifically address a real-world (e. g. entrepreneurial) problem. The EBCPs are thus ultimately a barometer for the ability of the students to work on a transfer- and performance-oriented basis.

Three of these essential test results are the EBCPs on the so-called "project loops". The theoretical background of the EBCPs "project loop" is for one, the so-called "strategic triangle" (see Figure 17).



17 | Strategic triangle (after Faix 1994, 2008)

On the other hand, the theoretical background of the EBCPs about the “project loops” from the operationalization of this strategic triangle results namely in the following ideal project phases of a development process (see Figure 18):



18 | Project phases of a development project

Every company project ideally runs through each of these phases of a development process. The sequence of the EBCPs on the “project loops” are also based on this ideal and typical course. For the written part of their EBCPs on the “project loops”, students initially analyze actual states and conditions, subsequently define goals and strategies, plan implementation of the strategy, and finally review the achievement of their goals. This course of a development process is ideal – however, reality sometimes looks very different. Every company project has its own rhythm and runs according to its own conditions. Thus, students can always set their own priorities within their “project loop” EBCPs, i. e. select one or more project phases from the above-described development process they wish to treat for their written work on the “project loops”.

In the oral part of the EBC “project loop”, students must associate their written findings with all other project phases of the above-described development processes that they have not – or only peripherally – dealt with. In the first semester of their studies, students must therefore not only consider the actual situation of their projects, but also begin thinking about a possible strategy. Through this, students complete all project phases (“project loop”) within one semester.

3.5.4 OUR EDUCATIONAL FOCUS: COMPETENCIES

Aware of the growing importance of competencies, SIBE applies competency assessment methods consistently and systematically both before and during the study program – and optionally after the study program as well. Statements about or changes to the status quo can only be made for things that can be measured. In other words, only those who know where they stand know whether, how and in which direction they have moved. These assessments of competencies are carried out at SIBE primarily through the KODE® and SKE Center evaluation methods.

KODE® is the abbreviation for Kompetenz-Diagnostik und Entwicklung (competency diagnostics and development). (Erpenbeck 2012a, 2012b) This process was developed in the mid-1990s and is based on many years of theoretical and empirical work by John Erpenbeck and Volker Heyse. The evaluation of KODE® competency tests consists of a differentiated consideration of the four so-called meta-competency fields or basic competencies:

- P – Personal competency: the ability to intelligently and critically judge oneself and develop productive attitudes, values and ideals.
- A – Activity, i. e. methodological and decision-making competency: the single-minded and active ability to implement all knowledge and competencies, all results of social communication and all personal values and ideals.
- F – Technical-methodical competency: the ability to use professional and methodological knowledge to deal creatively with highly difficult problems.
- S – Social and communicative competency: the personal drive to interact with and confront others and creatively cooperate and communicate.

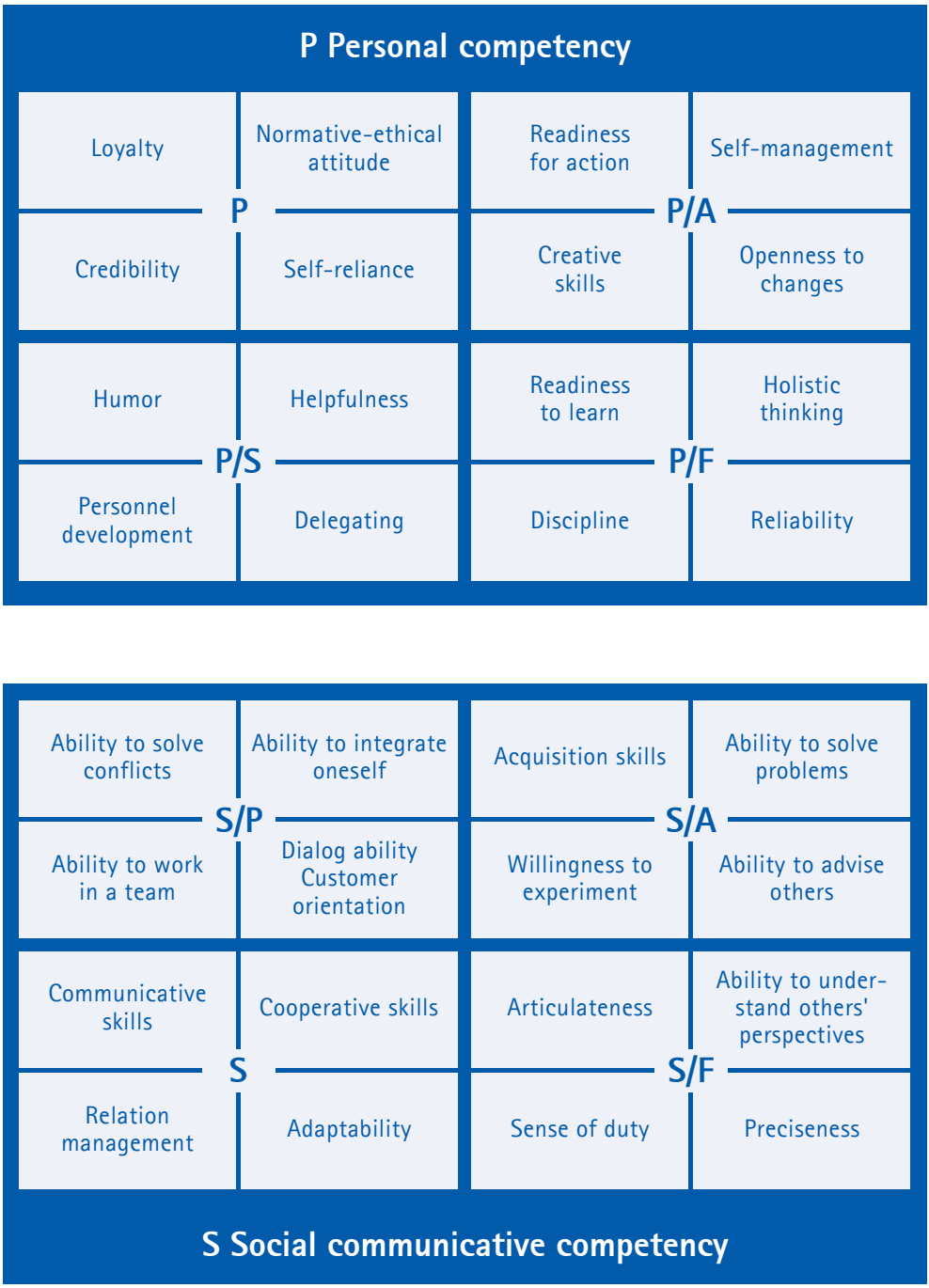
The KODE® method allows differentiated statements about how individuals approach finding solutions to problems and what individual potentials (possibly as yet

unrecognized) are actually present. The so-called “competency atlas” reveals the depth of expression of a person’s four basic competencies. To this end, the four basic competencies are further differentiated into 64 partial competencies that can be used both to formulate requirements and to describe skills (see Figure 19a and 19b).

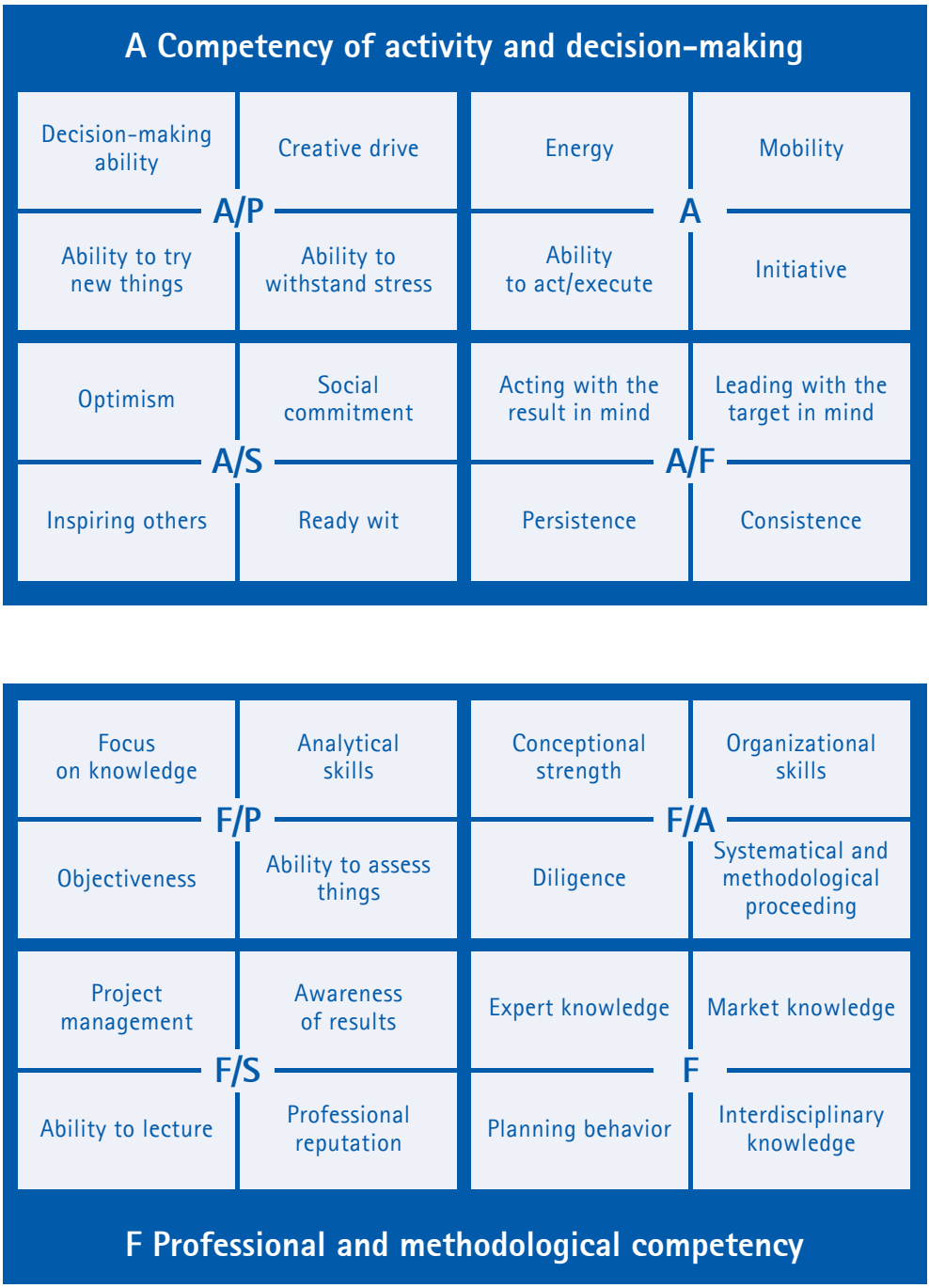
The status quo of the respective expression of competencies is thus viewed in normal everyday situations (favorable conditions) as well as in particularly difficult situations with stress and conflicts (unfavorable conditions).

At SIBE, KODE® is used as a self-assessment procedure that student applicants must take online. Complementary to this, external assessments based on KODE® are generated by application documentation analysis, the assessment center, interviews and other procedures. Together, these two assessments form the basis for whether and to what extent a candidate is suited for study at SIBE. Accordingly, applicants must complete KODE® before they are admitted as students.[16]

[16] An international study on the use of KODE® within the framework of SIBE study programs can be found at Djalali 2017.



19a | KODE® Competency Atlas (Erpenbeck 2012a, 2012b)



19b | KODE® Competency Atlas (Erpenbeck 2012a, 2012b)

The SKE Center explores potential competencies. It is a further SIBE development of the so-called KODE®X as well as of the Poffenberger KODE®X also developed by SIBE (Keim, Wittman 2009; Keim, Erpenbeck, Faix 2010). The SKE Center focuses on the partial competencies of the KODE® Competency Atlas that are considered particularly important for a career as a high potential. This canon of 16 partial competencies was determined by two empirical studies at SIBE (Blumenthal et al. 2012). The 16 partial competencies are (see Figure 20):

20 | The 16 partial competencies of the SKE Center (Keim, Wittman 2009; Keim, Erpenbeck, Faix 2010)

The SKE Center ascertains the concrete expression of these 16 partial competencies through assessments. By combining self-assessment with assessment through others (e. g. managers, fellow students or others), the SKE Center offers a basis for the analysis of one's self-image and image as seen by others.

Several surveys are held at the SKE Center during the program. Although they focus on competencies, other surveys as well as the associated seminars also give students additional information on their development during their studies. Together with the KODE® test before the start of the study program and the associated seminars, the (first) performance reviews are possible. These reviews are intended to promote the "hidden project" of the development of competencies. The success

of this project is defined at SIBE by the following figures: At the end of the study program,

- the student's partial competencies should be within the target range of the SKE Center.
- If the external and internal image of the student match, the student will have achieved their own personal development goals.

At the completion of the program, a certificate provides information about the actual expression of the graduate's competencies within the target-competency corridor. At the request of the graduate, the development of these competencies can also be followed after achievement of the degree.

4 OUR RESEARCH

> *The major goal of education is not knowledge, but action.*
>
> Herbert Spencer

4.1 OUR RESEARCH PRINCIPLES

As a research institution, SIBE sees itself as part of the real-world sciences. In accordance with this fact, research at SIBE and SIBE's research institute SIBE Scientific Projects (SISP) is generally characterized by three essential elements:[17]

1. Context of SIBE's and SISP's research findings: SIBE's and SISP's research address practical problems and questions. Three principal reasons conceivably lead to research at our institutions. One, individual interests of SIBE's and SISP's researchers who perceive practical problems and questions and seek answers to them. The resulting projects can be integrated into our research and/or into national/international projects of other institutions. Two, SIBE's and SISP's research can be suggested and/or initiated as the result of a contract, e. g. from a company. Three, SIBE's and SISP's research can be triggered by problems involving the formation of theories, e. g. when contradictions between existing theories and practical observations are observed. SIBE's and SISP's research focuse above all on addressing current and/or fundamental practical problems.

2. Justification for research at SIBE and SISP: We categorize our research in one of in three directions: 1. Critical-rational science, 2. Practical philosophy and 3. Practical pedagogy.[18]

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[17] See also Hungenberg, H. / Wulf, T. (2003): Strategisches Management – Was die Wissenschaft für die Praxis leisten kann. Working paper – Institute for Corporate Planning at the University of Erlangen-Nuremberg.

[18] See Brezinka, W. (1977): Metatheorie der Erziehung. Eine Einführung in die Grundlagen der Erziehungswissenschaften, der Philosophie der Erziehung und der Praktischen Pädagogik. München, Basel.

- The initial point of critical-rational science is the desire to explain phenomena. In its observations and reflections, SIBE and SISP use scientific methods to develop solutions, i. e. descriptions, classifications and explanations of practical problems and questions. To these ends, we formulate hypotheses, select research methods and collect, evaluate and interpret (practical) data. At the methodical level, SIBE and SISP carry out large, empirical investigations as well as case studies. As a practical science with findings based on critical-rational knowledge, SIBE's and SISP's research proposes realistic and feasible suggestions for designing, developing and improving specific phenomena.
- The initial point of practical philosophy is the desire to understand phenomena. In observing and reflecting on phenomena, SIBE and SISP examine past and present socio-cultural and normative-ethical discourses on practical problems. As a practical science with findings based on normative knowledge, SIBE's and SISP's research propose value-based suggestions for designing, developing and improving specific phenomena.
- The initial point of practical pedagogy is to reflect on the art and science of teaching and learning. In doing so, SIBE and SISP develop practical approaches such as educational paradigms as well as general methodologies for teaching, learning and evaluating educational success. As a practical science with findings based on didactic knowledge, SIBE's and SISP's research propose how education can be designed and improved for individuals who handle specific phenomena.

3. Utilization of SIBE's and SISP's research: SIBE's research provide its results for use in practical application as transfer projects, consulting services, training, lectures, publications, reports etc.

SIBE and SISP see themself both as an institution for research as well as for knowledge transfer. In accordance with this self-image, SIBE's and SISP's research is dedicated to the following principles:

- A fundamental orientation towards scientific methods that thoroughly, carefully and comprehensively analyze real phenomena and develop theoretical models for these. However, SIBE's and SISP's research also focuse on deriving practical recommendations and offering assistance in their implementation.
- A fundamental orientation towards initiating and/or advancing discourse in the scientific community with its research results. However, SIBE's and SISP's research also focuse on preparing its results so that they are available to practitioners.

- A fundamental orientation towards work by its own researchers. However, SIBE and SISP increasingly incorporate practitioners in these efforts.

SIBE's and SISP's scientists conduct basic and applied research as well as development. Its application-oriented research is intended to provide immediate solutions to practical questions. Its main focus is on timely presentation of useful results that are feasible in practice. Its basic research aims to expand the knowledge base of a discipline to gain the most widely valid and precise propositions, independent of any concrete applications. In this regard, solving practical problems and questions is the ultimate, but not the immediate goal of SIBE's and SISP's research.

To these ends, SIBE's and SISP's scientists conduct research and development on priorities that lead to knowledge transfer. With their expertise and professional knowledge, they wish to benefit science, entrepreneurs and society. Our claim is to research and develop projects that create knowledge with two types of substantial added value:

One, making an important contribution to science. Two, benefiting society, organizations and companies.

4.2 OUR RESEARCH FOCUSES

Both in education and research, SIBE's and SISP's conscious and long-term focus is on leadership, personality and innovation as well as on the conflicts that accompany these. In the medium-term, SIBE and SISP focuses on the following questions:

“Leadership” includes all areas of leadership. This field is not restricted to any social system; questions on this subject can be derived from economics, politics, culture and society, i. e. anywhere where leadership can be observed as a phenomenon. Especially in regard to “Economy” as a system, “Leadership” is also concerned with company management – and in newly founded companies the leadership of one’s own company (“Entrepreneurship”). “Leadership” also includes questions about the education of leaders and managers (“Leadership Education”). Furthermore, “Leadership” includes questions about how to guide organizations and entire societies through changes due to the fourth industrial revolution, digitization (“Digital Leadership”). Finally, “Leadership” deals with how leaders and managers in an unstable world can set medium- and long-term goals and strategies for any organization at all (“Futures Management”).

Leadership requires for one, an individual disposition, and for another, legitimization by others. In other words, to lead, one must *have* the personality of a leader and *be* a leader. “Personality” sets a particular accent on the personality of leaders but is not limited to this. This field opens the opportunity for interdisciplinary discourse about human development. SIBE's and SISP's place great emphasis on developing competencies.

In a changing world, only organizations and societies that transform themselves can survive. Innovation is the vehicle for this change – either the new or the changed. “Innovation” examines research on and management of the future. What defines transformation, what causes it, to where and to what can it lead? Innovation, understood as a response to change, can occur in various forms: a new or changed technology, a new or changed process, or a new or changed setting or way of thinking. Thus, “Innovation” involves much more than technical innovations. In addition, questions about “Innovation” are found not only in companies but in all social systems that react to or anticipate external changes by introducing something new or changed. The concept of “InnovationQuality” is linked to research questions such as whether – and how – an innovation improves something for a social system. That is, whether – and how – this innovation actually creates benefit. According to Joseph A. Schumpeter, innovations develop because “factors are combined in a new way” and “[through] the implementation of new combinations”.[19] Innovations thus arise, for one, by considering how to link things that have not been previously linked – or not in a particular manner. For another, innovations develop because not only are these links considered, they are actually implemented. In both cases, this concept is tightly connected with “transfer” in the sense of actively bridging spheres that have little or nothing to do with one another. “Transfer research” at SIBE and SISP looks at how innovations develop and which factors are conducive for this. A special question relating to these beneficial factors has to do with research on networks.

Finally, SIBE's and SISP's long-term and medium-term research focuse on:

- Leadership in an interdisciplinary understanding
  - All areas of research on leadership including leadership education and leadership in a digital world
  - Entrepreneurship
  - Futures Management

[19] Schumpeter, J.A. (1961): Konjunkturzyklen, 2 vols. Göttingen, vol. 1, p. 95.

- Personality
  - Personal development and personality
  - Development of competencies
- Innovation
  - InnovationQuality
  - All forms and dimensions of innovations (products, services, organization, structures and processes, markets, finance, infrastructure, digitization, etc.)
  - Futures Studies and Foresight
  - Transfer research

4.3 OUR RESEARCH PRACTICES

SIBE and SISP conduct their research and development projects independently, both organizationally and economically. However, SIBE and SISP also cooperate closely with other institutions and with publicly funded research projects.

Independent research and development projects take place primarily under the auspices of Steinbeis University doctoral programs and the DBA program of the Edinburgh Business School at Heriot-Watt University. Analog to the master's programs, the doctoral programs are also work-integrated. During the entire doctoral program, students work in a company (or organization) or at SIBE itself. Doctoral students receive intensive supervision and guidance during the entire program by SIBE and its cooperation partners. Short seminars, mandatory meetings with the supervisor, and colloquia are held regularly.

During the doctoral program, doctoral students receive an individually negotiable salary from the company (or organization). As part of the Steinbeis University doctoral program, the respective company (or organization) bears the costs of the research project, including tuition. Three cost-sharing models are available for the DBA program: 1. The company (or organization) bears the costs of the research project, including tuition. 2. SIBE bears the costs of the research project, including tuition. 3. The doctoral student assumes all costs.

In the case of cooperative research with other R&D institutions or publicly funded research, SIBE or SISP generally employs the young scientists, who obtain their

doctorates from the partner institutions for whom they are carrying out their research. After successful completion of the doctoral program at the partner university, the young scientist may be appointed as a junior professor at Steinbeis University / SIBE or Steinbeis University / SISP. After successful completion of the junior professorship, an appointment as full professor can be considered.

A recent example of such cooperation was the research project “Leadership Education” of the School of International Business and Entrepreneurship (SIBE) at the Steinbeis University and the Institute for General Education and Educational Research at Ludwig-Maximilians-Universität Munich (LMU). This project examined present and future education of leaders. Professor Dr. Werner G. Faix (SIBE) and Professor Dr. Rudolf Tippelt (LMU) headed and supervised the project. It lasted four years, during which time four LMU doctoral students researched and completed their doctorates on this topic.[20] The results of this research will be provided to the scientific community as publications, lectures and project reports. In addition, the results are flowing directly into the development of the SIBE curricula as well as in concrete courses on “Leadership”. The example of the special project “Leadership Education” clearly illustrates the unity of research and teaching. On one hand, the results of the project flow directly into coursework and provide impulses for educational practice; on the other hand, knowledge about educational practice flows directly into and provides impulses for research.

[20] See herein Djalali 2017, Keim 2019, Kisgen 2017 and Mergenthaler 2017.

5 OUR RESULTS

> *Two things are important for educating the mind, without which no progress is possible: the serious accrual of knowledge and constant exercise of one's powers. – There are people who always study, always learn and have a great store of knowledge, but it lies behind a dark veil, and these people lack the clarity to transfer everything they have accrued into life, which is the only way that knowledge gains value.*
>
> Friederike Christiane Magdalene von Wurmb

5.1 GREAT ATTRACTIVENESS OF OUR STUDY PROGRAMS

SIBE's study programs are highly attractive to students. This is apparent not only in the applications for admission to the programs; the number of candidates is approximately ten times as high as the available places. An admission quota of 10 % or less corresponds to the (usually American) standards that allow SIBE to be called a "very selective business school". This admission quota of < 10 % is one of SIBE's permanent quality goals and has been achieved every year since 2011.

5.2 HIGH SUCCESS RATE OF OUR STUDENTS

Applicants who wish to study at SIBE undergo a systematic selection process. It includes a three-stage selection process by SIBE's partner SAPHIR Deutschland GmbH, consisting of formal examination of the application documents, an online assessment center and the so-called KODE® test, a sophisticated instrument for competency diagnostics. Due to the dual nature of the SIBE study programs, applicants must also convince the respective partner company by undergoing an application process there.

Such a process ensures that only those with the personal and professional aptitude as well as the necessary “grit” for a scientifically demanding dual program are admitted.

5.3 VERY GOOD EMPLOYABILITY OF OUR STUDENTS

Studying at SIBE offers students the following advantages over other forms of study:

- Students work on business-relevant projects and thus make a substantial contribution to the success of a company or organization. Through this, they secure their future (in the company/organization) and develop their careers.
- Students become acquainted with entrepreneurial realities and expand their skill set.
- At the end of the program, students have two years of professional experience as well as additional, systematic proof of the competencies they have gained from their project work.

The advantages of a SIBE study program are not only shown by the pronounced “employability” of our students, which is regularly examined in the form of graduate surveys. 51 % of our students have immediately accepted an offer from the company they worked for during their program. 20 % of our students received a new offer before graduating. 27 % of our students accepted an offer from another company immediately after graduating. In short, circa 98 % of our students received an offer of employment immediately after completing their studies (SIBE graduate survey for the years 2014 to 2019 (cumulative, n = 542).

5.4 SUCCESSFUL CAREERS OF OUR STUDENTS THREE YEARS AFTER COMPLETION

Four years after program completion, we invite our alumni to participate in our Employment Report (SIBE 2015, 2017, 2018, 2019). We ask them about their careers as well as their satisfaction with the program.

Today, SIBE alumni have management or executive board positions at Bertrandt AG, SAP AG or Paul Hartmann AG. Three years after completing their studies, around 58 % of our alumni have managerial responsibilities. Three years after completing their studies, their average salary is 73,000 euros. Yet another fact of which we are particularly proud is that three years after completing their studies, some 9 % of our graduates have founded their own companies (SIBE 2019).

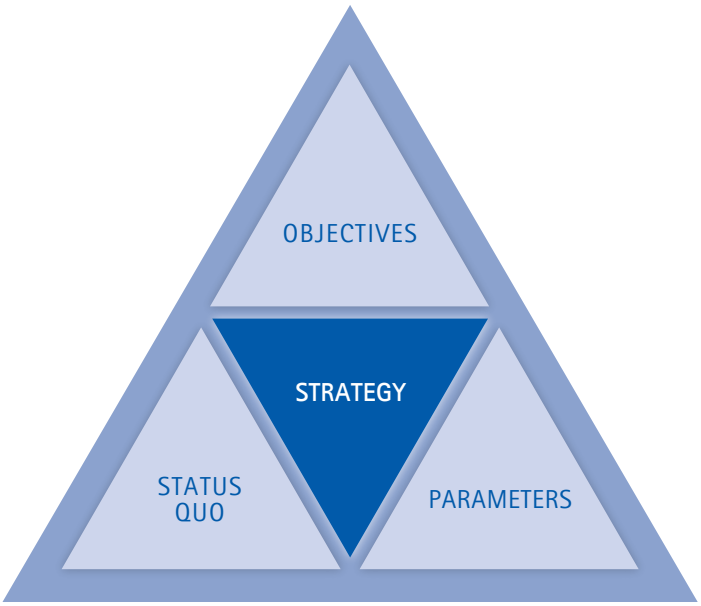
In sum, alumni themselves have an overall positive opinion about their studies at SIBE. Around 77 % of them indicate that their programs greatly or very greatly advanced their professional development. Over 95 % of our alumni assess their programs at SIBE as good to very good (SIBE 2019).

6 OUR CONTINUAL IMPROVEMENT PROCESSES (SIBE-KVP)

> *An improvement can only be created by someone who well knows: "This is not good".*
>
> Friedrich Wilhelm Nietzsche

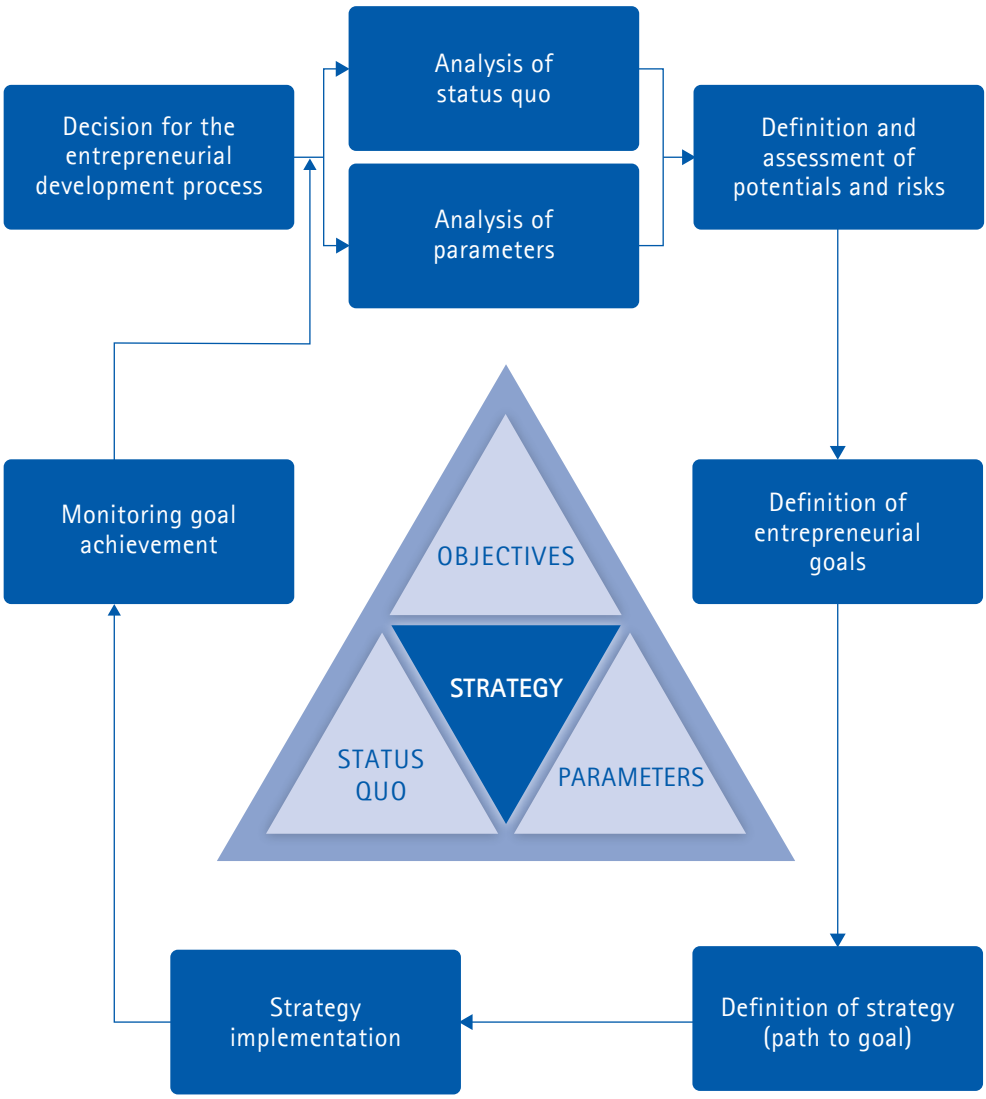
6.1 SYSTEMATIC TARGET PROCESS

SIBE culture is personalized by a methodical management-by-objectives process. To this end, the "strategic triangle of organizational development" developed by SIBE is systematically and continuously applied (see Figure 21):



21 | Strategic triangle of organizational development (Faix 2008)

This process is as follows (see Figure 22):



22 | Development process of an organization or project (Faix 2008)

The annual business objectives (qualitative and quantitative) are determined as bottom-up and top-down, sub-categorized and agreed with leaders and employees. Target achievement is monitored monthly and adapted if necessary.

6.2 SYSTEMATIC DATA EVALUTION

Future needs past. Any plan intended to improve existing conditions must be based on a systematic survey and analysis of the status quo. Thus, the following data are continuously evaluated at SIBE:

- Data from students:
  - After every seminar, students are surveyed about the seminar quality as well as the course organization.
  - Six and twelve months after they begin their programs, students are interviewed about their study situation and satisfaction.
- Data from alumni:
  - Immediately after completion of their programs, graduates are interviewed about their overall satisfaction with the program and about their professional situation.
  - Three and ten years after completion of the program, alumni are interviewed about their satisfaction with the program, their professional situations and what the program contributed to their career.
- Data from lecturers:
  - After every seminar, lecturers are asked for their assessment of the students as well as about the program organization.
  - Once a year, the so-called business mentors (employees responsible for supervising the students' education in the companies) are asked for their assessment of the students, the program organization and about the SIBE program in general.
  - At regular intervals, business mentors are asked if they would recommend SIBE study to others.

6.3 SYSTEMATIC IMPROVEMENT PROCESS

To discuss the evaluated data and initiate changes, SIBE holds the following events:

- Two times yearly, a one-day strategy meeting with all SIBE employees.
- Yearly three-day strategy meeting with all SIBE employees.

- Four times yearly, a two-hour meeting with all SIBE employees.
- Twice yearly one-two-three-day leadership workshops.
- A yearly full-day session of the entire SIBE faculty.
- Twice yearly, a meeting between student representatives, program and quality management representatives and the program management.

6.4 SYSTEMATIC DOCUMENTATION

Changes adopted are documented as follows:

- Qualitative and quantitative definition and documentation of SIBE's annual entrepreneurial and academic objectives.
- Qualitative and quantitative definition and documentation of SIBE's three-year entrepreneurial and academic objectives.
- SIBE publications documenting its understanding of education (see next chapter) are updated or rewritten at irregular intervals.

7 PUBLICATIONS THAT DOCUMENT OUR CONCEPT OF EDUCATION

> *Nothing on earth is as important as the greatest strength and most versatile education of individuals; thus, the true moral is the first law: Educate yourself!*
>
> Wilhelm von Humboldt

To document and communicate our concept of education, we have released the following publications (among others). A detailed overview of the literature by and about SIBE can be found at the end of this text.

- The philosophical and paradigmatic basis of our concept of education is: The Creative Power of Education. Released in German (2nd edition), English and Portuguese (Faix, Mergenthaler 2010a and 2014a)
- The normative basis for cooperation between students, teachers, employees and management staff of SIBE as well as the basis of study contracts: SIBE's Code of Ethics (Blumenthal et al. 2012 and 2017)
- The normative basis for cooperation between employees and leadership of SIBE: SIBE's Leadership Codex
- The basis for the conceptual and operative formulation of our educational offers: SIBE's Quality Management Handbook
- Our self-assurance as well as proof that we are going in the right direction with our educational concept: SIBE's Employment Report

8 CONCLUDING REMARKS

In the literature, the terms “management” and “leadership” seem to be primarily used to mean that a person A influences another person B or a group C in such a way as to achieve a joint goal – or one only desired by A. In the context of the profoundly changing world, however, we explicitly point out the acute urgency that we learn to manage ourselves. All of us – regardless of whether we have a leading role in politics, economy, society – must develop the ability to manage our lives and ourselves.

A life in freedom, a truly self-guided life, is for one, a life in which one sets one’s own goals; in which one determines the reason and purpose of reaching for these goals.

> I want to try to reach freedom, says the young soul; […]. Nobody can build the bridge you must travel over to cross the river of life; no one except you alone. Although there are countless paths and bridges and demigods who would bring you through the river; the price for these would be yourself. You would pawn and lose yourself. There is only a single path that nobody except you can take. Where does it lead? Do not ask; follow it.[21]

For another, the essence of a self-determined life is drawing the strength and motivation to achieve one’s goals from one’s inner core. For without this strength that comes from within, we always remain dependent in one way or another on

> [we are happy to trust in] the person guiding us. The roots of this lie certainly in childhood. A child wants to be cared for. But when people’s autonomy is taken away by taking care of them, they are to a certain extent infantilized. This is not to deny good social laws and social welfare, but only a note that too much can harm. And in this case we tend to provide too much because being cared for is comfortable and awakens childlike inclinations in us. And caring for others gives the caregiver power in that dependencies are created.[22]

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[21] Nietzsche, F.: Nietzsche, Unzeitgemäße Betrachtungen. In: Nietzsche, F.: Werke in drei Bänden. (edited by Karl Schlechta) München, 1954, Vol. 1, p. 289.

[22] Eibl-Eibesfeldt, I. (1991): Fallgruben der Evolution – der Mensch zwischen Natur und Evolution. Vienna, p. 36.

In short, the question is: In taking up the call of freedom, how does an individual act when confronted by our uncertain, unclear and continually changing world? Without a leader, does the individual fall into catatonic despair in the face of change? Does he/she more or less depend on individuals, organizations or institutions that (presumably) lead him/her through this changing world? Or does he/she take an autonomous, responsible and thus truly adult path through all the change?

> Growing up is a matter of acknowledging the uncertainties that weave through our lives; often worse, of living without certainty while recognizing that we will inevitably continue to seek it. Such a standpoint is easier to describe than to consistently maintain, but then again, whoever said growing up would be easy? […]
>
> Growing up is more a matter of courage than knowledge: all the information in the world is no substitute for the guts to use your judgment. And judgment can be learned – principally through the experience of watching others use it well – but it cannot be taught. Judgment is important because none of the answers to the questions that really move us can be found by following a rule. Courage is not only required to learn how to trust your own judgment rather than relying on your state's, your neighbour's, or your favourite movie star's. (Of course, your state, your neighbour or your favourite movie star may often be right, and gut judgment requires you to recognize that.) Even more importantly, courage is required to live with the rift that will run through our lives, however good they may be: ideas of reason tell us how the world should be; experience tells us that it rarely is. Growing up requires confronting the gap between the two – without giving up on either one.[23]

In this situation, education in general and especially, education that empowers a student to self-management, seems to be a crucial solution for maintaining individual as well as overall social freedom. "A humanistic educational understanding is based on the ideal of autonomy. The ability to freely and responsibly lead a life according to one's own rules is the most important humanistic educational goal."[24] Education in general and especially education that enables self-control would be one, if not the condition for people to formulate and realize their own goals at all, and thus be able to live self-determined, autonomous, independent and truly as an adult.

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[23] Neiman, S. (2014): Why Grow Up? Philosophy in Transit. München, pp. 4 and 6–7.

[24] Nida-Rümelin, J. (2013): Philosophie einer humanen Bildung. Hamburg, p. 60.

Self-management is an essential – although difficult – requirement for consciously dealing with the topics of leadership, personality and innovation at SIBE. This closing excursus is intended to clarify that leadership, personality and innovation are not topics that should be taken care of by some sort of elites or a chosen few. The themes of leadership, personality and innovation are topics that concern every person. Addressing the topics of leadership, personality and innovation belongs to the educational canon of a society whose citizens are neither paralyzed in the face of change nor unduly dependent and with fewer freedoms; but who strive for a self-confident, self-determined and self-fulfilled life and contribute to the future of enterprises, organizations and society to the greatest extent.

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10 BIOGRAPHIES OF AUTHORS

Prof. Dr. Dr. h.c. Werner G. Faix

Born in 1951 in Gärtringen (Germany). Chair of Corporate Management & Leadership at Steinbeis University , SU , (since 1999). At SU[1] Dean of the Faculty Leadership & Management (since 2018). Founder and CEO of the School of International Business and Entrepreneurship GmbH, SIBE (starting 1993), the graduate school of the faculty leadership & management of the SU, with currently over 800 students in Experience Based Curricula Master Courses in Business & Law. CEO of SIBE Scientific Projects GmbH and of Saphir Holding GmbH, a company of the the Steinbeis Foundation. Editor-in-Chief of the scientific Springer Journal “Leadership, Education, Personality: An Interdisciplinary Journal” (since 2018).

Member of the European Academy of Sciences and Arts (since 2019) and Honorary Director of the International Maker Institute of the Chinese Academy of Sciences, SIAT, Shenzhen (2014). Study of Chemical Engineering at the University of Applied Sciences in Aalen (Dipl.-Ing. (FH) 1973). Study of Chemistry and Biochemistry at the University of Ulm (Dipl.-Chem, 1978) and Ph.D. (Dr. rer. nat. (1981)) in the field of high purity materials research / trace analysis in cooperation with the Max PIanck Institute for metals research, Stuttgart and the Karlsruhe Nuclear Research Center. Research associate at the University of Ulm and radiation protection officer (1978 – 1982). From 1982 to 1995, at IBM Germany manager in various educational, personnel development, management development and consulting functions; ultimately director (procuration) of the IBM Education Company. Member of the municipal council of the city of Gärtringen (1982 – 1991). Lecturer at the University of Stuttgart (1988 – 1996), the Freie Universität Berlin (1990 – 1992) and Heidelberg University (1995 – 1996); from 1996 to 1999 Deputy Director of the MBA Center at the Danube University Krems (Austria). Honorary doctorate of the Universidade Vila Velha, Espirito Santo, BR, (2016). Vice-President for Education at Steinbeis University (2016 – 2018).

Extensive publications in the areas of trace analysis, semiconductor technology, technology management, business management, foreign trade, leadership education and entrepreneurship.

Memberships (via SIBE): Landesverband der Baden-Württembergischen Industrie, LVI, Wirtschaftsrat, Wissensfabrik, Lateinamerika-Verband der deutschen Wirtschaft, Deutsch-Chinesischer Wirtschaftsverband (Regional Chairman DCW-BW 2000 – 2006).

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[1] The Steinbeis University, SU is a scientific university with the right to award doctorates with currently 8,200 students.

Prof. Dr. Stefanie Kisgen

Prof. Dr. Stefanie Kisgen, Junior Professor for Leadership at the Steinbeis University Berlin. Managing Director of the School of International Business & Entrepreneurship GmbH (SIBE) of the Steinbeis University Berlin, which currently has circa 800 students in master's degree programs in the areas of Business & Law, as well as 4,500 graduates. Founder and Managing Director of SIBE's research institute, the SIBE Scientific Projects GmbH (SISP), which focuses on leadership, personality and innovation.

Diploma studies in Modern China Studies at the University of Cologne and Nanjing Normal University, China (Dipl.-reg.: 2004). Work-integrated MBA program at the SIBE of the Steinbeis University Berlin (MBA: 2007). Work-integrated doctoral studies at the Ludwig Maximilian University (LMU) Munich (Dr. phil.: 2017) with a dissertation entitled "The Future of Business Leadership Education in Tertiary Education for Graduates".

Her publications focus primarily on Chinese and international law, foreign trade, international management and leadership.

Her research focuses on leadership and business leadership education.

Prof. Dr. Jens Mergenthaler

Jens Mergenthaler was born in 1976 in Bamberg. While still in school, he worked for several years as an assistant in a marketing department. After graduating from secondary school he held an internship in an advertising agency. He subsequently attended the Otto-Friedrich-University in Bamberg, taking German studies and literature, journalism and sociology, and focusing on the multidisciplinary research of personality and identity. His thesis handled the interdisciplinary discourse on the phenomenon of multiple personality. During this degree program, he also completed management courses developed specifically for humanities scholars.

As a student, Jens Mergenthaler had already begun acquiring his first professional experience in universities as well as in the communications industry, building on these after graduation by working for several years as a university lecturer and freelance journalist. He simultaneously researched the most diverse aspects of the human psyche as well as opportunities for human knowledge. He is currently writing about Aristotle‘s concept of the soul and about the socio-historical dependency of human experience.

Jens Mergenthaler completed an MBA program at the School of International Business and Entrepreneurship (SIBE), with multidisciplinary research on innovation, entrepreneurship, education and personality. He wrote his Master‘s thesis on the question of how students could be educated to become creative personalities, i. e. to become innovatively thinking and acting people. Jens Mergenthaler received a PhD at the Ludwig-Maximilians-University Munich. In his dissertation he dealt with a possible and desirable future of leadership education.

Currently Jens Mergenthaler works as professor and research expert at the School of International Business and Entrepreneurship. Focus of his current research and teaching is the territory between education, innovation and leadership.