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Evaluating Intercultural Learning

Developing Key Skills through the International Dukenet Markstrat Programme

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a.m.	arithmetic mean
ASEAN	Association of South East Asian Nations
BFI	Big Five inventory
CHEERS	Careers after higher education: a European Research Study
EEA	European Economic Area
EFTA	European Free Trade Area
EMU	European Monetary Union
ERPG	Ethnocentrism, Regiocentrism, Polycentrism, Geocentrism
et al.	et alii
FDI	Foreign direct investment
FFI	Five factor inventory
Fig.	Figure
GATT	General Agreement on Tariff and Trade
HC	Horizontal collectivism
HI	Horizontal individualism
HIS	Hochschulinformationssystem (German Higher Education Information System)
HRM	Human resource management
IC	Instrumental competence
IHRM	International human resource management
IPC	Interpersonal competence
IP	Intensive programme
LT	Long term
NAFTA	North American Free Trade Agreement
OECD	Organisation for Economic Co-operation and Development
SC	Systematic competence
SD	Standard deviation
SEM	Single European Market
SME	Small and medium sized enterprises
ST	Short term
TDA	Trait descriptive adjectives
VC	Vertical collectivism
VI	Vertical individualism
WTO	World Trade Organisation

ACKNOWLEDGEMENT

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PREFACE

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This thesis is the result of my activities for the Faculty of Economics and Management at the University of Kassel during the period between 2002-2008. As assistant of Professor G.-M. Hellstern and Dr. C. Freitag I was actively involved in the international Dukenet Markstrat Project from 2001 till today.

Markstrat is a computer simulation, a so called 'serious game' that trains the participating students in marketing skills using case studies. Students from a number of European countries compete in groups of mixed nationalities in an effort to increase profit by selecting a proper strategy.

My thesis investigates the impact of participation in the Dukenet Markstrat course on the professional career of students and young professionals with a special focus on processes of learning and the acquisition of key qualifications specifically intercultural competence.

An increasing number of graduates from the economic and business sector work abroad in an international environment. Presently, there are few studies that provide information about those factors that increase the tendency of highly skilled worker to migrate. There are many surveys concerning cross-cultural training student and graduate performance in this area as well as course evaluations. University students are potentially highly skilled workers. However, the key factors influencing students during their university training to work abroad in the near future have not yet been researched in depth.

The international Dukenet Markstrat course provides relevant data to evaluate the impact of such focussed encounters on professional development and international orientation of students. Six European universities participate each year in this international course comprised of nationally mixed teams working together in a computerised marketing simulation also known as a 'serious' game. This international exchange is likely to have an important impact on the orientation of students' study and work behaviour as well as their inclination to opt for an international career.

The question as to what extent a course of this type can serve as a 'door opener' for a more international orientation of students during their university studies is empirically analysed and the topic of my dissertation.

'We don't receive wisdom; we must discover it for ourselves after a journey that no one can take us or spare us'.

Marcel Proust (1871 - 1922)

CHAPTER ONE

INTRODUCTION AND REVIEW OF INTERCULTURAL COMPETENCE AS KEY QUALIFICATION

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The process of modernisation has led to massive changes in societal and economic values, behaviours and the environment. All aspects of the environment - be they societal, economical, political or technological - are facing the challenges of globalisation and removal of borders. Constant and rapid change dominates the modern world.

As borders and obstacles to international trade are reduced and operations are undertaken worldwide, acquiring new values and behaviours become a competitive

advantage. Open borders and mobility of people, knowledge and goods create an increasing demand of those skills which permit a company to operate globally and increase the ability to perform in new situations (Hill 2005).

As a response to the changing world, life long learning and international/intercultural training are being stressed. In order to perform in an international or intercultural environment, intercultural competence has to be taught and acquired. Intercultural competence is a competitive advantage and an indicator of success not only in business but in daily life as well, whenever inevitable intercultural encounters demand appropriate behaviour (Brennan, Kogan & Teichler 1996).

During the last decades an increasing educational offer in the area of internationalisation was the reaction to this demand. Universities, schools and institutions have established international courses, trainings and campaigns, promoted opportunities to go abroad as well as offered specialised courses for intercultural learning. Companies responded to this challenge with international and intercultural trainings, changes in human resource management and recruiting standards (Landis & Bhagat 1996; Dowling, Welch & Schuler 1999)

Different disciplines have intensively focused on and reflected the importance on the demand for key qualifications and especially intercultural skills. These research disciplines emphasize the importance of these topics but there is no consensus as to common definitions or models in analysing these issues but rather a plethora of models, theories, guidelines and approaches.
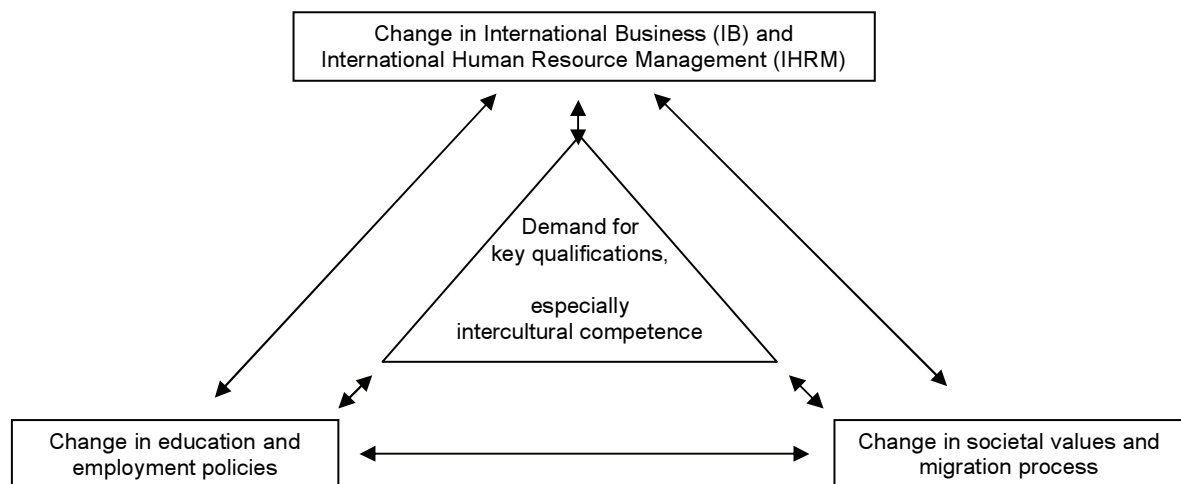
**Fig. 1   Changes leading to demands for key qualifications
(own graph)**

1.1. An interdisciplinary approach to (intercultural) competencies and key qualifications

The demand for key qualifications as a consequence of changes, primarily influenced by the process of modernisation, emerged more or less simultaneously in different disciplines. This demand has become a driving and determining factor of the 21st century (survey SQ 21 – key qualifications in the 21st century[1]) - mainly in the following three areas:

- The business sector and international human resource management (job profiles)
- The academic sector and employment opportunities
- The societal sector and daily life

A brief overview of the origins and impact of these issues with a focus on German research will be presented in the following pages

1.1.1. International management, business and personnel recruitment

The process of modernisation has changed the labour market, the resulting job profiles and aspects of technology. The era of post industrialisation with an increasing use of machine-labour and more efficiency in production slowly led to a substitution of human resource capital. The former focus on the primary business sectors of agriculture and on the secondary sector of industrial production has shifted to the service sector. Long term political stability and international treaties have fostered common areas of interest leading to the European common market, EFTA, NAFTA etc.

Progress in technology created innovative and faster forms of communications, ranging from computer and electronic mail to mobile phones. In addition, innovations in logistics and transport have made the worldwide distribution and exchange of goods feasible (Johnson & Turner 2000, McCormick 1999, Hill 2005).

All these changes opened up options for companies to operate on a worldwide basis. With increasing competition it became even more important for these international companies to open up new markets, regardless of national boundaries, in order to stay competitive. As a consequence, new types of companies developed in the shape of multinational, transnational and global companies forcing especially small and medium sized enterprises (SME) to operate in an international business environment.

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[1] Schlüsselqualifikationen im 21. Jahrhundert

The accelerating pace of modernisation has changed the work place as well as performance requirements of employers. Job descriptions have been modified from subject specific and technical skill requirements to process-oriented abilities. New skills based on flexibility, adaptability and life long learning are needed in order to fulfil these requirements. In addition, acting globally implies intercultural competence, i.e., the ability to perform in an international environment.

1.1.2. Reforms in higher education and skill training for employment in Germany

Traditionally, one of the aims of higher education has been to provide human resources for society equipped with the necessary specific professional skills.

In the light of research on skill development and the demand for key qualifications, discussion has focussed on the linkage between the educational and the employment sector. Two approaches influenced educational reform in defining needed qualifications. Anderseck (1995:8-9) distinguishes:

- The social demand approach (supply side focus)
- The manpower requirement approach (demand side focus)

Both approaches are focused on different aspects but share the same goal: the acquisition of key qualifications.

1.1.3. Migration and transnational elites in Europe - especially in Germany

Migration has steadily increased in Europe since the introduction of the four freedoms defined in the treaty of Rome, 1957. All member states of the European Union have benefited from free movements and elimination of borders between nations. At the same time, migration from Europeans and non-Europeans to Germany has also increased. According to the Federal Ministry of the Interior in 1950 about 1 % of the German population in Germany were of foreign origin[2]. Presently, there are 6,7 million persons with a foreign passport living in Germany[3]. For 2008, a total number of 572 000 immigrants, 2 % more than last year, have been reported for Germany (Frankfurter Rundschau 20th May, 2008:8).

Due to unification of member states, the European Union has become more attractive in terms of economic possibilities and political stability. In 2007, 19164 persons applied for asylum in Germany (Federal statistical office - statistical yearbook 2008:48).

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[2]   Survey on immigration
[3]   Article on Germany's integration of foreigners

In 2006, there were 12,397 million families with children living in Germany. In every fourth family at least one of the parents has a foreign passport (Federal statistical office – statistical yearbook, 2008:46).

The percentage of pupils of foreign origin in primary and secondary schools in 2006/2007 was 9,56% (Federal statistical office - statistical yearbook, 2008:133). However, in areas with a high population density, this percentage can come up to 98,5% as the example of the Klein-Oberschule in Berlin shows (Spiegel 20th Feb 2005[4]). As a consequence, the ministries for education of the Länder have increasingly focused on intercultural learning in schools in order to promote a stable learning environment.

According to a recent study[5], more than half of those citizens who emigrate from Germany move to another country of the European Union with a total average of about 139144 migrants per year between 2002 and 2006. It is remarkable in this context that the number of highly qualified migrants leaving Germany has presently increased to a percentage of 28% of the total number whereas in the general population 20% of all citizens are rated as highly qualified. However, as the same study shows, the majority of these persons go abroad only temporally in the context of their professional goals. A following survey[6] from Karrieredienst Experteer and the British market research institute OMIS state an increasing migration of highly skilled professionals. In Germany 10% more professionals moved to another country than migrated to Germany.

All these findings support the need for examining strategies for reducing threshold anxieties of working abroad for students of economics and future professionals.

1.2. Research question, relevance and objectives of intercultural competencies

The process of modernisation in a globalised world has created an irrefutable and increasing demand for key qualifications in general and specifically for intercultural competence. As national borders lose their importance and information technology enables world wide communication individuals as well as companies are facing new challenges in contact with other cultures. These intercultural encounters, face-to-face or via electronic means, voluntarily or as a necessity are inevitable and a generally accepted aspect of the modern world. Key qualifications such as flexibility, communication skills and rapid learning are all necessary aspects of intercultural competence when adding the international dimension as field of operation.

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[4] Article in the ‚Spiegel' on the percentage of foreign pupils
[5] Survey on emigration from Germany
[6] Survey on young professionals emigration to work abroad

Since even small and medium sized companies increasingly operate on an international level, intercultural competence has become a measurable component of successful interaction.

Evaluating intercultural competence

Intercultural competence has been an important indicator of success or failure in global business. Since the costs of failure are much larger and easier to measure in business than lack of skills in general social interaction (i.e., a failed financial investment abroad versus a failure in communication with a co-worker or a neighbour from a different culture), training and evaluation in this field have mainly been stimulated by economic interests.

'Intercultural competence does not eliminate the need for other necessary skills but the most skilful specialists will fail if they do not possess these abilities'.

(Bergmann 1993:196; own translation)

The answer to this has been the development of a variety of intercultural trainings, with an emphasis on transmitting skills in interacting with members of a foreign culture as well as understanding conceptual issues (York 1994; Weeks, Pedersen & Brislin 1979; Dadder 1987).

It is not my intention to present a review of these different approaches as I am focusing on the question to what extent the international Dukenet Markstrat simulation can serve as a 'door opener' for reducing threshold anxiety and improving intercultural competence of students of economics at the university level as the following research questions will show.

Research question

Since the acquisition of key qualifications (key qualifications in general and intercultural competence in special) is a constant learning process and should be taught and acquired in higher education:

- What contributions do institutions of higher education in Germany offer and in which way do they support this learning process?
- Which factors influence the motivation of students to participate in and make use of international and internationally-oriented offers?
- In contrast, which factors are barriers for students to participate in and make use of international and internationally-oriented offers?

- What contribution can specialised educational programmes with a focus on key qualifications and intercultural competences make?

For the research purpose of this paper the focus is on the business sector when analysing the demand and components of intercultural competence. Furthermore, for the area of higher education the focus is primarily on German institutions.

1.3.   Research procedure and overview

The three main areas leading to increasing demand of key qualifications and specifically of intercultural competence have been briefly introduced.

Chapter two will give an overview of theoretical approaches to intercultural competence which includes: research in international management, cross-cultural management, intercultural communication, international human resource management, psychology and culture.

In the field of policies for higher education this includes: quality research, reforms in education, employability research, changes in skill demands in the labour market, curriculum theory as well as an overview of key skills stressed in educational, psychological and sociological models.

In the field of intercultural competences this includes: research on intercultural skills, cross-cultural competence, the contact hypothesis, key qualifications as well as action theory.

Chapter three gives an overview of the current international policies of institutions of higher education in Germany, with a detailed analysis of the options provided by the University of Kassel as an example. Different options of international support, educational programmes and courses that foster the process of acquiring key qualifications and specifically intercultural competence will be analysed from an educational point of view. The current choices of students and the international options provided by the university will present examples of successful programmes and, in contrast, highlight the necessity for improvement.

Finally, the reasons for participation or non participation will be analysed on the basis of theoretical assumptions and an empirical research.

Dukenet Markstrat is presented as a pilot project as one example of fostering intercultural encounters and promoting the learning process of key qualifications in the long term.

Chapter four based on the decisive elements of an educational programme for students of economics, the international Dukenet Markstrat simulation, develops the hypotheses on which this research is focused.

Chapter five introduces and describes the methodological approach and research procedures of a sequence of empirical studies.

Chapter six gives an overview of the results of these surveys in relation to the hypotheses outlined in chapter four.

Chapter seven concludes the research process, summarises the findings and gives recommendations for further research.

The following graph illustrates the structure of this thesis and its elements:

Introduction, research questions and procedure (Chapter I):
Elements of key qualifications and intercultural competence as demand of the process of modernisation, internationalisation and globalisation.

$\downarrow$

Interdisciplinary approach of intercultural competences (Chapter II):
Intercultural competence as demand of international business and (human resource) management (business side) and education policies (educational side).
A theoretical approach to intercultural competence based on action based learning, the contact hypothesis, key qualifications and the intercultural action model.

$\downarrow$

International offer at institutions of higher education – focus: University of Kassel (Chapter III):
Necessity of intercultural competence as demand of the educational policy and recruiting profiles.
Presentation of forms, practical implementations and educational programmes - advantages and acceptance.
Pilot project 'Markstrat' an educational simulation programme (1999-2007).

$\downarrow$

Practical implementation and generation of hypotheses for verification (Chapter IV):
HI: 'The Markstrat programme enables students to acquire key qualifications especially intercultural competence'
HII: 'Markstrat participants differ from students who decide not to participate in this course in their background, attitudes and previous experience
HIII: 'The Markstrat programme increases the motivation for an international orientation and therefore has an influence on the labour mobility' - for later employment choices/careers

$\downarrow$

Research methodology and procedure (Chapter V):

Cross-sectional survey, pre and post: *Parallel survey (control group):*
Markstrat participants (2005-2007)   Non participants (2005-2007)
7 European institutions of higher education   University of Kassel

Reasons for participation, barriers for non participation, evaluation of programme, effect of learning process, socio demographic background of research population.

Qualitative survey: lecturers: *Qualitative survey: self-reflexion*
Lecturers of participating institutions (2005-2007)   German Markstrat participants (2007)
7 European institutions of higher education   University of Kassel

Evaluation of the educational programme Markstrat - perception, experience, benefits and problem solving.

Longitudinal survey:
Students and graduates, participants and non participants (1999-2007)
Focus: the 5 participating institutions of higher education since 1999 (Ger, Fin, Fr, Fr, I)
Degree of international orientation in their studies and job employments.

$\downarrow$

Results of the empirical research and verification of hypotheses (Chapter VI):
-Cross sectional survey
-Qualitative survey
-Parallel survey:
-Longitudinal survey:

$\downarrow$

Conclusion and recommendation for further research (Chapter VII):
Summary of the results and major findings, recommendations and focus for further research.

Fig. 2:   Research procedure

In theory there is no difference between theory and practice,

but in practice there is.

Jan L. A. van de Snepscheut (1953 – 1994)

CHAPTER TWO

INTERCULTURAL COMPETENCE AS A KEY QUALIFICATION-THEORY, MODELS AND APPROACHES

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After a short overview of the impact of modernisation on the world of work and its consequences for certain areas of research, the following subchapters (2.1., 2.2. and 2.3) will briefly describe the evolution of thought as well as different theories about key qualifications - linking this interdisciplinary field to the research on and need for intercultural competence.

2.1. Global business and its requirements

Globalisation is the key word of the 21st century, characterising the increasing integration of the various areas of human endeavour (economics, politics, culture, society, environment, communication etc.). This secular trend affects global relations at all levels: individuals, associations, institutions, national states and continents. Technical development and modernisation, especially in the areas of communication and transport, as well as liberalisation policies in world trade are seen as the driving force of globalisation.

2.1.1. Phases of globalisation

This intensification of internationalisation has markedly changed the business environment and requirements. Development in world trade can roughly be described and divided into five phases of internationalisation since 1945 (Kammel & Teichelmann 1994):

1. Phase of the 'start' or 'begin' of reconstruction (1945- 1959)
2. Phase of 'expansion' (1960- 1973)
3. Phase of 'adaptation' (1973- 1980)
4. Phase of 'consolidation' and 'new orientation' (1980- 1990)
5. Phase of 'intensified globalisation' (since 1990)

According to Johnson and Turner (2000) these phases are characterised by significant political and economical decisions such as:

- The creation of economic areas: the Single European Market (SEM), the European Economic Area (EEA), the European Free Trade Area (EFTA), the North American Free Trade Agreement (NAFTA), the Association of South East Asian Nations (ASEAN) and the European Monetary Union (EMU)

- Agreements on international trade: the General Agreement on Tariff and Trade (GATT) and successor World Trade Organisation (WTO)

- The abolishment of old systems: the end of the cold war and fall of the iron curtain and the reunification of West and East Germany

- Political decisions aiming at fostering open markets leading to liberalisation, decreased state aid and co-operation (EU competition policy)

- The trend towards de-industrialisation: de-regulation, integration, interdependence, intensification of competition and the shift from manufacturing to the service sector

One of the most important and historic results of this process was the creation of the European Union (EU) in 1993 with an own supranational system of regulation, having

associated 27 member states in 2007. This political process has made Europe into one of the most important economic areas and finally, as a consequence, an international figure in world trade. Europe has become one of the three triad[7] economies in direct comparison to North America and the Asian Region. Cooperation in this triad is mainly characterised by interdependence in terms of trade, technology, investment and strategic alliances and, at the same time, by the acknowledgment of mutual self interest through cooperation (Johnson & Turner 2000).

This general political shift towards world trade created a theoretical option for the globalisation of markets and production whereas technological change has made this an undeniable reality (Hill 2003). The main forces of technological change have been:

- The invention of the microprocessor and development of telecommunication
- The internet and the World Wide Web
- The increasing potential of transportation technology

To sum up, due to the changes in politics, economics and technology of the past decades, the companies today face new and modified challenges through globalisation and competition. Although the term 'globalisation' is understood worldwide there seems to be no real consensus on its definition. Levitt (1983), who coined the term in his article 'Globalization of markets' in 1983 uses the following description: *'the global corporation operates with resolute constancy - at low relative cost - as if the entire world (or major regions of it) were a single entity, it sells the same things in the same way everywhere'* (Levitt 1983:92-93). In other words, globalisation is: *'the trend towards a more integrated global economic system'* (Hill 2003:4).

In the course of increased transnational activities of companies the need for intercultural competence has become a key component for success and failure in international business. One of the most significant indicators for the international activity of companies is the foreign direct investment (FDI). The FDI increased by 370% in one decade (1989 to 1999) to a sum of 827 billion US$ (Fischer cited in Bolten 2001:33). Although these strong growth rates were not maintained in the 21st century, the FDI nevertheless increased constantly, recently with a 27% jump from 2004 to 2005 as highest level of inflows since the investment boom in 1999 as shown in the graph below.

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[7] The word 'Triad' is in terms of world economy commonly referred to as the world's main economic and trading blocks (Europe, Asia, North America)
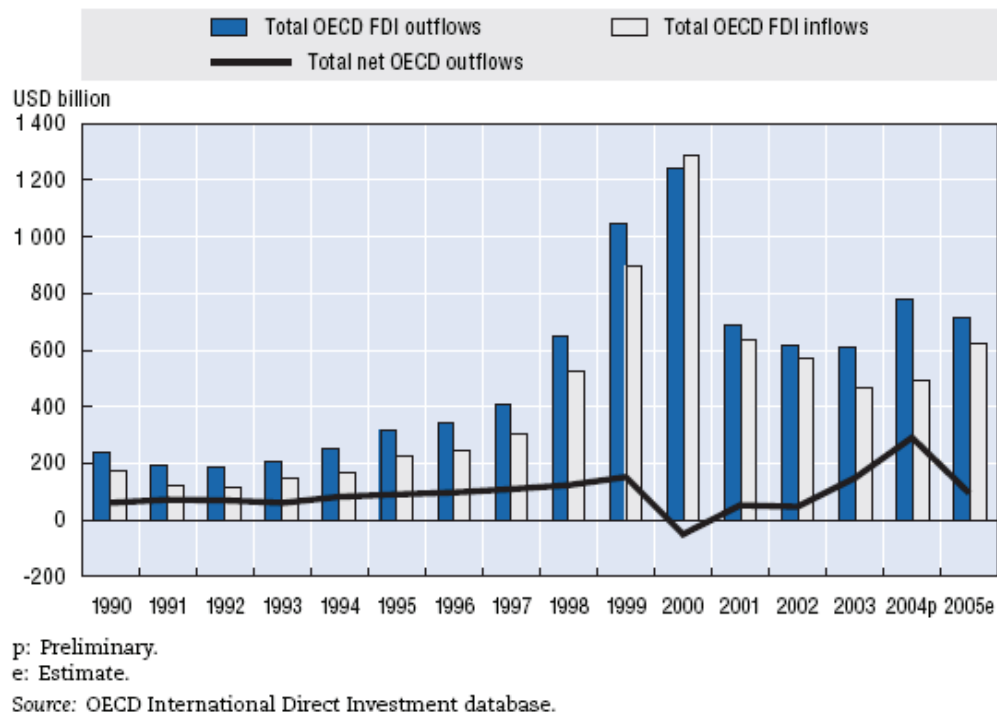
Fig. 3:   FDI Flows to and from OECD

OECD (2006:16) International Investment Perspectives

The FDI as indicator comprises all forms of transnational activity such as: export, licensing, joint ventures and mergers and acquistions. All forms have to a certain extent contact with other cultures and need to take the cultural impact into consideration.

The opening of markets and the option of operating worldwide has promoted advantages for companies acting globally through economies of scale, economies of scope, tax and environmental policies and cost advantages in general as well as the pure necessity to stay competitive when national markets are saturated (Welge & Holtbrügge 1998).

This trend towards an increased interest and necessity of doing global business is mirrored by popular reviews and guidebooks such as Kuemmerle (2005) on international entrepreneurship and Hill (2006) on international marketing (Keegan 2002; Muhlbacher, Leihs & Dahringer 2006).

In addition, the internet has an abundance of data banks giving specific information for international business such as Hoover's Handbook of World Business[8] or Business Monitor International[9].

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[8]   http://www.hoovers.com
[9]   http://www.businessmonitor.com and http://www.portal.euromonitor.com

2.1.2. Impact of globalisation on requirements of work, business and mobility of professionals

The free movement of capital, goods, intellectual property and human resources (as fostered and implemented in the policies of the European Union) has influenced the flow of migration as well. The demand for skilled workers as well as political stability and economic opportunities has promoted an increased process of migration, especially in and to Europe (Geis 2005).

The requirements for business and work/task processes in general as well as the whole economic environment have changed. The main factors for these modified demands according to Orth (1998) are:

- A shorter duration of product life cycles

- An acceleration in innovation cycles

- A substitution of human manpower through machines in (mainly mass-) production

- An increased importance of the service and communication sector and profession

- A focus on streamlining and lean management

These changes which can be summarised under the term 'change through technology' have a direct influence on mobility (Winkelmann et al. 2001) and are characterised by:

- Lack of highly skilled labour where the need for qualified workers can be balanced by mobility

- Diffusion of knowledge which increases the importance of access to developed key technologies through mobility and rapid diffusion

- International competence which implies increased knowledge of foreign languages and other cultures by mobile professionals

- Spill over effects and

- Individualisation of consumer needs, where flexibility and regional mobility is needed

These first-order effects of globalisation underline an increased demand on highly skilled and international mobile professionals.

2.1.3. Globalisation and changing requirements in key qualifications and intercultural competence

Changes in business requirements are the causes for the structural modifications in job requirements and the employment sector. According to Geißler and Orthey 1998 (cited in Orth 1999), skills primarily in demand are: flexibility and readiness for lifelong learning and

finally a high level of tolerance. These skills are considered as elements of the term 'key qualifications' or 'soft skills'. Since working processes are often of short term, tasks are increasingly of a multidisciplinary character with work groups made up of team members with different cultural backgrounds and customers are dispersed geographically, the importance of soft skills has taken over the dominant position of specialised know-how.

2.1.4. Globalisation and the costs of failure in international business

The failure of an assignment is a recurrent problem as shown in international literature. Copeland and Griggs 1985 (cited in Kealey 1996:83) estimate the failure rate for international assignments around 40%, in contrast to Blake (1992) and Naumann (1992) (cited in Kealey 1996:85), who indicate even a 70% rate in developing countries and between 50% and 80% for international joint ventures.

Whenever expatriates[10] are sent abroad costs for the company increase by higher salaries (on the average between three and four times higher) and the expenditure for additional benefits such as training, preparation and children's school education. In other words '*expatriates are among the most expensive human resources in any internationally operating organization and they are almost invariably in crucial positions*' (Brewster & Harris 2000:2).

If the assignment abroad fails the company's costs rise substantially due to (Mendenhall and Oddou cited in Weber et al. 2001):

- Failure of attaining business objectives and loss of linked financial investments
- Loss of investment in employees
- Hidden costs such as the psychological state of the employee, which would in the worst case end with the termination of the work contract and loss of knowledge (intellectual property) and new costs for recruiting
- Difficulties linked to probable damage of the company's/brand's image and motivational barriers for other employees to go abroad

The costs per assignee[11] of an unfulfilled assignment (defined as failure, turnover or premature return) can be estimated according to the work position and status (married, single) of the employee. Lindner (2002:9) has summarised the approximate costs for an employee's premature return from different publications to range between: 50.000$ to 1.200.000$.

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[10] Cross-border assignments of employees that last for a significant period of time (Brewster and Harris 2000:2)
[11] A person working on an assignment

Authors	Main result/estimations
Edwards (1978)	Ca. US$ 70.000 per family; US$ 250.000 per senior manager
Misa/Fabricatore (1979)	US$ 55.000 - 85.000 per family for a assignment in the near East
Lanier (1979)	US$ 80.000 per family
Holmes/Piker (1980)	£ 35.000 (ca. US$ 70.000 - currency April 2007)
Mendenhall/Oddou (1985)	US$ 55.000 - 80.000
Mendenhall et al. (1987)	US$ 50.000 - 150.000
Harvey (1989)	Cost exceed US$ 1.000.000 when an expatriate leaves the company after the assignment
Caudron (1992)	US$ 250.000 - 1.000.000
Copeland/Griggs (1992)	US$ 200.000 per assignee and family
Swaak (1995)	US$ 200.000 - 1.200.000

Table 1: Financial costs of an unfulfilled prematurely terminated assignment abroad Lindner (2002:9), Einflussfaktoren des erfolgreichen Auslandeinsatzes

A critical examination of the term 'failure' and/or 'turnover' seems necessary as even assignments which are not terminated earlier may result in a negative effect. If the assignment continues and the expatriate, for example, is not able to adapt positively, as a consequence, this can result in a loss of work efficiency leading to an unbeneficial investment for the company. The costs components for an international assignment are quite clear even if the exact amount may vary and in terms of benefits companies may be unsure about the balance between investment and return. Pricewaterhouse Coopers (2005) analysed the value of international assignments and defined the return on investment (ROI) of an expatriate as decisive factor.

A successful assignment abroad is measured in terms of return on investment of the expatriate whereas the input of companies is measured in terms of invested financial means and time.

2.1.5. Globalisation and reasons for expatriate failure

Lindner (2002) distinguishes the factors that cause a premature ending of an assignment which are linked to external factors, the corporation and the employee:

- External factors (e.g., political, economical instability of country)
- Corporate factors (e.g., changes in structure)
- Employee factors (e.g., unable to adapt to the new environment)

The first two types of factors are of external character meaning that the causes are due to the environment. External, in contrast to internal factors, are far easier to take into account, less influential and must be accepted as given to a certain extent. Many surveys on failures in international assignments do not distinguish external factors but focus on the employee's side concentrating on the significance of internal factors. Lindner (2002) groups these employee induced motives in four clusters:

- Expatriate's characteristics
- Expatriate's family
- Expatriate's attitudes
- Expatriate's job alternatives

A similar classification of causes is presented by Tung (1981) in her survey of US companies in the following rank order:

- Lack of adaptability of spouse
- Lack of adaptability of the manager (expatriate)
- Other family problems
- Personal and emotional maturity of the manager (expatriate)
- Lack of ability to cope with the increased responsibility abroad

Whereas the impact of reasons for premature end of assignments is quite different for employees of Japanese companies:

- Lack of ability to cope with the increased responsibility abroad
- Difficulties with the new environment
- Personal and emotional maturity of the manager (expatriate)
- Lack of technical skills
- Lack of adaptability of spouse

It is obvious that cultural factors are decisive as the single and most important cause of failure of Europeans was the 'lack of adaptability of spouse'. Coles and Fechter (2008) have presented a number of case studies referring to this topic.

These rankings reflect the major reasons for an early ending and emphasise two main aspects: the personal attributes and attitudes of the expatriate and the importance of the social well being of the expatriate. The status of the expatriate and whether the family has children is quite important. In a recent survey 'the trailing spouse' by McNulty (2005) associated barriers for mobility were evaluated. Only 24% of the expatriate's wives indicated that they were willing to relocate 'only if the spouse wants to'. Furthermore, the willingness to relocate increases with the age of children and their educational options (70% agreed that it 'would be easier to relocate without children' and 60% 'it is easier to relocate without children of school age'). This survey underlines the importance of family support and their well-being for expatriates. Of primary importance is maintenance of 'being happily married' with 92%. The trailing spouse survey supports the research of Thomas (1992), Bolten (2000) and other authors.

These findings emphasise the necessity for profound support of the expatriate's family and explain the increased costs for international assignments to a certain extent.

The importance of the happiness of the family and/or spouse of the expatriate has been a research focus lately in international literature, hence the family situation was attributed the principal cause of expatriate failure (Tung 1981; Thomas 2001; McNulty 2003). Companies increasingly invest in support for the expatriate's family in trying to prevent negative consequences for the assignment.

However, if support for the family is sufficient or the expatriate is at single status the remaining reasons for premature termination lie in the characteristics and skills of the expatriate him/herself. International business studies have shown that executive managers apart from specialised know-how need a large portion of soft skills. They need:

Criteria	German description	Response rate
Specialised professional skills	Fachliche Qualifikation	95%
Personality (self discipline, personal balance, tolerance)	Persönlichkeit (Selbstdisziplin, Ausgeglichenheit, Toleranz)	75%
Language Skills	Sprachkenntnisse	68%
Practical/professional experience	Berufserfahrung	65%
Psychological and physical stress tolerance	Psychische u. physische Belastbarkeit	65%
Familiarity with corporate culture	Vertrautheit mit der Unternehmenskultur	64%
Communication skills	Kommunikationsfähigkeit	56%
Ability to learn and adapt	Lern-und Anpassungsfähigkeit	48%
Organisational and improvisation skills	Organisations und Improvisationstalent	35%
Stable family relationship	Stabile Familienverhältnisse	16%
Pedagogical skills/aptitude	Pädagogisches Geschick	3%

Table 2:   Comparison of selection criteria for expatriates (own translation)
**   Wirth (1992:157), Mitarbeiter im Auslandseinsatz**

These soft skills are summarized under the term of 'key qualifications'. Presently, the most common classification of key qualifications comprises:

- Professional competence
- Social competence
- Procedural competence
- Self competence

The importance of these soft skills becomes evident if we review the large number of publications referring to global business etiquette such as Martin (2006) or specific guidelines referring to Asian (Verstappen 2008) or South American Culture (Mandel-Campbell 2001) not to mention such internet sites as (http://www.globalroadwarrior.com)

or (http://www.executiveplanet.com/) which give recommendations to culturally appropriate dress and behavior or even on international addresses and salutations (http://www.bspage.com/address.html).

2.1.6. Globalisation and skill requirements

When operating on an international basis social competence is expanded to intercultural competence or, in other words, intercultural competence is based on social competence. Novy (2003:206) states: *'…the social competence is definitely a condition of intercultural competence…'*. Intercultural competence can be defined as *'the ability to interact successfully in situations with people from different cultures or with different cultural backgrounds'*.

The necessity for providing learning experiences for acquiring intercultural competence in higher education is reflected by the amount of publications on this topic and its priority in international as well as in intercultural research. Intercultural competence is a key qualification for international business but not the only one or as stated by Bergmann (1993:196):

> *'…at the same time, intercultural competence does not compensate for the lack of other necessary skills, but on the other hand, the most skilled specialists will fail if they lack intercultural competence'*.

Intercultural competence seems to be one of the key word of the century and the research focus of many disciplines. This topic is emphasised in international management (section 2.2.1.), cross-cultural management (sectionr 2.2.2.), intercultural communication (section 2.2.3.) and international human resource management and recruiting (section 2.2.4). It is therefore not surprising that recently authors such as Malewski (2005) have attempted to develop global guidebooks for these skills.

The following (sections 2.2.1. and 2.2.2) will give an overview and introduction to the components of the research on transnational/international corporate activity. After a distinction between two main research directions (International management vs. international business), intercultural communication, the international human resource management and the impact of culture on companies will be described.

Chapter II │ Theoretical approach

```
┌─────────────────────────────────────────────────────────┐
│      Research on transnational/international corporate activity       │
│                                                          │
│      (Erforschung internationaler Unternehmenstätigkeit)          │
└─────────────────────────────────────────────────────────┘
```

International Management Research	Comparative/cross-cultural Management Research
(Internationale Managementforschung) **Chapter 2.1.7.1.**	*(Kulturvergleichende Managementforschung)* **Chapter 2.1.7.2**.

International Management	International Business
(Internationale Unternehmensführung)	*(Internationale Betriebswirtschaftslehre)*

Fig. 4:   **Major research aspects of transnational/international corporate activity**

Welge and Holtbrügge (1998:43), Internationales Management

Research on transnational/international corporate activity can mainly be divided into two principal directions (Welge & Holtbrügge 1998):

- International management research, which focuses on the activities of companies operating internationally in contrast to national ones; i.e., on the question which and through what methods comparative advantages can be gained through transnational activity

- Comparative/cross-cultural management research, which focuses on the cultural aspect, examining how companies can successfully adapt and work under different conditions in other countries and cultures; i.e., concentrating on differences in prevalent managerial styles

2.1.7. International management research

The process of internationalisation requires international management. By definition, international management is needed when the operating side of the company, including coordination of resources, goes beyond the home country (cf. Dülfer 1996; Holt & Wigginton 2000). This view reflects a clear consensus of the term in contrast to national management but, on the other hand, has not led to one common shared definition.

Problems which national and international management need to face are:

- Should the company expand its corporate activity from national to foreign markets?

- Which countries, regions, markets should be targeted?

- Which resources and capabilities are required for a successful activity abroad?
- Who will be in charge of coordination and control?

International management research can be subdivided into two research areas: international business and international management.

2.1.7.1.   International business

International business focuses mainly on the operative or functional side of the company. This includes the marketing, financial, controlling, production and accounting side (Scherm & Süß 2001; Rothlauf 1999). Or, as defined by Holt and Wigginton (2000:8), is *'concerned with the economics of trade, finance, regulations, and foreign business relations but not limited to managing foreign assets'.* According to Fayerweather (1969:5) international business:

> *'…would appear to have only one central distinguishing characteristic - it is business involving two or more nations. Thus concepts unique to international business must stem directly from business processes intersected in some way by national borders'.*

The term internationalisation is often used as collective term. In general, it designates all international activities of companies ranging from export to joint ventures and strategic alliances.
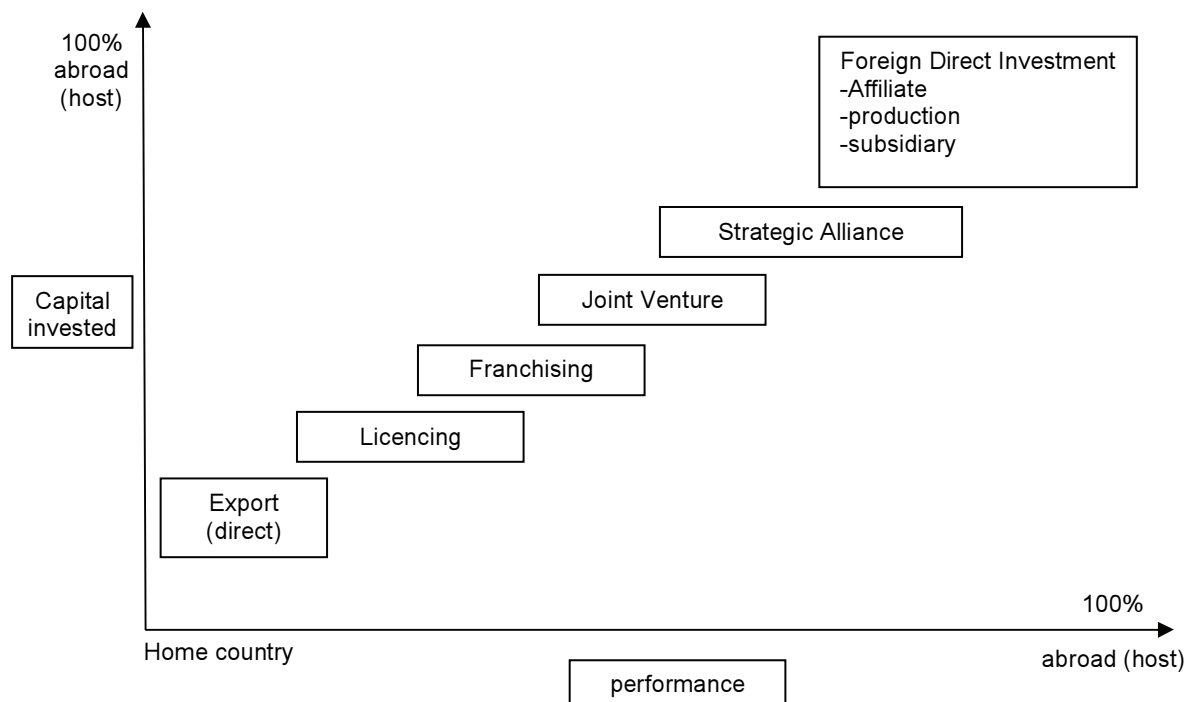
Fig. 5:   Capital investment and performance of different organisation forms
Weiss (1997:35), Marketing

Chapter II │ Theoretical approach

Internationalisation describes world wide corporate activity by distinguishing the different forms of involvement. The degrees of internationalisation phases are measured and defined by a number of quantitative and qualitative criteria of involvement abroad (Scherm and Süß 2001; Dülfer 1996):

Quantitative	Qualitative
-Number of countries, with subsidiaries	-Degree of international activity in the organisational policies
-Number of foreign subsidiaries	-Degree of international activity in the organisational structure
-Number of foreign accounting	-Degree of qualification and human resource management structure
-Share of subisidiaries to total profit	
-Market share abroad	-Degree of foreign top management positions
-Amount of foreign employees in the top management	
-Amount of foreign employees of the total staff	
-Degree of equity diversification	

Table 3: Quantitative and qualitative criteria of involvement abroad

Dülfer (1996:7), Internationales Management in unterschiedlichen Kulturbereichen; Scherm and Süß (2001:8), Internationales Management

In terms of measuring international activity, numerous models and approaches have been published without leading to a consensus (Dülfer 1996). According to Krystek and Zur (2002:5), there are some decisive indicators of internationalisation:

1. Added value and turnover from activities abroad
2. Amount of employees abroad
3. Amount of foreigners at the management level
4. Amount of subsidiaries abroad
5. Amount of foreign direct investment
6. Rate of export

Scholl (1989:983) refers to a number of indices characterising the international orientation of companies:

- Concept of strategic orientation
- Strategies for the development of international companies
- Direct forms of market entry strategies
- Forms of cooperation or takeover
- Competition strategies
- Functional strategies
- Strategies of political environmental management
- Coordination of international activity

These indicators can only measure the degree of internationalisation in terms of quantitative criteria. Activities abroad depend to a much larger degree on qualitative aspects and decisions of management as an overall process (Krystek & Zur 2002). This includes a corporate philosophy demonstrating willingness for cooperation and acceptance of different cultures and countries defined as *'mental internationalization'* (Simon 1996, cited in Krystek & Zur 2002). As Krystek and Zur (2002:14) state:

'…the degree of internationalization at any company is reflected far less in export figures or direct foreign investment than in the culture, goals, and strategy of that company as well as in the thinking and policy of its management… internationalization truly belongs to the greatest challenges facing companies as we approach the next millennium'.

2.1.7.2.   International management

International management focuses mainly on the managerial side concerning the strategic management of the corporate activity abroad. Or as defined by Holt and Wigginton (2000:8) international management is: *'concerned with managing foreign operations, coordinating activities in multicultural environments, and orchestrating global interests'.*

We can distinguish different phases of internationalisation:

Criteria/Phase	1960s and 1970s	1980s and 1990s
Phase of internationalisation	Going global	Being global
Form of market	Polypoly	Oligopoly
Interdependency of competitors	Low	High
Importance of international strategies	Low	High
Form of internationalisation	Export, representation office abroad, sales branch abroad	Cooperation, subsidiaries abroad
Speed of internationalisation process	Low	High
Dominant dimension of internationalisation	Country and added-value dimension	Integration dimension
Internationalisation perspective	**Foreign management (atomistic)**	**Management of multinationals (holistic)**

Table 4:   Characteristics of phases of internationalisation (own translation)
Bäuerle cited in Welge (1998:47), Internationales Management

Foreign management focuses primarily on the question of adaptation to national environments. Companies are, generally, acquainted with the environmental factors of their native country; however, the political, economic, social, cultural, juridical and technological conditions in other nations must be analysed and strategies developed for an activity abroad.

According to Bartlett and Goshal (2000:3), a multinational is by definition:

'An enterprise (a) comprising entities in two or more countries, regardless of the legal form and fields of activity of those entities, (b) which operates under a system of decision making permitting coherent policies and a common strategy through one or more decision-making centers, (c) in which the entities are so linked, by ownership or otherwise, that one or more of them may be able to exercise a significant influence over the activities of the others, and, in particular, to share knowledge, resources, and responsibilities with others'.

Management of multinationals can be defined by a number of criteria (Welge 1980):

1. Structural criteria (amount of subsidiaries, composition of top management)
2. Performance criteria (turnover, return on investment, assets)
3. Behavioural criteria (thinking and behaviour of top management)
4. Criteria of the evolutionary process of internationalisation (degree of internationalisation)

According to Welge and Holtbrügge (1998), **multinationals** can be characterised by the following statements:

- Corporate activity takes place in several countries
- Corporate activity abroad accounts for a substantial part of all activities
- Corporate strategy has a worldwide orientation
- The parent company is the top decision maker
- The management of the multinational company thinks and behaves in international terms

Problems of quantitative assessment led to numerous concepts of qualitative assessments for a classification of international companies. According to Scherm and Süß (2001), these criteria can be basically categorised into three groups:

1. The employment of (top) management,
2. The strategic orientation of the international company and
3. The organisational characteristics of the international company

Presently, two major classification concepts have been influential in research: 1. the EPRG concept by Perlmutter (1969) and 2. a typology of companies by Bartlett and Goshal (1990).

1. EPRG concept (Heenan and Perlmutter, 1969)

Heenan and Perlmutter (1979:16ff) distinguish multinationals by objective criteria in addition to attitudinal criteria of the top management. The latter are fundamental as they concern values, attitudes and behaviour or so called qualitative criteria. These are preconditions to take into account when trying to gain a complete perspective. Their concept distinguishes four generally different types of policies in headquarters orientation towards subsidiaries -home country, host country or worldwide oriented- which are pursued by the company. In 1979 a forth dimension 'regiocentrism' was added, which is in between the polycentric and geocentric approach.

A. Ethnocentrism (native country orientation): General attitude of the top management board to put '*home-country nationals in key positions everywhere around the world… with a tendency to feel that this group is more intelligent, more capable, or more reliable*' (Heenan & Perlmutter 1979:17). The home country policies and practices become the default standard for all subsidiaries. Since the ethnocentric attitudes are quite resistant to change, universal and deeply implemented they may lead to cultural shortsigthness and a perception of prejudice, which are rather based on inexperience or lack of knowledge about the foreign culture.

B. Polycentrism (host country orientation): This approach focuses on the advantage of cultural dissimilarities and the fact that a centralised 'one fits all' approach is unfeasible. It is assumed that cultures of various countries are so dissimilar that adaptation is the only possible approach '*…we really don't understand what's going on there, but we have to have confidence in them*' (Heenan & Perlmutter 1979:20). It leaves a maximum of freedom for the subsidiaries but reduces at the same time the possibility of creating synergy.

C. Regiocentrism: This approach pursues a functional rationalisation on the basis of more than one country grouping countries into larger regional entities e.g., the European Union. Advantage are seen in '*recruiting, developing, appraising and assigning managers on a regional basis*' (Heenan & Perlmutter 1979:20).

D. Geocentrism (world oriented concept): This approach tries to seek the best employee regardless of their nationality '*… to integrate diverse regions through a global systems approach to decision making*' (Heenan & Perlmutter 1979:20).

These differences in attitudes and levels of typology define the company's EPRG profile.

Aspects of the enterprise	Orientation			
	Ethnocentric	**Polycentric**	**Regiocentric**	**Geocentric**
Complexity of organization	Complex in home country, simple in subsidiaries	Varied and independent	Highly inter-dependent on a regional basis	Increasingly complex and highly interdependent on a worldwide basis
Authority; decision making	High in head-quarters	Relatively low in headquarters	High regional headquarters and/or high collaboration among subsidiaries	Collaboration of headquarters and subsidiaries around the world
Evaluation and control	Home standards applied for persons and performance	Determined locally	Determined regionally	Standards which are universal and local
Rewards and punishments; incentives	High in head-quarters; low in subsidiaries	Wide variation; can be high or low rewards for subsidiary performance	Rewards for contribution to regional objectives	Rewards to international and local executives for reaching local and worldwide objectives
Communication; information flow	High volume of orders, commands, advice to subsidiaries	Little to and from headquarters; little among subsidiaries	Little to and from corporate head-quarters, but may be high to and from regional head-quarters and among countries	Both ways and among subsidiaries around the world
Geographical identification	Nationality of owner	Nationality of host	Regional company	Truly worldwide company, but identifying with national interests
Perpetuation (recruiting, staffing, development)	People of home country developed for key positions everywhere in the world	People of local nationality developed for key positions in their own country	Regional people developed for key positions anywhere in the region	Best people everywhere in the world developed for key positions everywhere in the world

Table 5: **Four types of headquarters' orientation towards subsidiaries in a multinational enterprise**

Heenan and Perlmutter (1979:18-19), Multinational organization development

Although Perlmutter's concept has significantly influenced international management it has never been able to establish a dominant role. According to Perlmutter (1979), multinationals change from ethnocentric to geocentric over time. However, his concept lacks a time frame for these developments and does not allow a combination of typologies. Furthermore, external environmental and internal resources are basically neglected. The idea to purely classify a firm under one type does not reflect the reality (Welge and Holtbrügge 1998)

The critics on the EPRG concept have presented a number of modified and improved approaches over the years. One important model by Bartlett and Goshal (1990, 2000) concentrates on an ideal concept of managerial functions.

2.   Typology of alternative organisation models (Bartlett and Goshal, 1990):

Bartlett's and Goshal's typology (1990) refers to strategic orientation and managerial functions of multinational corporations. Their classification analyses the strategic orientation and adaptation or configuration of the capabilities and assets. They distinguish four different types of corporation:

A. International Corporation: most central management techniques are assigned to the subsidiaries; transfer of know-how whereas the control and coordination stays within the parent company.

B. Multinational Corporation: subsidiaries are independent self managed, control and coordination through management of parent company and subsidiary.

C. Global Corporation: subsidiaries are self managed and used for cost advantages on a world wide basis.

D. Transnational Corporation: advantage of national differences, economics of scale and scope with a hybrid coordination system in other words the break up of existing parent-subsidiary relationship.

	Strategic orientation and configuration of assets and capabilities in multinational, international, global and transnational companies			
	Multinational	**International**	**Global**	**Transnational**
Strategic orientation	Building flexibility to respond to national differences through strong, resourceful, and entrepreneurial national operations	Exploiting parent company knowledge and capabilities through worldwide diffusion and adaptation	Building cost advantages through centralized, global-scale operations	Developing global efficiency, flexibility, and worldwide learning capability simultaneously
Configuration of assets and capabilities	Decentralized and rationally self-sufficient	Sources of core competences centralized, others decentralized	Centralized and globally scaled	Dispersed, interdependent, and specialised

Table 6:   **Strategic orientation and configuration of assets and capabilities in multinational, international, global and transnational companies**

Bartlett and Goshal (2000:255), Transnational Management

International management comprises the management of foreign activities of a company and the management of multinational corporations. Welge and Holtbrügge (1998) have summarised the different approaches into the content of international management. On the vertical level, the functional perspective is taken into account and on the horizontal level the system-oriented perspective.

Fig. 6: (diagram)

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Function-oriented perspective (vertical arrow, upward)

Management of foreign activities (dashed box, left)
Management of Multinational Corporations (dashed box, right)

    Theories of Internationalisation

    Strategic Management

    Organisation

    Human Resource Management

    Controlling

    Public Affairs Management

System-oriented perspective (horizontal arrows)
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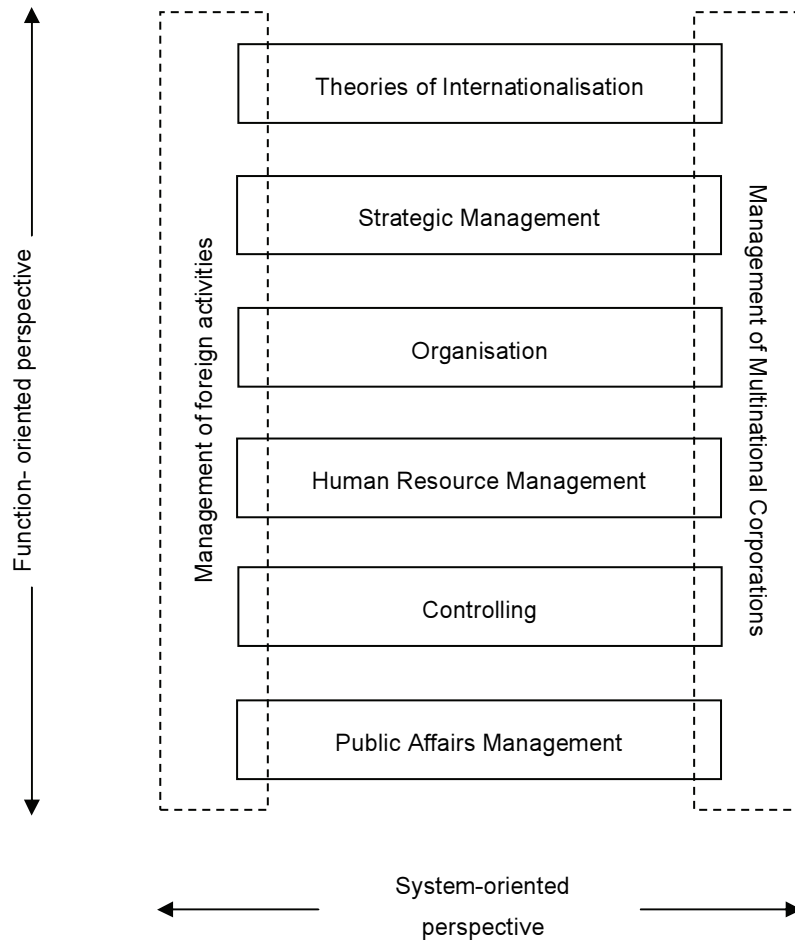
Fig. 6:   **Reference framework for international management**
         Welge and Holtbrügge (1998:57), Internationales Management

The system oriented perspective permits us to distinguish between the different and typical phases of internationalisation. Especially in the beginning, companies primarily face problems with management of foreign activities (operative-instrumental and descriptive-problem-oriented). With an increasing degree of internationalisation they develop a holistic perspective in order to solve strategic and conceptual problems.

The process of internationalisation on one hand increases chances and opportunities but on the other hand also leads to a number of difficulties. The larger the corporate activity abroad the more numerous and unfamiliar factors the company has to face. The attempt to categorise the companies by the degree of international activity has shown that apart from quantitative criteria it is necessary to consider qualitative indices. The importance of values, behaviours, attitudes and 'the human factor' increases with the dissimilarity of cultures and lack of knowledge about foreign markets. This dissimilarity basically originates from the attributes of different cultures, systems and countries.

The importance of qualitative indices is supported by a statement of Hambrick and Snow 1989 (cited in Rothlauf 2006:7):

'Integration and human resource management are dependent upon one another to the degree that structuring a firm's global activities involves the deployment and use of human capital and other human aspects'.

The significance of culture and cultural aspects is again emphasised in a prediction by Elashmawi and Harris (1993:XInbff) *'the new world market will not only be international, but intensely intercultural'* and *'management increasingly multicultural'.*
Accordingly, the next section 2.1.8. will focus on the aspect of culture in international management.

2.1.8. Comparative/cross cultural management research

The main focus of comparative, intercultural or cross cultural management research is culture. The significance of culture becomes obvious with the interaction of people from different countries (Adler 1991; Mendehall, Oddou and Stahl 2007; Teagarden and Gordon 1995). Every company pursuing international activity faces the differences of cultural (foreign) environments.

'These new roles include international extensions of more traditional human resource management support functions such as providing country-specific knowledge of union and labor policies, legal and regulatory requirements, compensation, and benefit practices. They include preparing people for international assignments, and reentry after those assignments are completed'.

(Teagarden & Glinow 1997, cited in Rothlauf 2006:8).

The terms cross cultural management, comparative management and intercultural management all seem to share the same interest of research on different cultures. Brislin (1983:368), for example, states that *'cross-cultural research is the empirical study of members of various cultural…groups who have had significant and identifiable experiences leading to predictable, and theoretically important, similarities and differences in behaviour'*, whereas Scherm and Süß (2001:23) point out that *'comparative management primarily researches the cultural differences as well as similarities in trying to deduct consequences for the management of corporate activity abroad'* and Mauritz (1996:74) states that *'intercultural management focuses primarily on the relation between independent entities, when the notion 'inter' is not associated with the idea to observe isolated cultures or nations'.*

The following categorisation of the three terms offered by Hart (1998) is helpful. *Monocultural* or single cultural studies focus on the research of one culture whereas *cross-cultural* studies compare the characteristics of at least two or more independent cultures and finally *intercultural* studies which focus primarily on the interaction of two or more cultures.

monocultural
studies

cross-cultural
studies

intercultural
studies
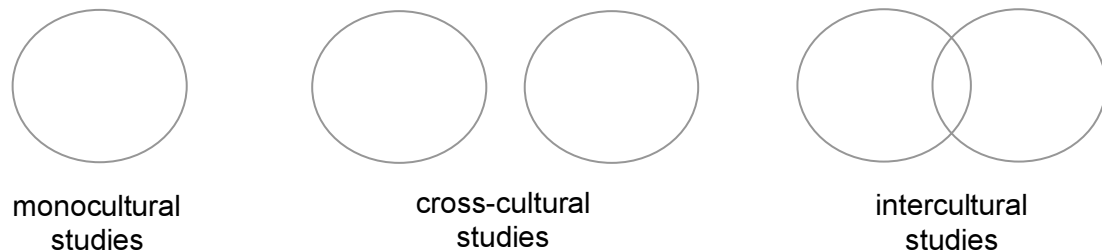
Fig. 7: **Categorisation and difference between mono-, cross- and intercultural studies Hart (1998:2), What is international relations?**

Klöppel (2002) points out distinctions between the terms cross-cultural and intercultural which can be differentiated by the language or field of science (i.e., cross cultural psychology, ethnology and politics). The term cross cultural is rather common in the Anglophone and intercultural in the German literature.

The term comparative implies a research focus on a minimum of two entities and is more or less limited to the Anglophone literature since the German language offers no similar translation. Since the research focus are cultures the term would be best translated as '*kulturvergleichend*'.

According to Keller (1982:126-137), a major distinction in comparative management research is made due to the form of survey whether they can be classified as:

- Descriptive-comparing oriented surveys
- Technological-applicable oriented surveys

The descriptive-comparing oriented surveys focus on the cultural causes for similarities and differences in management process and techniques, whereas the technological-oriented tries to analyse which management techniques are best under certain cultural conditions.

The major research objectives can be classified according to Keller 1989 (cited in Welge Holtbrügge1998:44) in:

- **Descriptive objective:** description and measurement of differences and similarities in management processes of different cultures

- **Classificatory objective:** classification and clustering of countries according to cultural differences in management
- **Heuristic objective:** formulation of hypotheses and theories about correlation between management behaviour and cultural environment
- **Falsificatory objective:** revision of transcultural universal validity of management models and headquarter orientations
- **Pragmatical objective:** formulation of recommendations for successful behaviour of managers

Adler (1982:30-31) has listed six different research approaches according to the research objectives and questions concerning cultural differences and similarities:

1. **Parochial research:** the approach is even more generalist than general universalism, implying that there is only one and correct method (monofinality)
2. **Ethnocentric approach:** assumes superiority of Western (American) management methods, questioning to which extent it is applicable
3. **Polycentric approach:** implies the existence of culturally specific methods of which none is superior but dependent on the cultural situation
4. **Comparative approach:** tries to identify cultural differences as well as similarities in management aspects
5. **Geocentric approach:** analyses the management of global or world wide operating companies, attempting to identify cultural similarities in order to achieve economies of scale i.e., through standardisation of production
6. **Synergetic approach:** observes the relationship and interaction of individuals from different cultures with the aim to achieve intercultural cooperation

The difficult question to be answered is whether it is best to adapt the management techniques to the culture or to develop management techniques that are more or less universally applicable?

These problems of focus have also been characterised as an *emic* or *etic* approach. These terms were first introduced by the linguist Pike (1971:37) who

'…coined the words etic and emic from the word phonetic and phonemic, following the conventional linguistic usage of these latter terms. The short terms are used in an analogous manner, but for more general purposes'.

When using this definition for behavioural sciences an *etic* viewpoint studies behaviour from outside (all cultures/languages at one time) *'from a trans- or meta-cultural perspective'* (Helfrich 1996:52) and the *emic* viewpoint from inside the system stressing

'the self-actualization of the individual and the culture bound definition of psychological phenomena' (Helfrich 1996:52). Therefore, an etic *approach 'might as well be called 'comparative' in the anthropological sense'* according to Mead (cited in Pike 1971:37)[12].

Emic approach and procedure	**Etic** approach and procedure
The researcher adopts a viewpoint INside the system	The researcher adopts a viewpoint OUTside the system
The research is limited to ONE culture	The research compares MORE THAN one culture
The researcher shows an EXISTING structure	The researcher creates a NEW structure
The procedure is oriented towards characteristics intrinsic to the system (immanent characteristics)	The procedure is absolute and universal

Table 7:   Emic and etic cultural management research (own translation)

Based on: Holzmüller (1995:55), Konzeptionelle und methodische Probleme in der interkulturellen Management- und Marketingforschung

The main controversy in cross cultural management is whether management can be seen and defined as 'culture-bound' or as 'culture-free' (Keller 1989:237ff).

The **'culturalists'** (Hofstede 1993; Adler 1982) define culture as the reason why management practices are not generally valid. In other words, they highlight the importance of culture, customs, country specifics and cultural aspects as preconditions to be taken into consideration for an activity abroad. Due to cultural differences in values and attitudes it is necessary to apply different management styles and techniques. Especially Hofstede (1993) supports these assumption with the results of his survey on dimensions (feminine vs. masculine, high vs. low uncertainty avoidance, high vs. low power distance, individualism vs. collectivism and long vs. short term orientation) which clusters nations according to these dimensions.

The **'universalists'** (Thomas 1996; Kiechl 1990), on the other hand, emphasise the general applicability and validity of management styles and techniques in every country and culture. These authors and researchers argue that the cultural differences are not significant enough to prohibit general management principles in being transformed and applied to other cultures. They agree in general that the corporate culture and ethic cultures do not necessarily need to correlate even when there are deviant cultural aspects (cf. Rotlauf 1999; Welge & Holtbrügge 2000; Scherm & Süß 2001).

These opposing research positions have, in the opinion of Schöllhammer 1975 (cited in Welge & Holtbrügge 1998:45), fairly created a *'comparative management theory jungle'*.

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[12] With some exceptions, the author has limited the literature review of primary sources in general to the last 25 years due to restrictions in accessibility. In this case, Mead (cited in Pike 1971:37)

Despite these differences, it seems plausible that management processes, instruments and concepts are less susceptible to the influence of culture than employees and their behaviour. Though there is a lack of research evidence that management techniques cannot be universally applied numerous studies have shown a correlation between cultural influence and management success (Stewart & Mendenhall 2007:225).

Applied to the main question of this thesis whether an international marketing simulation can be a threshold opener for an international orientation of students we can assume that there are cultural differences among the students from the different participating countries even though the applied techniques in marketing may not differ. We can also assume that these students will face quite a number of adjustment difficulties similar to those of expatriate staff in foreign countries. It will be the objective of the empirical study to identify some of these dimensions and evaluate to what extent the international Dukenet Markstrat simulation reduces such obstacles.

2.1.9. Intercultural communication

Intercultural communication literature has its origin in sociology, cultural anthropology, psychology and of course linguistics (sociolinguistics). The number of different disciplines naturally overlaps with cross-cultural psychology, this field being the most obvious parent discipline.

2.1.9.1.   Development of intercultural communication

The field of intercultural communication has its beginnings in the 1950's and contributes with increased research on topics such as intercultural management, business, cross-cultural management and globalisation. Based on an analysis of intercultural contact it developed, as a consequence, of the same reasons as the other intercultural fields: new technologies in transportation and communication systems, globalisation of economies, changes in immigration patterns, which led to an increased number of interactions between culturally diverse people. This new global stage has been characterised as: *'the first universal nation, a truly multi-cultural society marked by unparalleled diversity'* (Wattenberg, cited in Samovar and Porter 2002:6). These historical developments and the different theoretical approaches and perspectives will not be analysed in any detail since our research focus lies in the necessity of intercultural communication, its definition and characteristics and its contribution to intercultural competence and encounters.

The following table gives a short overview about the stages in the history of intercultural communication study:

	Stages in Kuhn's (1970) development of a science from pre-paradagmatic research to normal science	Main events in the development of intercultural communication study
1.	Establishment of a conceptual framework *problem articulation, statements of how part of universe works; fact-gathering; organization of ideas	1950's: The 'conception' of intercultural communication study *1951-1956: Hall's work at FSI[13] *1959: Publication of The Silent Language
2.	Paradigm-Acceptance *testing of hypotheses within applications originally specified *formulation of specialized courses, societies and journals *search for greater clarity	1960's: "The Application Decade" *training of diplomats, business people, and Peace Corp volunteers 1970:s: "The birth of intercultural communication" *establishment of specialized IC courses, SIETAR[14], and IJIR[15] *late 1979s: "Definitional Problems"
3.	Theory construction	1980s: Gudykunst and others' work on theory development
4.	Founding of a Mature "Normal" Science	????: This stage has not yet occurred for intercultural communication

Table 8: **Historical steps in intercultural communication**

Hart II, W. (1997:11), A brief history of intercultural communication: a paradigmatic approach

The protagonists of intercultural management agree on the fact that communication and culture can not be separated as they involve a common and unique field of study. The focus of intercultural communication: *'…entails the investigation of those elements of culture that most influence interaction when members of two or more cultures come together in an interpersonal setting'* (Samovar and Porter 2002:6). Or as Hall (1990:94ff) states: *'Culture is communication'*. A similar approach applies to theories of intercultural competence, and most authors agree that intercultural communication is a part of intercultural competence.

One prerequisite is understanding culture and the influence of culture that there are no aspects of human life which are not touched by culture (Hall 1977, cited in Samovar and Porter 2002:7). Culture is seen as the foundation of communication which helps to govern as well as define the conditions and circumstances under which messages are sent (or not sent), noticed or interpreted. Culture helps to set up a predictable world for the individuals belonging to it.

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[13] Foreign service institute
[14] Society for intercultural education, training and research
[15] International journal for intercultural relations

Samovar and Porter (2002:7) agree on the following definition:

'...the deposit of knowledge, experience, beliefs, values, attitudes, meanings, social hierarchies, religions, notion of time, roles, spatial relationships, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving'.

They point out the characteristics of culture which can be summarised under the following points:

- Culture is learned
- Culture is passed inter-generatively (from generation to generation)
- Culture is based on symbols
- Culture is subject to change andc
- Culture is ethnocentric

Culture is a passed on and learned in an ever changing process through the members of a society. Symbols are the basic means of communication due to their functional portability - they can be transmitted and preserved. Culture is on one hand highly adaptive (survival of whole countries and nations due to adaptation) whereas the deep structure of culture resists major alterations. Quite naturally, the own (or own group's) view is seen as the: *'centre of everything, and all others are scaled and rated with reference to it'* (Sumner 1949, cited in Samovar and Porter 2002:10).

Even in the European context, where nations have moved closely together, differences in values and orientations are still evident as the World Value illustrates. If we only consider those nations whose students regularly take part in the Dukenet Markstrat programme (France, Germany, the Netherlands, etc.) we can see that there are small but marked differences in the Inglehart-Welzel Cultural Map of the World as concerns the two dimensions 'traditional values' vs. 'secular-rational values' and 'survival values' vs. 'self expression values'.

Traditional societies emphasise parent-child ties, deference to authority, traditional family values and have high levels of national pride in contrast to secular rational values.
Self- expression values give high priority to environmental protection, gender equality and demands for participation in decision-making in economic and political life whereas survival values focus on, e.g., educating children to hard work instead of tolerance (World value surveys, mapping values).
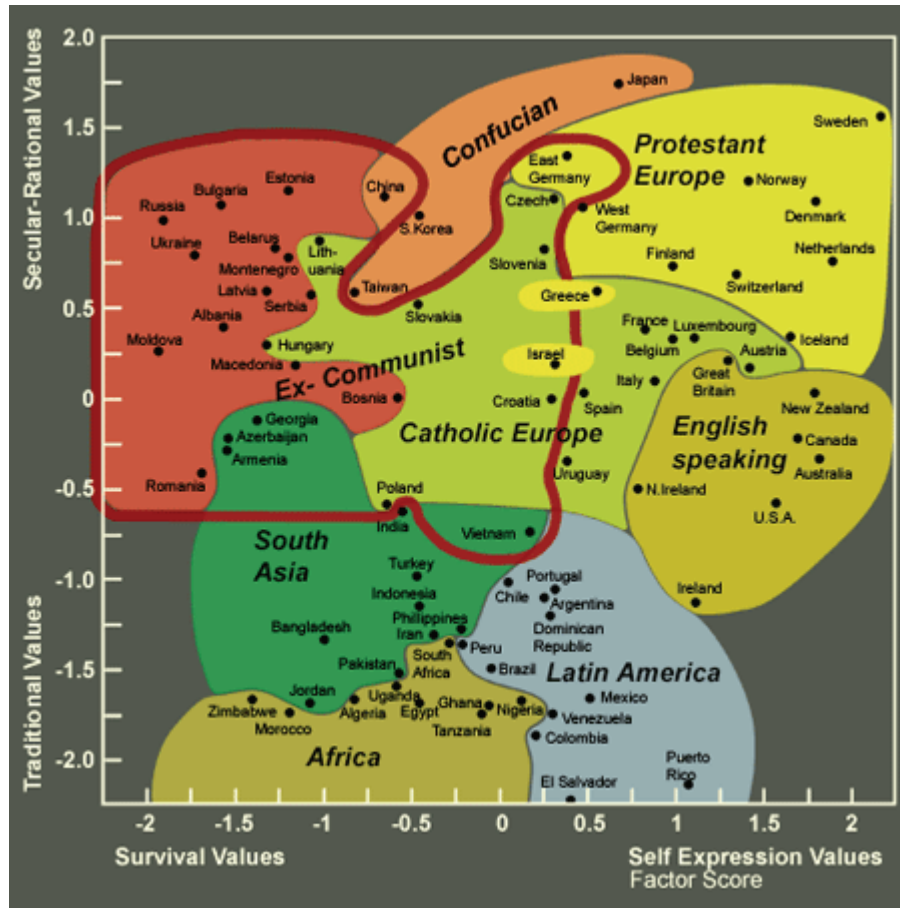
Fig. 8:   **Ingelhart-Welzel World value map**
        World value survey (http://www.worldvaluessurvey.org) (04.10.2008)

These differences shape intercultural communication even among Europeans.

2.1.9.2.   Elements of intercultural communication

As explained, culture helps to determine and guide communication behaviour. Intercultural communication contains three cultural elements which affect intercultural encounters:

1. Perceptual elements (cultural values, world view, social organisation)
2. Verbal processes
3. Non verbal processes

1. Perceptual elements are influenced by cultural values, world view (religion) and the social organisations (family and state) and therefore contain a potential influence to impede intercultural encounter. Perception '*is the process by which an individual selects, evaluates, and organizes stimuli from the external world*' (Singer cited in Samovar and Porter 2002:10). Although each individual has an own set of **values** ('*…enduring belief*

that a specific mode of conduct or end-state of existence is personally or socially preferable to another', Samowar and Porter 2002:10) some values tend to permeate a culture. These cultural values are important since they give an individual an own identity through his/her family, religion and state. The **world view** is defined as *'... a culture's orientation toward such things as god, nature, life, death, the universe, and other philosophical issues that are concerned with the meaning of life and with "being"'* (Samowar and Porter 2002:10). World view helps to predict behaviour and motivation in other dimensions and influences culture in a subtle way and at a very deep level. ***Social organisations*** are the framework for a culture encompassing the way a culture organises itself and determines how the world is perceived and how to behave within that world.

2. **Verbal language** is a part of intercultural communication and not only a mean to preserve culture but also to share culture. It is quite impossible to separate the use of the language from its culture. Language is seen and accepted *as '...organized, generally agreed- upon, learned symbol system that is used to represent the experiences within a geographic or cultural community'* (Samowar and Porter 2002:13). It teaches symbols and the meaning of symbols. What a symbol stands for has a totally different meaning in another culture (e.g., cows are holy in India- but not in Europe). All our internalised and familiar objects, experiences etc. have been labelled through our culture, the community we live in.

3. **Non verbal language** is used by humans to show and share internal states. The actions of communication may be the same but the meaning of the action can and does have significant different meanings and interpretations in other cultures. The role of non verbal communication in intercultural communication is very important due to different uses of verbal communication. Some cultures do not say directly what they think but show it through signals of the body. Body movements, facial expressions, concept of time and touching are all components of behaviour signalling a certain message. They signal appropriate or impolite behaviour and determine when and which gesture, posture or expression is culturally appropriate. One well known example is the way Eskimos use sticking the tongue out as a welcoming gesture which is an offending signal in most European and Western countries. The concept of time is also an indicator of cultural diversity. The notion of time is seen differently in different countries, e.g., Germans are said to be always on time, whereas southern countries have a far slower pace and do not define 'coming too late' as impolite.

2.1.9.3. Challenges to sojourners in the context of intercultural communication

Relating to intercultural communication in the context of intercultural encounters, the following paragraph will focus on the adaptation of sojourners. Sojourners are, by definition, *'people who cross cultural boundaries including immigrants, refugees, business executives, students and tourists'* (Begley in Samowar and Porter 2002:401). According to the author, *'Adaptation is a complex and dynamic process that is an inevitable part of intercultural interactions. It encompasses culture shock, assimilation, adjustment, acculturation, integration, and coping'* (Begley cited in Samowar and Porter 2002:401).

Every sojourner faces a number of challenges when going abroad. Own cultural practices, habits and even intercultural training are questioned. In most cases, they are (hopefully) even re-evaluated and adapted to the new cultural environment. The challenges a sojourner has to face and which influence the process of adaptation are:

- Ethnocentrism (judgement of other people in reference to the own scale- the correct one)
- Language (the level of proficiency limits the freedom and degree of communication)
- Disequilibrium (this state is entered when confronted with stress and other challenges)
- Length of stay (short stays in contrast to longer ones need less change, motivation and knowledge of foreign cultures and communication rules)
- Level of knowledge (experiences increases level of understanding, knowledge and appropriate communication and interaction style)

Additional aspects are:
- Preparation (culture-general vs. culture-specific approach to training)
- Personal characteristics (extroverted, openness, tolerance, empathy vs. introverted, intolerant, inability to cope with stress)
- Personal determination (internal and external motivation determines quality and result of adaptation) and
- Amount of time spent communicating/ and time spent abroad (frequency of host communication participation and opportunities for intercultural learning)

Before turning to intercultural business communication, the preceding passage on the sojourner has shown that training and preparation is an essential element in the context of an assignment abroad. A more detailed description of different training instruments is

given in section 2.1.4. (International human resource management) and therefore not listed here.

2.1.9.4. Intercultural business communication

As described above, research on intercultural communication has its roots far back in the 1950's. One field of study that has evolved due to the rapid changes in world economy and which is based on intercultural communication is intercultural business communication.

Bolten's (2005) historical evolution of intercultural business communication states that psychologists and communication scientists contribute primarily to this research field in contrast to 'classical' economists with cultural comparative approaches. The following illustration shows the interdisciplinary development of intercultural business communication over the past years.
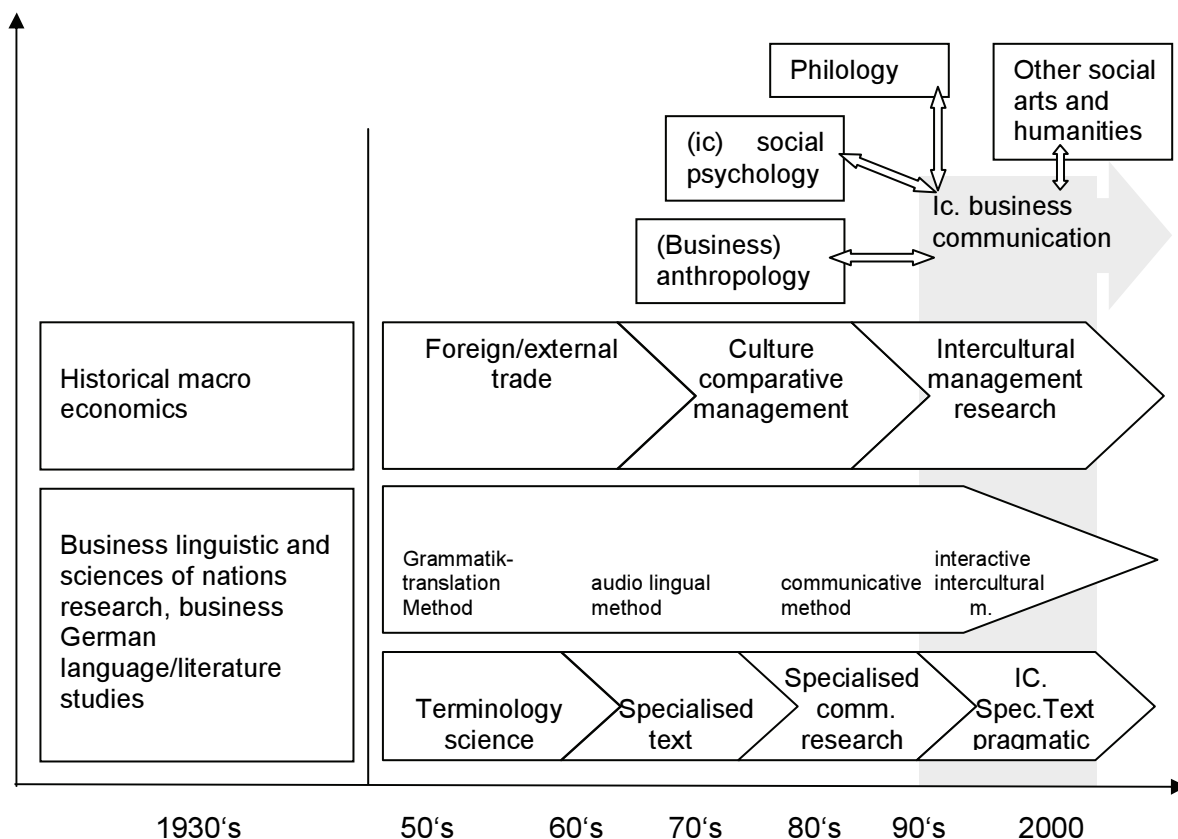
Fig. 9:   **Historical evolution of intercultural business communication**

          Bolten (2005:7): intercultural online "Fach oder Gegenstandsbereich?"

This literature review has shown that increasing globalisation and resulting changes have affected many disciplines in the social sciences. It is quite logical that each discipline has

attempted to develop explanatory theories. Due to the fact that 'interculturality' is complex it seems doubtful that only one research field or discipline will ever find a comprehensive approach.

As a consequence, Bolton (2003) suggests a three level approach to research:

1. Theoretical foundation research

    Theory of intercultural communication, social action theory, cultural change didactics of intercultural communication and cultural anthropology

2. Culture oriented research

    2.1. Culture specific studies

    2.2. Culture comparative studies

    2.3. Analysis of processes of intercultural interaction, history of international and intercultural relations

3. Business/economic/management oriented research

    3.1. Intercultural human resource management, intercultural training, coaching, assessment, mediation, re integration research

    3.2. Intercultural marketing communication

    3.3. Intercultural organisation theory

2.1.9.5.   Competence in intercultural communication as an element of intercultural competence

Hammer, Gudykunst and Wiseman (1978:390) note that intercultural communication competence is a significant factor or element of intercultural competence since: *'effective intercultural communication skills are necessary for the sojourner to gather important information about various aspects of the host culture and to interact with the people from the host culture'*. According to these authors, intercultural communication competence comprises the following four skills:

1. *'to enter into meaningful dialogue with others'*

2. *'to initiate interaction with a stranger'*

3. *'to effectively deal with communication misunderstandings between self and others'*

4. *'to effectively deal with different communication styles'*

Licklederer and Kittler (2005:8) add a fifth dimension:

5.   *'to effectively communicate in the language of the host country'*

However, Hammer, Gudykunst and Wiseman (1978:391) do not agree with this addition and state that *'linguistic competency, while important, is not synonymous with effective communication'*. On one hand, it is true that linguistic competency does not cause effective communication, on the other hand, it is likely that a person will be less nervous, less uncertain etc. the more he has mastered the proficiency in the language of communication of the host country.

Ruben (1978:339f) offers another approach to intercultural communication which includes seven dimensions:

1. 'Display of respect'
2. 'Interactions posture'
3. 'Orientation to knowledge'
4. 'Empathy'
5. 'Role behaviour'
6. 'Interaction management'
7. 'Tolerance for ambiguity'

It shows that intercultural competence is a multi dimensional construct which is not composed of only one structural dimension (cognitive, affective or behaviouristic). An attempt to understand and approach intercultural competence as a comprehensive construct will be shown in the section 2.3.1. by presenting the model of Thomas (2003). The following section 2.1.10. will elaborate on the necessity of intercultural competence in the area of human resource management and problems of international recruiting.

2.1.10. International recruiting/ International human resource management

Globalisation has highlighted the importance of international human resource management and made it into one of the major fields or research as *'the subject of international human resource management (IHRM) is becoming even more critical for more and more organizations'* (Brewster and Harris 2000:1). Internationally operating companies have to face changed conditions, i.e., modification of the organisational structure and strategy, different social, cultural and political conditions in contrast to enterprises operating on a national level.

The main characteristics of international in comparison to national human resource management can be summarised by six factors according to Dowling 1988 (cited in Dowling, Welch & Schuler 1999:4):

- More HR activities

- The need for a broader perspective

- More involvement in employees' personal lives

- Changes in emphasis as the workforce mix of expatriates and locals varies

- Risk exposure and

- More external influences

According to Dowling, Welch and Schuler (1999), there are three broad approaches to international human resource management depending on the degree of interaction abroad:

- Cross cultural management which examines human behaviour within organisations from an international perspective

- Comparative industrial relations which compares and analyses human resource management systems in various countries and

- HRM in multinational organisations

There is no clear consensus of the scope and definition of international human resource management (IHRM). The majority of studies have traditionally been focused on the area human resource management of expatriation although IHRM can rather be described as the management of people worldwide (Brewster and Harris 2000).

International human resource management faces different aspects. Depending on the work assignment, the level of operation and the company's overall strategy, an organisation needs either expatriate - or multicultural management. Expatriate management is needed when a company decides to select a qualified person to work on an international assignment abroad. Multicultural management is a consequence of globalisation, when skilled workers with a different national background and culture are employed and assigned for a project or, as Adler (1991:120) states: *'International management used to involve simply sending one of "our" managers "over there" to sell products to foreign clients; now the foreigners are working within our companies'*.

There are different types of group diversity (Adler 1991:127):
1. Homogeneous groups: all members are from the same culture
2. Token groups: all but one member come from the same background
3. Bicultural groups: members representing two cultures
4. Multicultural groups: members from three or more cultures

Advantages	Disadvantages
Diversity permits increased creativity -wider range of perspectives -more and better ideas -less "groupthink" **Diversity forces enhanced concentration to understand others'** -ideas -meanings -arguments	**Diversity causes lack of cohesion** Mistrust -lower interpersonal attractiveness -stereotyping -more within-culture conversations Miscommunication -slower speech: non-native speakers and translation problems -less accurate Stress -more counterproductive behaviour -less disagreement on content -tension
Increased creativity can lead to -better problem solving -more alternatives -better solutions -better decisions **Groups can become** -more effective -more productive	**Lack of cohesion causes inability to** -validate ideas and people -agree when agreement is needed -gain consensus on decision -take concerted action **Groups can become** -less efficient -less effective -less productive

Table 9:   Advantages and disadvantages of group diversity

Adler (1991:130), International dimensions of organizational behaviour

Human resource activities are influenced by organisational factors such as: the level of internationalisation, the mode of operation used in the various foreign markets, the method of control and coordination and the strategic importance of the overseas operations to total corporate profitability (Dowling, Welch & Schuler 1999).

The structure and strategic orientation of the company define the degree of employment in the home and host country. According to Morgan 1986 (cited in Dowling, Welch & Schuler 1999:3) there are three types of employees:

1. Host-country nationals (HCNs)
2. Parent-country nationals (PCNs)
3. Third-country nationals (TCNs)

Corporate performance abroad depends largely on the personnel selection and support of qualified employees. Even if the return on investment of expatriates is difficult to measure *'expatriate failure depends on the size of multinational organisations, the international assignment, the destination country and the means of measurement of expatriate failure'* (Dowling, Welch & Schuler 1999:80). The study of Desatnick and Bennett (1978) leads to the conclusion that:

'the primary causes of failure in multinational ventures stem from a lack of understanding of the essential difference in managing human resources, at all levels, in foreign environments'.

44   Chapter II │ Theoretical approach

Organisations face the complex task of appropriate expatriate selection. A wrong decision can lead to major problems in the short as well as in the long term perspective of the company, i.e., high costs for the expatriate, loss of market share, loss of reputation and image. But how is failure defined or measured? Expatriate failure is defined, according to Dowling, Welch and Schuler (1999:78), as *'…the premature return of an expatriate (i.e., a return home before the period of assignment is completed)'.*

But which factors are important for the selection process? And which reasons and factors promote expatriate failure? The failure of expatritates is often assigned to problems of adaptation to new culture. The follwing paragraph will illustrate the adaptation process and briefly describe the most common theories which focus on this topic.

The adaptation process

According to Brewster and Harris (2000) the process of adaptation seems to be the crucial factor for success. Different approaches have attempted to explain expatriate success or failure in adaptation.

A. Social learning theory

This approach emphasises the aspect of learning for expatriates. Once an expatriate is sent abroad, his behaviour is based on the experiences he makes. Different social situations demand different behaviours. The expatriate needs to cope with the new cultures and to integrate. His behaviour which is rewarded with approval or disapproval will reinforce his learning process.

The main challenge is to analyse culture specific signals, to interpret them correctly and to behave as expected. Social learning should help the expatriate to behave 'correctly' and to achieve a positive social relationship: Culturally adequate behaviour will then eventually lead to a successful professional basis. The goal of this social learning process can be summed up as: *'learning to speak a second language and learning to live in a second culture'* (Guthrie 1975:102).

It seems obvious that social learning can and should take place in higher education.

B. Stress and coping: theoretical approach

This approach is based on Lazarus (1966) transactional model of stress and coping. The assignment abroad includes a ´series of stressing and unpleasant occasions, 'microstressors'' (Mclean 1976, cited in Kühlmann 1995) or 'daily hassels' (Kanner, Coyne, Schaefer and Lazarus 1981) for the expatriate. If the sum of these stress situations becomes too large, the expatriate might feel that the new environment has far

too high expectations. The expatriate will feel insufficiently prepared and failing. Critical situations, which the expatriate faces that foster stress, are especially:

- Ambiguity (business contact keeps silent or demands a break is a typical situation where the expatriate does not exactly know what the other side needs and wants)
- Unpredictability (changes in plan and especially a different feeling and relation to time makes decision making and reliance on promises difficult)
- Loss of control (especially when there is a lack of language)
- Stimulus satiation (different climate, pollution, humidity, noise, smell, actions and unfamiliar behaviour)

Tolerance for stress is an aptitude that can also be acquired in higher education.

C. Personality and attitudes: theoretical approach

The process of a successful adaptation depends on two factors: the selection process of the right candidate and the support of the company (two way process between the individual and the organisation). Family and company requirements as well as the length of assignment and cross cultural suitability are factors with a large influence on the success and the duration of an assignment (Kammel & Teichelmann 1994).

Most companies focus on the technical ability and skills as most important selection factors for success. However, *'…-technical competence does not assist a person's ability to adapt to, and cope with a new environment that involves dealing effectively with foreign coworkers'* (Mendenhall & Oddou, cited in Dowling, Welch & Schuler 1999:87). According to Teagarden and Gordon (1995:18) *'expatriate failure is usually the result of ineffective cross-cultural adjustment of expatriates or their families, rather than inadequate technical skills…'*.

Technical competence and managerial skills are preconditions in the selection process. These factors are naturally the most important considerations for any company – nationally as well as internationally but not necessarily the only criterion for recruitment at the international level. Intercultural skills also weigh heavily (Teagarden and Gordon 1995). Assuming that the candidate has the necessary technical competence, which personal skills, attitudes and behaviour are important for an international assignment?

According to Paige (1996:155), the personal qualities for an intercultural competent person are:
- Tolerance of ambiguity
- Cognitive and behavioural flexibility

- Cultural identity

- Patience

- Enthusiasm and commitment

- Interpersonal skills

- Openness to new experiences and people

- Empathy

- Respect

- Sense of humour

It seems obvious that these attitudes and personality characteristics should be encouraged in higher education.

Research on the adaptation process abroad has shown that a careful preparation is needed. There are several models explaining the process of adaptation. All concepts assume different phases (mostly four):

- An initial phase which is characterised by happiness and euphoria

- Phase two characterised by crisis or shock

- Phase three indicating a process of recovery or acculturation and

- A final phase of adjustment or stability
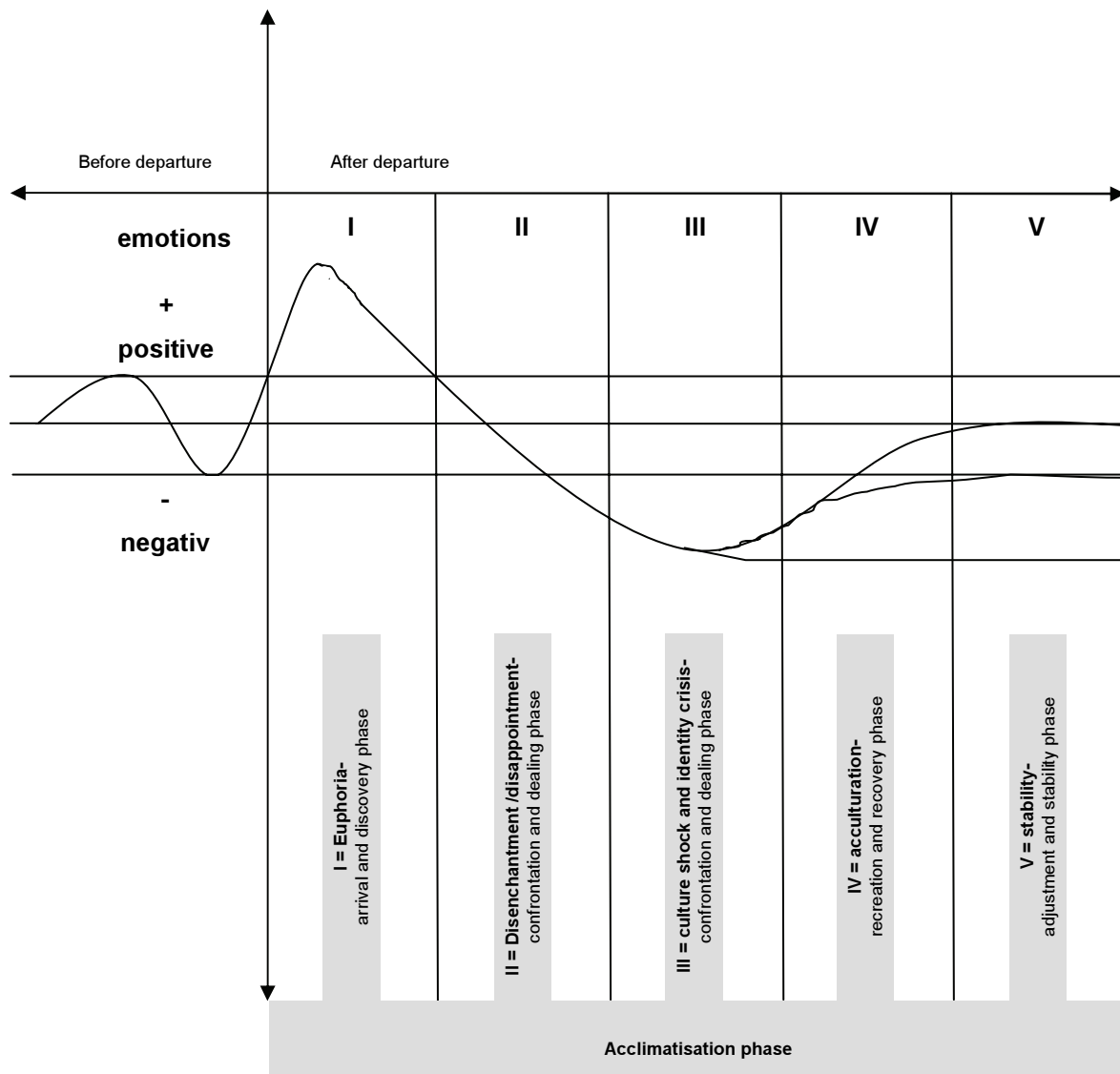
Fig. 10:   **Phases of adaptation abroad**

Slightly modified on the basis of Geistmann (2002:160), Interkulturelle Kompetenz

The most well known concepts are by Oberg (1960), Löber (1984), Bittner and Reisch (1990), Hofstede (1991) and Kopper (1997). All models use the time frame on the horizontal axis and the happiness/satisfaction of the person abroad (expatriate) on the vertical axis. In a review, Geistmann (2002) has tried to illustrate in a summary the main phases.

According to Geistmann (2002), the four phases are quite characteristic, even if people perceive them with differing intensity. The ***first phase*** of euphoria is quite short, inspired by curiosity about the new culture, 'wanderlust', high expectations of the new environment, and fascination as regards people and (job) tasks. The ***second and third***

phase occurs after about three to six months when the first conflicts and problems arise. The expatriate is confronted with a new environment in contrast to the usual and habitual old surroundings. He is forced to question routine habits and behaviours and experiences uncertainties about his actions and 'correct' or 'normal' behaviour. In addition, expectations concerning job tasks in combination with performance pressure could appear. The *third phase* (or second phase of confrontation) sets in after about six to nine months after arrival. Presumably the expatriate has adapted to the new environment, progressed in the foreign language and found some routine in his daily life. Nevertheless, if his values and attitudes collide with the new ones and his own system of orientation is questioned, the emotions and doubts can be intensified and not rarely in a negative direction. The expatriate will enter the phase of culture shock and identity crisis (e.g., which values are correct? Am I thinking incorrectly? Was his/her behaviour correct and if yes, why and why do I not share the attitude for this reaction?). *Phase four* is reached when the expatriate is able to adapt to the new culture in a positive way (integration, use of synergy, constructive encounter and understanding and acceptance of different behaviour).

Since this section focuses on the demand for intercultural competence in the context of the research topic, the different strategies for handling these situations and phases will not be described. Instead, the objective of the following section is to highlight tools and instruments for the preparatory phase. If intercultural training and preparation are used efficiently, the expatriate has more opportunities to become aware of arising problems which might be handled better due to profounder knowledge.

D. Intercultural training

The catalogue of options for intercultural training is immense ranging from intercultural management trainings to cultural assimilators for diverse nations. Depending on their content, according to Gudykunst, Guzley and Hammer (1996), these trainings can be divided into culture-bound (culture specific) and culture-free trainings. A second dimension applies to the educational approach (didactic vs. experiential) which refers to the issue whether skills are being taught by educational presentation or acquired by real or simulated experiences.

Experiential/
discovery

I	II
Experiential- Culture general	**Experiential- Culture specific**

Culture general   **Culture specific**

III	IV
Didactic- Culture general	**Didactic- Culture specific**

Didactic/
expository
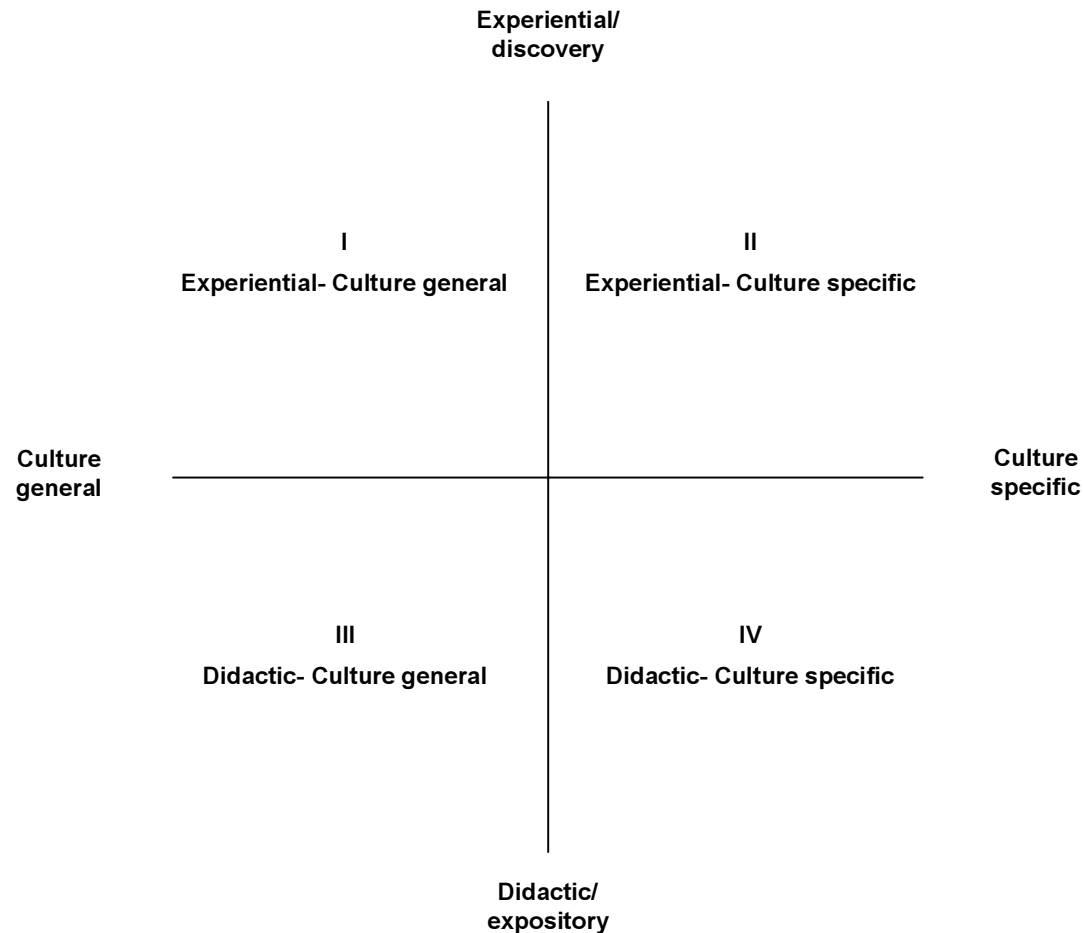
Fig. 11:   **A classification scheme for training techniques**
                       Gudykunst & Hammer (1983:126), Basic Training Design

Culture specific aspects can be taught by workshops on do's and don'ts and national stereotypes by using readings, cultural assimilators, communication rules and discussion techniques, role plays, sensitivity or language trainings. In contrast, an awareness of general culture is fostered by didactic techniques including videotapes, lectures, general culture assimilators, area orientation briefings, simulations, self-assessments and bicultural communication workshops (cf. Gudykunst, Guzley & Hammer 1996; Kammel & Teichelmann 1994). Some authors make a distinction between training 'on the job' and 'near the job' (Kammel & Teichelmann 1994).

Despite the importance of intercultural trainings, they can only support the expatriate in the phase before the departure for the assignment. The actual learning process of intercultural competence, its acquisition, takes place over a longer period of time during the assignment. Without critical feedback and reactions in an intercultural encounter it is difficult to simulate real life situations. The expatriate must make these personal

experiences in order to question, reflect and enter the process of cultural awareness (the concept of intercultural competence and the steps for its acquisition will be described detailed in subchapter 2.3.).

Intercultural management training offers a wide range of instruments which are definitely beneficial but will not prepare the expatriate completely for an assignment abroad. Nevertheless, these first steps and preparations are helpful for an awareness of the conditions and situations which might occur in other cultures.

2.1.11. Cultural impact on companies

The previous sections have demonstrated the changes and developments due to the globalisation and the growing significance of culture. This section 2.1.11. will, in reference to Adler (1991), describe cultural diversity with its advantages and potential problems (especially of working situations) and strategies for managing it.

Cultural diversity refers to the differences which appear due to different norms, behaviours and attitudes within cultures. Culture is defined as: *'a pattern of basic assumptions - invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration- that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems'* (Schein 1985:9), or in other words as Hofstede (1980:25) stated: *'the collective programming of the mind which distinguishes the members of one human group from another'*.

In order to be effective and high-performing, cultural diversity must be taken into consideration, since the outcomes can highly influence the results. One menace is cultural blindness; assuming that other people are similar and perceiving them as being the same with same needs. The risk of wrong perception is *'both perceptual and conceptual: we neither see nor want to see differences'* (Adler 1991:97). Differences must be seen where differences exist and cultural diversity recognised without judgment.

Cultural diversity can cause problems as well as providing advantages. Problems mostly occur when a single agreement (formal or informal) must be reached and in convergent processes the development of overall procedures becomes extremely difficult. When communication and integration become more difficult due to different behaviours and attitudes (when one thinks or has to think about it) the consequence is an increased potential for ambiguity, complexity and confusion.

In contrast, cultural diversity leads to the most advantages in divergent processes. Whenever expansion is taking place (expanding the organisation, the ideas, procedures, operations or approaches) diversity helps to start from a new point, giving new ideas, approaches, procedures or operations. Whenever cultural diversity is perceived as advantage or as resource, positive effects due to openness and flexibility will be the result.

2.1.12. Summary of global business and its requirements

In a review of the influence of internationalisation on different areas of research in economics and business administration (international business, international management, comparative/cross-cultural management, international human resource management and culture) we can conclude that international activity demands human resources that are internationally competent.

International business and international management have developed different approaches to the challenge of globalisation. These focus primarily on the managerial side and on the strategic orientation of the organisations. Structure and orientation of the organisation define the type and strategy of internationalisation. Decisions have to be made about the type of foreign activity, i.e., subsidiary or franchising, the entry strategy, i.e., one or more countries at the time, the degree of authority and decision making, i.e., headquarters (centralised) vs. subsidiaries (decentralised), the recruitment of expatriates or local national staff etc..

The key topic of intercultural communication and the ability of companies and their staff to adapt to differing cultural environments has been the focus of this subchapter (2.1.) as financial success of business depends on these questions. The increasing number of international trainings reflects the importance of this topic in a global world.

The following subchapter 2.2. will demonstrate the need for intercultural competence as a key qualification stressed in reforms in higher education.

2.2.   Reforms in higher education and intercultural competence

The previous sections have shown an increasing demand for key qualifications, especially intercultural competence in a rapidly changing global world. The labour market and business side are one aspect of these changing demands but are linked to curricula in vocational and higher education and their objectives and orientation. Two contradictory basic approaches have influenced traditional thought. As Anderseck (1995) demonstrates,

the 'social demand approach' in contrast to the 'manpower requirement approach', emphasises the free choice of education concentrating on personality development and relying on a natural demand for acquired qualifications in the market. In contrast to this idea, the 'manpower requirement approach' attempts to analyse the needs of the labour markets as precisely as possible and then to prepare for this demand in the educational curriculum.

Ever since the term 'key qualifications' was coined by Mertens (1974), a variety of different scientific disciplines have researched and defined different models and approaches. Mertens, as director of the Institute on labour and vocational training (Institut für Arbeits- und Berufsforschung), introduced the term 'Schlüsselqualifikationen' (key qualifications) in an article 'Thesen zur Schulung für eine moderne Gesellschaft' in 1974. He demanded a general shift of orientation in the educational curriculum by devoting more time to the acquisition of key qualifications and less time on the acquisition of subject specific knowledge areas. In his view, this could reduce problems in the link between the system of education and the world of work. Employees would become more mobile and flexible on the labour market and better prepared for a rapidly changing environment (e.g., respond more flexibly to unpredictable changes and developments). One major argument was that subject specific knowledge becomes obsolete more rapidly due to future developments in the market and that it is a necessity to be able to respond to changes by acquiring flexible and adaptable skills to combat the speed of obsolescence.

Merten (1974) distinguished four different types of qualifications:

Formal competences

1. Basisqualifikationen (basic qualifications)

These qualifications are of a higher order and are basic requirements for further learning. Their vertical character permits us to apply these to the work as well as to the social environment. Basic qualifications include the ability to think and behave in a logical, analytical, critical, structured, cooperative, constructive, conceptual, creative, decisionistic and contextual manner. Undoubtedly, the basic qualification of 'learning to learn' is a prerequisite for the acquisition of all further qualifications.

2. Horizontqualifikationen (horizon-broadening qualifications concerning the breadth and scope of information)

These qualifications should enable a person to use information in a practical and flexible way. This means that it seems more important to learn where information are stored and can be retrieved than rather to memorise the correct and detailed information. These skills

can be subdivided into four dimensions: knowing what information is, gathering information, understanding information and processing information.

Material competences

    3. Breitenelement (elements of breadth)

Elements of breadth define a group of special knowledge areas and skills which cover a wide field and occur in a broad range of occupational groups. This, for example, refers to safety policies in companies and regulations on how to behave in certain situation or with certain instruments and machines.

    4. Vintagefaktoren (vintage factors)

These factors are the result of the changing environment and the accompanying changing requirements in the educational sector. They reduce educational differences between generations, e.g., computer skills or knowledge in mathematics which were not needed for graduates in the 1950's but are needed nowadays.

Key qualifications are more resistant to becoming obsolete due to their high transfer value and the fact that they are more abstract. They provide employees with a better ability to respond more effectively and rapidly to unexpected and changing situations and therefore make these persons more mobile on the labour market. In addition, these qualifications enable individuals to respond more flexibly to societal developments as well.

2.2.1. An interdisciplinary approach to the identification of key qualifications

Since Mertens introduced the term there have been numerous publications on key qualifications in various scientific fields. The following graph will give a brief overview of scientific fields which are involved as well as the major authors.
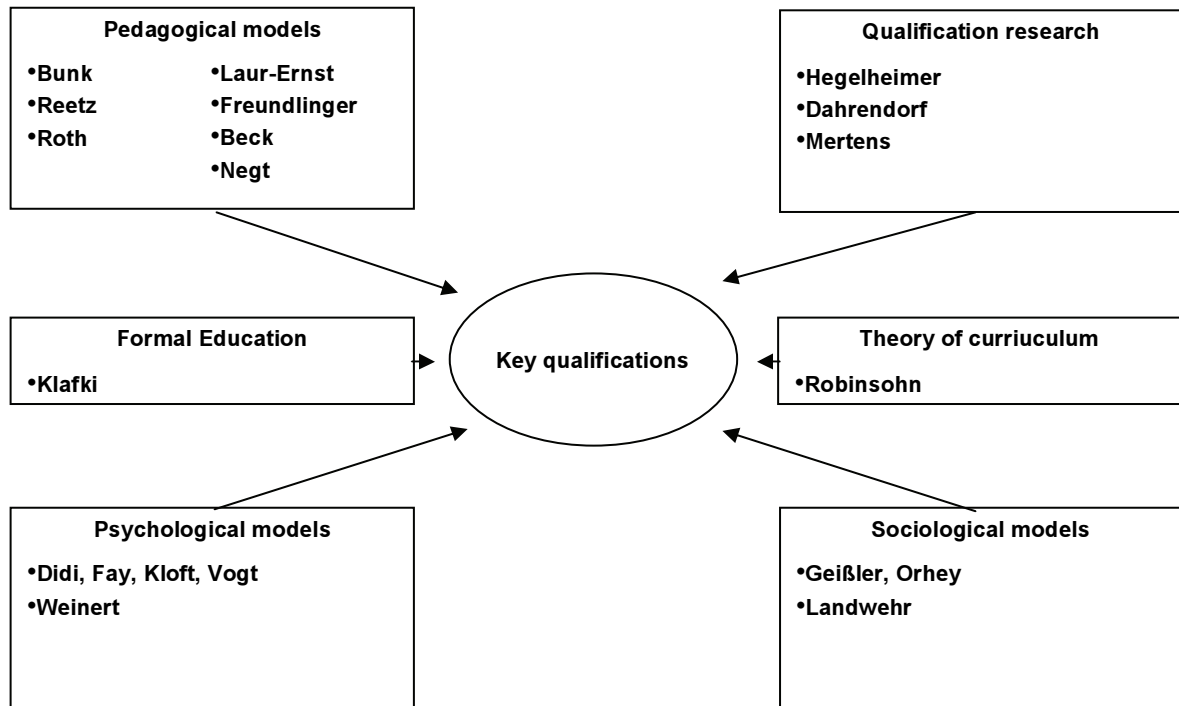
Fig. 12: **Interdisciplinary approach of the term key qualifications**

(Own graph) based on Orth 1999, Schlüsselqualifikationen an deutschen Hochschulen

Key qualifications in the higher education have not been analysed very systematically and thoroughly. Orth (1999) has attempted to summarise the different points of view and approaches. The following subsection gives an overview of the involved disciplines based on Orth's (1999) systematic description.

2.2.1.1. Formal education

The pioneering approach of Klafki 1959 (cited in Orth 1999) classified traditional views of education as formal and material education. Material education has as its goal to permit the learner to acquire the content of the culture in which he/she lives. The formal theory of education stresses the selective aspect: the learner needs to learn and be granted the autonomy to select content which suits his subjective goals in order to make the most of education. With this in mind, Klafki based on the work of Lehmensick 1926 (cited in Orth 1999) distinguishes functional and methodological education. Functional education intends to shape and develop human skills by improving body, soul and reasoning whereas the goal of methodological education is to teach methods. The goal of teaching key qualifications tends to be more consistent with the functional approach in preparing people in general skills that are not limited to subject specific knowledge and skills.

2.2.1.2.   Theory of curriculum

Robinsohn's (1975) thoughts on what students should learn were published in his book 'Bildungsreform als Revision des Curriculum'. In his discussion of educational reform as a revision of curricula he concentrated on those elements which should be implemented and/or modified. His approach has the same origins as Mertens' in questioning the existing context of institutional education. He assigns priority to four objectives:

1. Effective communication as the fundamental objective of education as this enables students to understand social, economic, technological developments in a changing world
2. Readiness for change so that education does not limit itself to traditional patterns but encourages students to accept changes and to adapt
3. Education in order to acquire the skill to make choices and to be able to use and process information
4. Autonomy as a behavioural disposition and attitude

Robinsohn (1975) suggested three steps to achieve these objectives:

1. Individuals should be taught to respond to diverse real life situations
2. This goal is given through the acquisition of qualifications
3. These qualifications are implemented and taught in the educational system

This line of thought is found in many concepts of key qualifications.

2.2.1.3.   Educational theories

Orth (1999) refers to a large number of publications which focus on the behaviours and attitudes of the individual which she designates as the anthropological-educational model. Bunk (1990), Reetz (1991), Roth (1990), Laur-Ernst (1991), Freundlinger (1992), Beck (1993) and Negt (1997) all agree that learning can be considered to be holistic and integrative and that personal dispositions influence individual, social, work and responsible behaviour.

Beck (1993) divides competence into 3 components:

- A general (material and subjective specific competences)
- An autonomous (formal competence) and
- A human one (personal behaviour and attitudes)

Reetz (1991) approach is a psychological one in explaining that the motivation, feelings, thoughts, learning and actions shape personality. He distinguishes key qualifications according to the following dimensions:

- Personal characteristics

- Fundamental skills

- Performance and task oriented skills and

- Socially oriented skills

Roth (1976) and Reetz (1990) share the same categorisation of:

- Professional/ subject competence

- Social competence and

- Self competence

Laur-Ernst 1991 (cited in Orth 1999:19) focuses primarily on the individual as a person whose individuality should and must be reinforced, supported and respected. She classifies into:

- Interdisciplinary

- Methodological and

- Personal

Freundlinger (1992) presents a classification involving the following areas in an interactive approach:

- Material (formal) skills

- Social and personal skills

- Physical skills and

- Intellectual skills

Although Beck (1993) agrees and even supports the previous approaches he shows that there are clearly deficits especially in the realisation of the concepts. He suggests a clear division into key qualifications and key dispositions where the first can be realised more easily but the latter are hard to influence. Furthermore, he notes that subject specific skills do belong and are part of the general (key) qualification concepts.

Negt (1997) defines six societal key qualifications as requisite for the modern world:

- Ability to establish correlation/coherencey

- Identification competence

- Technological competence

- Equity/fairness competence

- Ecological competence and

- Historical competence

As the definitions and classification of key skills by these authors will be presented in a table, their thoughts are not described in detail.

2.2.1.4. Sociological models

This line of thought attempts to delineate key qualifications through an analysis of social change. Geißler and Orthey 1998 (cited in Orth 1999:35) state that the change of living and working conditions requires a change in the organisation of work and jobs. The new definition of an employee or worker should be 'jobholder' who is capable of flexibly, adapting to changing work requirements. In addition (especially in Germany), there need to be identification with the job and a disposition to solve professional problems. Their approach demands the necessity to build up meta competences:

1. Plurality competence (management and acceptance of versatile situations)

2. Transfer competence (exposure to discontinuity)

3. Process structured related competences (formulation of a life concept on the basis of realistic (self) analysis)

In a similar vein, Landwehr (1996) labels these qualifications 'transformative abilities' as society is changing away from a tradition where learning is based on imitation of established procedures to learning focussed on innovation. He states five core competences which should enable the transformation process:

1. Openness and flexibility

2. Creativity

3. Problem solving competences

4. Ability to cooperate

5. Learning competence

He states that self reflexion is the major turning point which he labels 'metacognitive competences'. Only when self observation (monitoring), extraneous surveying (modelling), exchange of experiences (conferencing), reflexion of work (reflexion) and feedback are actively done - a learning process will be successful.

Sociological theories primarily point out that transformation in society must be accompanied by transformation in education that concentrates on key qualifications that enable members of society to actively adapt to societal changes. The contributions of the

individual authors are summarised in table 11 where their definition of key qualification and a list of these qualifications is presented.

2.2.1.5. Psychological theories

Didi et al. (1993), in an extensive analysis of existing categories of key qualifications in the scientific literature, present a 'survey of key qualifications from a psychological perspective'. This analysis results in a list or inventory of qualifications and not an own conceptual approach. The 654 different key qualifications retrieved from the literature can basically be reduced to 20 skill elements.

Skill	Number of		Skill	Number of	
	citations	catalogue		citations	catalogue
Communication skills	24	336	Assertiveness	15	157
Cooperation skills	23	356	Ability to learn	14	380
Ability to think in coherence	21	122	Concentration	14	352
Flexibility	21	242	Responsibility	14	610
Creativity	21	361	Reliability	14	654
Autonomy	21	508	Endurance	13	60
Problem solving	20	462	Accuracy, preciseness	12	268
Ability to make transfer	17	581	Abstract thinking	10	114
Willingness to learn	16	377	Logical thinking	10	127
Decision making skills	15	184	Autonomous learning	10	502

Table 10: Inventory of key qualifications (20 most cited ones)

Own graph based on Didi et al. (1993:Annexe 1-31). Einschätzung von Schlüsselqualifikationen aus psychologischer Perspektive

This list shows an overlap of some qualifications such as the 'ability to learn' and 'willingness to learn' and was therefore reduced by Didi et al. (1993:28-56) to 11 qualifications. These were selected on the number of references as cited in the literature and the importance assigned to these traits.

- Ability to concentrate
- Knowledge
- Sensumotoric abilities
- Spatial visualization capacity
- Ability to communicate
- Ability to cooperate
- Logical thinking
- Ability to transfer
- Ability to learn
- Creativity

- Locus of control
- Interconnected thinking

Weinert 1996 (cited in Orth 1999) as a psychologist sees a general problem in the imprecise outlines of the term 'key qualification'. The different psychological traits mentioned in the literature vary from intellectual skills to individual personality traits. He agrees on the approach of Klafki (1959), making no differentiation between formal and material qualifications, but rather insists on the fact that both constructs belong to each other. He classifies key qualification in four dimensions which are reproduced in the following table 11 along with those of the other authors mentioned before.

2.2.1.6.   Qualification research

The following table 11 will give a short translated summary of the different approaches and key statements described, based on Orth (1999:38ff).

Author	Definition	Categorisation- approach
Beck, 1993	'Key qualifications are relatively long term proficiencies, abilities, skills, attitudes and value systems to solve social problems. As job qualifications these are seen as functional and general skills for the accomplishment of professional tasks. These abilities and attitudes go beyond technical skills and are long term proficiencies. Qualification objectives are professional flexibility and mobility'. (Beck 1993:17-18)	1. material proficiency and skills 2. formal proficiency and skills 3. personal proficiency and skills
Bunk, 1990	'Key qualifications are basically nothing else than the rediscovery of holistic learning of professional qualifications which have been lost in organised academic partial learning and organised division of labour at the work site'. (Bunk 1990:175)	1. material proficiency and skills- generalised principles 2. formal proficiency and skills- autonomy 3. personal proficiency and skills - the human factor (Bunk 1990: 183)
Freundlinger, 1992	Key qualifications are comprehensive professional qualifications which constitute an advanced (professional) ability to act and which contribute to the development of personality. (Freundlinger 1992:61)	1. material and formal skills 2. cognitive, social and personal skills 3. mental, spiritual and physical skills 4. miscellaneous comprehensive skills 5. different well developed skills

Geißler/Orthey, 1998	Meta competencies should primarily contribute to the creation of an individual's identity in order to enable an orientation in a society which is loosing a clear professional structure.	1. ability to cope with pluralism and acceptance of multifaceted situations 2. ability for transfer coping with discontinuity 3. ability of structuring processes developing a purpose in life based on realistic self analysis'
Landwehr, 1996	Key qualifications are proficiencies 'which are necessary to remain capable of acting in a transformative culture, viz. to react competently and appropriately in new or changing situations (circumstances) and to cope with unpredictable requirements'. (Landwehr 1996: 92)	Landwehr does not offer general categories but instead develops five core competencies which should enable transformation: 1. openness and flexibility 2. creativity 3. problem solving skills 4. ability to cooperate 5. learning competence
Laur-Ernst, 1990, 1991	Key qualifications are proficiencies that go beyond professional competence and aim for personal development. (Laur-Ernst 1991:132)	1. interdisciplinary generalised knowledge (such as knowledge about general rules and definitions) 2. methodological, operational and technical proficiency (such as PC skills, planning procedures etc.) 3. personality related skills (such as creativity and empathy) (Laur-Ernst 1991:39)
Mertens, 1974	Key qualifications are 'cognitions, abilities and skills, which are not related to specific, distinct practical activities but permit a). competency in a large number of positions and functions, b). the accomplishment of a sequence of (mostly unpredictable) requirements which occur during the life time.	1. basic qualifications: general qualifications of a higher order 2. qualifications of scope: which enable a person to use information in a practical and flexible way. 3. elements of scope and range: a cluster of special knowledge and skills which occur in a large number of professions. 4. vintage factors: reduction of intergenerational educational differences
Negt, 1997	Key qualifications should train the individual processing abilities in order to enable a	1. create coherency 2. identity competence

	coherent and satisfactory orientation in life. For educational policies this means that key qualifications should be seen as an orientation in creating a new type of cultural learning. (Negt 1997:18 and 210)	3. technological competence 4. equity competence 5. ecological competence 6. historical competence (Negt 1997:219-237)
Reetz, 1990	Key qualifications enable an advanced professional competence of the individual. (Reetz 1990:32-34)	1. personal qualities 2. performance and task oriented skills 3. social skills
Weinert, 1996	Key qualifications are all individual cognitive behavioural and performance skills (…), which in principle can be learned and taught. These can be used to advantage in as many (even future) situations as possible and in many areas for the acquisition of necessary specific knowledge, the processing of relevant information, the solution of difficult tasks and of new problems. (Weinert 1996: 9 and16)	Levels of acquisition of key qualifications: 1. skills not specific to subject area (ability to plan and process information) 2. skills specific to a subject area (typical methods of thinking and problem solving, e.g., in the 'humanities' 3. job and discipline specific skills (cognitive skills which are useful for the tasks in a subject area or vocational field) 4. subdisciplinary key qualifications

Table 11:   Overview of interdisciplinary approaches: key statements

Orth (1999:38ff), Schlüsselqualifikationen an deutschen Hochschulen

This section (2.2.1.) has demonstrated a broad consensus on the necessity of key qualifications in social, academic and vocational education.

As it is the intention of this thesis to evaluate to which extent the international Dukenet Markstrat simulation can open the door to an international orientation, it seems necessary to include a list of key qualifications that are involved in the learning process of this specific programme. That is why in the following section 2.2.2. a definition of the term key qualification and a list of core competencies are outlined as an element of the skills acquired in the international Dukenet Markstrat simulation.

2.2.2. Definition of the term key qualification

It has become clear that there is no consensus as to a universally accepted definition of key qualifications. The German Science and Humanities Council (Wissenschaftsrat) has pointed out this lack of clarity in their review (1999:67) of the linkage between tertiary

education and employment system. The council has presented a list of core competences which are considered to be relevant for graduates: innovation and entrepreneurship, communication skills and teamwork, methodological competencies, ability to solve conflicts, decision making and presentation skills, leadership, autonomous learning, project management and the application of modern information technologies as well as foreign languages and intercultural comprehension.

In her review, Orth (1999:107) has proposed a definition based on a detailed study of the theoretical statements found in the literature which is in line with the ideas of Weinert 1996 (cited in Orth 1999) and of the Bildungskommission Nordrhein-Westfalen (commission on education North Rhine Westphalia):

'key qualifications are general learned abilities, attitudes, strategies and knowledge element which permit a person to solve problems and acquire new competencies in as many areas as possible. This should enable an ability to act which meets the individual's needs and the society's requirements'.

(own translation)

According to this definition, the key qualifications comprise four dimensions: social competence, methodological competence, self competence and professional (subject) competence (a difference in the German language between 'Fachkompetenz' which can be translated as professional and 'Sachkompetenz' as subject specific competence or meaning that a person has knowledge about its subject/profession).

In further subsections (3.4.2.1.–3.4.2.4.) we will examine to what extent these key qualifications are fostered by the international Dukenet Markstrat simulation. In this thesis the definition of Orth (1999) of key qualifications will be used.

2.2.3. Summary of intercultural competence as a requirement of the reform of higher education

The preceding subchapters (2.1., 2.2. and 2.3.) have shown that key qualifications and specifically intercultural competence and language skills are not only a result of a shift towards a global economy but also a consequence of reform tendencies in higher education. Different disciplines (psychological, pedagogical and sociological theories, qualification research and curriculum theory) have underlined the necessity of teaching key qualifications in today's educational system.

Even if the term intercultural competence is not specifically mentioned in these theoretical statements, it seems obvious that this skill domain can be located in those proficiencies which characterise key qualification: *'attitudes, strategies and knowledge elements, which should enable to solve problems and acquire new competences in as many areas as possible'* (Orth 1999:107).

The following subchapter 2.3. will define intercultural competence and review different attempts to arrive at a comprehensive model of the acquisition of intercultural competence. Furthermore, the problems of designing a singular model are discussed (culture bound vs. culture free) with a short outlook on strategies that have been developed on how to gain intercultural competence.

2.3. Intercultural competence, theories and elements

The literature review has shown that at the economic (2.1.), educational (2.2.) and societal level (not explicitly discussed in this thesis), the process of internationalisation leads to demands for key qualifications. The following subchapter (2.4.) presents different concepts and models of how to acquire key qualifications. The literature review focuses primarily on intercultural competence as key qualification.

The discussions on intercultural competence have been stimulated by a great number of interdisciplinary contributions originating from the fields of social psychology, sociology, anthropology, education, philosophy as well as linguistic, economic and cultural studies. Social workers, teachers, communication trainers, coaches and human resource managers have also been active in this field.

A singular concept of intercultural competence has not been able to win recognition since the following points of controversy have not been settled (Rathe 2006):
1. Is such a concept supposed to be culture bound or culture free?
2. Which priority of interest should be followed, i.e., political, social or economic interests?
3. Are these concepts supposed to be a list of competencies or consist of structural models that describe a systematic process?

These problems of heterogeneity and a lack of consensus of definitions will continue to characterise concepts of intercultural competence. Since the focus of this thesis lies on approaches to the acquisition of intercultural competence in the economic context (expatriates, assignments abroad, student exchanges), in contrast to a social context and

the daily problems of a multicultural society (migration, school children of different origins and backgrounds, daily encounter with different (sub) cultures), we limit our discussion to this question.

All authors agree that the acquisition of intercultural competence involves a learning process of great complexity. This is illustrated by the following image.
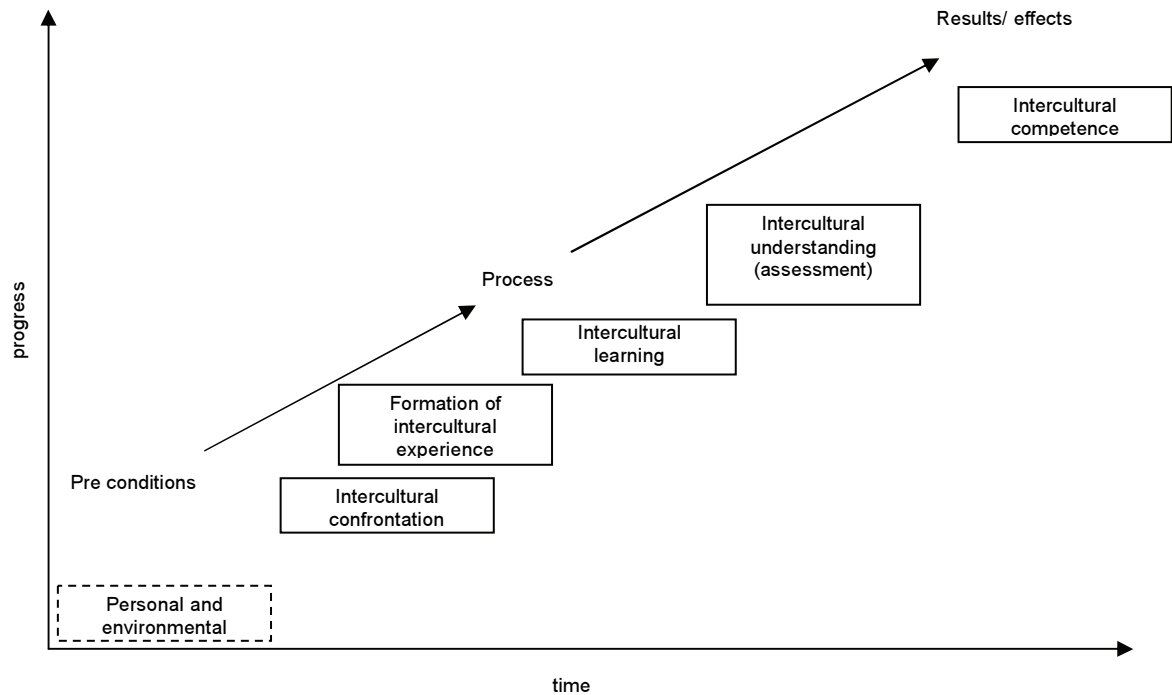
Fig. 13:   **Learning process of intercultural competence**
           Thomas, A, (n.d.) Intercultural Competence

The focus of this thesis lies in the process of acquisition (intercultural learning) therefore we regard how intercultural competence is acquired and which factors are influential in order to arrive at a more comprehensive understanding of this complex process. The following section (2.4.1.) will present the model of Thomas (2003) taking into consideration some fundamental questions that have been raised by Rathje (2006) and Bolten (2005):

1. The objective of intercultural competence
2. The issue of a culture bound vs. culture free point of view
3. Practical applications of intercultural skills
4. An unanimous definition of culture

The following section 2.3.1. will present the theory of intercultural action competence by Thomas (2003) which permits us to draw conclusions for a comprehensive model for the business world.

2.3.1. Intercultural action competence

Professor Alexander Thomas (University of Regensburg) is an eminent German researcher on intercultural competence. In his model he offers an approach summarising the existing facts and consensus on intercultural competence.

He lists the following conclusions which are then arranged into a systematic order which constitutes a learning process:

- Key qualifications and general non subject related skills have gained increasing significance
- Intercultural encounters take place more often (professional and or social) on a voluntary basis or in a given context (e.g., work assignments)
- Intercultural competence is the central key qualification for the development of modern societies
- Humans are unique and have different values, behaviours, attitudes and emotions while assuming that their partner in interaction is in some ways similar
- Humans have over time developed social competence, enabling them to act appropriately in social situations (communication skills, social motivation, ability to cooperate)
- Values, norms, systems and behaviours are internalised (accepted and perceived as natural) and have become subconscious and by this means enable a normal life in the respective society

For further understanding, he proposes the following definition of culture (Thomas, 1993:380):

'Culture is a universal but very typical system of orientation for a society, organisation and group. This system of orientation is made up of typical symbols and handed down through society etc.. It influences perceptions, thinking, values and actions of all members and through this defines membership in society. Culture as a system of orientation structures a specific area of behaviour for all those individual who feel they belong to a society and thereby creates the prerequisites for independent modes of interaction with the environment'.

According to his definition of culture, intercultural competence has different components which all have implications for his model:

- **Intercultural perception**

  Cultural strangeness and dissimilarities must be perceived and judged as meaningful for interaction

- **Intercultural learning**

  Knowledge about foreign cultural systems and the way of doing things must be acquired and learned

- **Intercultural appreciation of values**

  It must be understood why the partner in interaction thinks, acts, judges and perceives differently. Different customs of thinking and behaviour must be respected

- **Intercultural comprehension/understanding**

  Furthermore, the individual must be able to reflect on and understand how his own cultural system influences his behaviours and actions and what consequences this may have for a comprehensive and mutual understanding in his encounters with another culture

- **Intercultural sensibility**

  Finally, through a comparison of differences between the two cultures (his own and that of the other) he must know how to react in a sensitive manner (and in part share the partner's culture- specific perspectives)

- **Intercultural competence**

  In addition to a cognitive understanding of cultural differences, procedures must be acquired in order to participate and contribute actively in intercultural encounters and to avoid misunderstandings in order to achieve consensual problem solving approaches which will be accepted by all participating individuals

Intercultural competence can only be gained through a process of learning and acquisition. This process requires reflexion and communication in order to learn appropriate behaviour. Thomas' concept emphasises the interaction of personal conditions, intercultural experiences in given situations for the process of intercultural learning and mutual comprehension in encounters.

The graph on the following page (Thomas 2003:144) illustrates the acquisition of intercultural competence through a process of learning, perceiving, reflecting, understanding and acquiring.

The concept is based on the following definition of intercultural competence:

'Intercultural competence is shown by the ability to perceive, respect, accept and efficiently use cultural factors and influences on the own person as well as others. With the goal of mutual adaptation, of tolerance for incompatibilities and evolving towards a synergistic way of working and living together as well as actionable orientation patterns for the interpretation and shaping of the world'.

(Thomas 2003:143)

Evaluation of an international marketing simulation as a threshold-course for intercultural learning

| Personal and social relationship | Intercultural experience | Intercultural learning | Intercultural understanding (Bilanzierung) | Intercultural competence |

Personal Factors

Life experience
- Value disposition
- motive structures
- Attitudes
- self concept
- self perception
- interpersonal perception
- assumed perception of others

Personal traits
- self-assurance
- ability of reflection
- flexibility
- curiosity
- ambiguity tolerance

Foreignness concept
- expectations
- attitudes
- evaluation/judgement
- reactions

Environmental factors

Objective environment
- life style/conditions
- ambient/space
- time

Social environment
- organisations
- groups
- status
- role/position
- network of relationships

Integration into an intercultural encounter (present/virtual)
- ability of experience
- significance
- sustainability

Experience of a critical intercultural interaction (IC)

Reactions on IC

Emotional/ cognitive	Motivational/ cognitive
-culture shock (paralysis)	-passivity -dysfunctionality
-appetence (seeking)	-stimulant
-Aversions (rejection)	-dominance (ethnocentrismus)
	-Ignorance
-tolerance (bearing)	-acceptance (adaptation)

Cultural specific differences in:
- perception
- thinking
- feeling
- acting

cultural convergence/divergence

cultural universalisms/relativisms

Informing and reflecting about:

Own cultural:
- cultural standards (modalities, functionality)
- values, norms, rules
- humans/ world view

Foreignness cultural:
- cultural standards (modalities, functionality)
- values, norms, rules
- humans/ world view

Comparison of own and foreign culture
- similarities
- similitudes
- differences

Development of

Cultural value appreciation
- own culture
- foreign culture
- interculture

Intercultural equivalent varieties of intercultural cooperation

Process of intercultural equivalent utilisation of learning possibilities/methods
- collection of information
- experience of encounter
- intercultural trainings
- intercultural consulting
- systematic experience learning

Objective of achievement
- cultural equivalent behavioural attribution
- expansion of self concept
- expansion of repertoires of behavioural alternatives
- expansion of repertoires of explanatory alternatives
- intercultural orientation clarity
- potential of cultural adequate acting

Acting efficiency in the cultural triangle

own culture — Foreign culture — interculture

Potential of acting (routine availableness)
- change of perspectives
- transformation of perspectives
- self-distance
- orientation clarity (transparency)

Assuredness of acting
- transparency of objective ascertainment
- clarity of objective process attainment
- sensibility for:
  - synergy potential
  - incompatibilities
  - compensations
  - complementariness

Flexibility of acting
- alternative behaviours
- explanation-/ interpretation variance
- variation of objective pursuing strategies
- reciprocal 'to be value-is value-discrepancy'-matching
- variable conflict handling

Creativity of acting
- sensibility for initiation and promoting intercultural synergetic potentials
- discovering, reinforcing and benefiting of social support
- cooperative development, testing and sustainable application of innovative forms of intercultural synergy

Fig. 14: **Model of intercultural action competence**
Thomas (2003:144), Interkulturelle Kompetenz. Grundlagen, Probleme und Konzepte.

Chapter II │ Theoretical approach

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We can assume that individuals have already passed through a (mono cultural) process of socialisation and have acquired and learned values, norms and rules. Their behaviour is based on these factors (and have become behavioural routines or a repertoire of behaviours) which permit them to live with a rather low rate of conflict in society. In the individual's society his action and behaviour is accepted and taken for granted thereby supporting his perception of behaving 'correctly' and assuming that this repertoire is appropriate for all human beings. Behavioural deviance is only noticed when reactions are (repeatedly) different, unfamiliar or even strange. This is more frequently the case when the other partner belongs to a different culture and has a different perception of 'correct' behaviour, norms or rules. Only when this perception becomes conscious and the individual is made aware, a process of reflexion and rethinking with a long phase of learning, questioning and re-evaluating the own self concept (behaviour, attitudes, values) can begin.

Nevertheless, if the person who is generally competent succeeds *'the resulting profile is of an individual who is truly 'open to' and 'interested in' other people and their ideas, capable of building relationships of trust among people. He or she is 'sensitive to the feelings and thoughts of another, expresses respect' and positive regard for others, and is 'nonjudgemental'. Finally, he or she tends to be 'self-confident', is able to take 'initiative', is 'calm' in situations of frustration of ambiguity, and is 'not rigid'. The individual also is a 'technically' or 'professionally competent' person'.* (Kealey and Ruben 1983:165-166)

Kealey and Ruben (1983) note that there is a consistency of personality traits and characteristics of interculturally competent and generally competent people. Here is a broad consensus on the fact that a social competent person is indeed more likely to be interculturally competent as the same behavioural traits are needed (sensitivity, tolerance). However, as Detweiler, Brislin & McCormack (1983; cited in Thomas 2003:142) note: *'personality concepts have very little predictive value'.* The situation in which a person find him/herself is also very important, so tht the interaction of situational and personality variables allow us to predicts behaviour more.

An important impulse for the development of a learning process towards intercultural competence starts with experiences in critical intercultural interactions and the resulting reactions.

Many researches point to the degree and intensity of contact with the other culture (society) as another influence and parameter of intercultural success: With reference to the well known U-shock curve (Lysgaard 1955:49), these factors can be perceived

differently depending on the moment in time, e.g., as stressors in the beginning phase or, in contrast, as an important factor for intercultural learning in a later phase of assignment abroad.

In order to gain intercultural competence there are different influential factors on the interpersonal, the intercultural and the learning and competence level. Following Thomas (2003:148-149) these factors can be listed as follows:

1. Quality of personal relations

It is evident that the degree of confidence and mutual trust of the interacting individuals has an influence on the final outcome. In intercultural encounters more mutual trust than perceived foreignness would lead to a more positive atmosphere and better results.

2. Knowledge and experiences with partner culture

The more a person knows about the other culture the more realistic his expectations will be. This knowledge and experience may decrease biases and conflicts. If a person is culturally very experienced he might perceive the differences and may know better how to handle them: If his own behavioural dispositions and attitudes have adapted well then these differences won't be perceived as shocking or threat.

3. Degree of intercultural competence

Differing social educations, cultural origins and personal ambitions (degree of willingness to reflect and/or to inform oneself about other cultures) result in different degrees of intercultural competence.

4. Basic types of social interactions

According to Jones and Gerard (cited in Thomas 2003:148) there are four basic types of dyadic social interactions. First, the *asymmetric interaction* when one communication partner clearly dominates the other one. Second, *mutual interaction* where the behaviour of both partners are similarly influenced by internal and external factors. Third, *reactive interactions* where both individuals merely react to the action of the partner without pursuing their own objectives. Fourth, *pseudo interactions* where both partners just follow their own interests and objectives and communicate more or less in a very routine and formal manner.

Thomas (2003) states that pseudo interactions are mainly perceived in the initial stadium of intercultural encounters (welcoming situation, first contacts characterised by formal communication), whereas asymmetric interactions mostly occur when one partner has

more resources (e.g., money, know how, influence) and the other nothing to oppose this imbalance. The best and most favourable encounter is a mutual interaction where both parties can be satisfied resulting in positive mutual feelings and perceptions and developing intercultural competence.

5. Social assistance

Often, when the interacting partners are of different cultural and societal backgrounds and come from different environments, social support of key people and friends can create a motivating and accepting atmosphere in which differing norms and values are understood and accepted. This process is important for intercultural learning and comprehension and for the promotion of intercultural competence.

6. Cultural distance

Several studies of cultural social distance (Hofstede1980, Thomas 1996) have shown that the more homogeneous and similar two cultures are - the less difficult the interaction will be. Even if in the beginning some cultures are perceived as quite similar, more frequent and intensive contact may reveal unperceived but significant differences.

7. Political-societal similarities and differences

This point is especially crucial in work related interactions where the partners are influenced by political-societal aspects. Differing or similar ways a political systems works, the rules and regulations accepted in a society and the individual's opinion of these conditions can have a bearing on the interaction of individuals. These aspects mainly influence the concept of self and the other and can inspire confidence and trust.

8. Cultural interdependencies

This point emphasises the cultural complexity of human beings. Even though an interaction may be considered difficult by two individuals from two different standards, norms that go beyond individual cultures prescribe mutual politeness as an example given by Thomas (2003:139) shows. As a consequence of these interdependencies, persons may pretend to understand the other even if this is not the case.

9. Contextual restraints and degrees of freedom

Interpersonal interactions are, on one hand, based on compliance with certain social and cultural norms but, on the other hand, permit a certain leeway for independent, individual decision making and action. It is important to know where these boundaries and options begin and end. Appropriate behaviour within these limits and using opportunities to learn

and expand the repertoires at the same time is a central prerequisite for a positive intercultural encounter for both parties.

Thomas' approach is quite comprehensive even though his concept limits itself to individual and not group interaction. Nevertheless, some critical points need to be mentioned.

a) His definition of culture more or less separates culture and action although in the last years culture has been more understood in a hybrid manner with mutual influences. His distinction of separate cultures does not consider sub cultures within one culture therefore 'over-generalising' the homogeneity of cultures. Furthermore, it seems as if he assumes that cultures are closed and stable entities (Näcke, Kalscheuer & Shimda 2003).

b) Power differences in intercultural communication are not sufficiently nor mathematically taken into consideration thereby ignoring the fact that intercultural communication can in many cases be asymmetrical so that no amount of perceptiveness and cultural sensitivity can overcome this handicap. A collective experience of power imbalance - such as exists between individuals from former colonies and representatives of industrialised nations may therefore be the cause of problems in communication processes and not only cultural differences (Auerheimer 2003).

c) According to Bolten (2003) Thomas' holistic approach can only be accepted as holistic if the model is extended. This means that an analysis should be expanded to relations at the intra- as well as the intercultural level. Bolton's example of 'teamwork' shows that this competence is a soft skill needed in every assignment (abroad and at home, in Germany) but the term is used and defined differently e.g., in Germany as compared to Asia. Furthermore, key qualifications can be divided into specific and general skills but should not be separated in the model, since all these skills are needed in assignments abroad. A holistic approach takes into consideration that it is difficult to divide qualifications into soft and hard skill.

d) Although each culture has its own orientation system, individuals in a given society can still be different in their norms, values and behavioural rules. These should not to be confused and associated with stereotypes and clichés; or do all Germans behave in a German way and have they all internalised the same values?

e) Since the model concentrates on the individual and the encounter of two cultures, the analysis does not refer to intercultural competence but to bi-cultural competence in dealing with two separate cultures.

f) The process of globalisation and migration has led to a daily life situation where encounters with individuals influenced by different (sub) cultures are routine. If this is true then these routines 'intercultural encounters' are shaping and socialising the present generation and seem normal for everyday life. So which are the 'abnormal' critical situations?

g) Thomas' model is primarily designed to the efficient achievement of economic objectives which limits its scope. Especially in the context of migration, there are numerous other factors which are important for intercultural learning and adjustment as the case of school children of German and Turkish origin who both are born and live in Germany illustrates.

h) His model over-generalises and does not sufficiently take the complexity of human beings into consideration. Even if cultural differences exist between societies (e.g., Chinese vs. German society), some members of these contrasting societies can share the same values and standards (e.g., Germans who do not like to 'lose their face' or Chinese who take pride in their reliability, trustworthiness and honesty).

Despite these critical remarks the complexity of intercultural competence must be considered when judging Thomas' model. His attempt to give a more or less comprehensive definition of intercultural competence, to review and summarise existing knowledge from different disciplines and finally to synthesise this knowledge in an explanatory model is an achievement.

Last but not least, it might be necessary to distinguish between intercultural competence and performance in a model. Competence as a learned proficiency may have been acquired but the individual due to cues in the interaction might choose not to act accordingly. As Furnahm and Bochner 1986 (cited in Thomas 2003:143) state intercultural (acting) competence is: *'not simply a trait or learned skill, but a social phenomenon. Any social interaction is mutually organized, skilled performance…[resulting] from the participants having a shared, although often only implicit understanding of the bases on which the interaction is taking place'.*

The concept of intercultural competence, as developed in this subsection can serve as a tool for analysing the effects of the international Dukenet Markstrat simulation that is the focus of this thesis.

The following subsection researches empirical evidence for the acquisition of intercultural competence.

2.3.2. Empirical evidence, qualitative survey- acquisition of intercultural competence

Since the discussion about intercultural competence is an up to date subject companies and especially recruiting managers have to increasingly consider these skills. As the subchapters (2.1. and 2.2.) have shown there is an endless variety of trainings and approaches on how to acquire these skills from authors of all different kind of disciplines. But what do recruiting managers think?

The subject was opened by the author of the thesis in the forum 'performers circle' in July 2005. The performers circle is a virtual business network[16] evolved as sub part of the access company (a German well known career and recruiting enterprise). The membership is limited to exclusiveness through recommendation or application.

The discussion was rated with four from five stars with a contribution of more than 55 articles and 400 viewer clicks. The discussion showed that intercultural competence is needed and demanded from companies, nevertheless only to a certain degree (depending on the organisational structure, geographic location and degree of international activity). The contributors agree on the necessity of educational support especially in form of courses and semesters abroad, but not as a pre condition for the acquisition of key qualifications. Furthermore, the problems of measurability are discussed with the contribution of the 'Aware survey- inter_cultural_competence' and again the reference made to the 'SQ21 survey'.

The theoretical as well as the practical side reflect the demand for intercultural competence. As much as all sides agree on the necessity as many solutions and approaches have evolved - without a consensus on one model. The complexity of the subject (due to the amount of influencing factors and differences in humans) questions the importance and necessity of only one approach.

Nevertheless, institutions of higher education can contribute to the learning process through the degree and quality of international offers. The following chapter will give a short status quo about the educational offer in Germany, with a more detailed analysis of the University of Kassel as example and finally present a pedagogical programme as attempt to increase the intrinsic motivation to study abroad and reduce the barriers of participation.

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[16] http://www.performerscircle.com

'We learn by example and by direct experience
because there are real limits to the adequacy of verbal instruction'.

Malcolm Gladwell (2005)

CHAPTER THREE

INTERNATIONAL TRAINING OPTIONS IN HIGHER EDUCATION

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As chapter two has shown, there is an increasing demand for skilled labour with an emphasis on intercultural competence due to globalisation and disappearing barriers to international trade.

As the OECD report on international mobility of highly skilled workers (2001) shows, policies are being implemented in order to attract this group of qualified and mobile persons. However, the determinants of mobility as well as the existing barriers need to be

understood in order to attract skilled workers from abroad. Parey and Waldinger (2008) state in their report[17] that student mobility can be a 'step stone' for later labour migration formulated by Guellec and Cervantes 2001 in the OECD report (cited in Parey & Waldinger 2008).

In their survey 'Studying abroad and the effect on international labor market mobility: evidence from the introduction of ERASMUS', Pary and Waldinger (2008) analysed the number of graduates who had studied abroad during their undergraduate phase and were working abroad at the time of the survey. For this purpose, data from a nationally representative longitudinal sample of graduates supplied by HIS, the German Higher Education Information Service was studied in detail. Parey and Waldinger (2008:22) analysed that *'studying abroad increases the probability of working abroad by around 15 to 20 percentage points'*.

Graduates who had worked abroad for at least one month gave the following primary reasons:

- Interest in a foreign culture (53%)
- Received interesting offer (36%)
- At employers instance (33%)

In a similar study (Oostrbeek & Webbbink 2006, cited by Parey & Waldinger 2008), data showed that studying abroad also increased the probability of later living abroad. However, these results are based on a small sample of 'particularly talented' students whereas the results of Parey's and Waldinger's research are drawn from a large nationally representative sample.

To summarise, the survey 'identified causal effects of undergraduate student mobility on later international labour migration' (Parey & Waldinger 2008:27). Conclusions are:

- Erasmus has a strong effect on the student's international orientation
- The students who spent time abroad are more likely to later work abroad with an increased probability of about 15 to 20 percentage points
- Even short term mobility investments in students can lead to significant further benefits later on as the effects of educational mobility programmes eventually reach the labour market

This leads to the conclusion that opportunities for student exchange must be provided.

The following subchapter will analyse options given of international programmes and opportunities at institutions of higher education with the University of Kassel, as example.

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[17] 'Studying abroad and the effect on international labor market mobility: evidence from the introduction of ERASMUS'

3.1. Offer of international programmes: the example of the University of Kassel

Since the 1990's, the University of Kassel has integrated the concept of internationalisation[18] in its academic policies. The University of Kassel, as one of the first universities in Germany, defined internationalisation as an element of the university's corporate identity development (international – interdisciplinary - innovative). These objectives and milestones are in line with the Framework Act for Higher Education (1998) and the action programmes (1996 and 2000) of the DAAD (German academic exchange service).

Five areas were selected in two phases (up to 2005 and 2006 to 2010) in order to improve internationalisation:

- Strategic planning of further objectives and implementation at the institutional level
- Tasks of internationalisation at teaching syllabus and study level
- Tasks of internationalisation in research and development
- Internationalisation in options for transfer and recognition of qualifications and
- Further development of internationalisation at the Infrastructure level

The first phase had shown results as to achieved objectives. At the same time, deficits and points of improvement were identified. Specifically quantitative objectives such as the doubling of international students in the postgraduate sector and qualitative intentions such as the extension of the infrastructure were set. A large number of these objectives relate to the general orientation of the university concerning profile development, overseas marketing and representation, study programmes, the quota of foreigners studying in Kassel as well as the implementation of the Bologna process. With the introduction of the Bachelor and Master degrees and the European credit transfer system (ECTS), in 2008 the university attained the objectives of the Bologna process.

The focuses of internationalisation relevant for this dissertation are the option to participate in international programmes and events for students studying at the University of Kassel. These opportunities relate to networking, student exchange programmes, language courses, internships abroad and international excursions.

The international affairs institute of the university is the main service centre for all international activities. Their services include: information on partner institutions and

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[18] For a detailed description of the concept of internationalisation (University of Kassel) phase 1 and 2 confer http://cms.uni-kassel.de/index.php?id=34 (24.07.2008)

countries, help to apply for financial support and assistance with application procedures for study abroad, representation of the university internationally, accommodation of international staff, correspondence with partner institutions and support for incoming exchange and outgoing students. The following programmes are available at the University of Kassel:
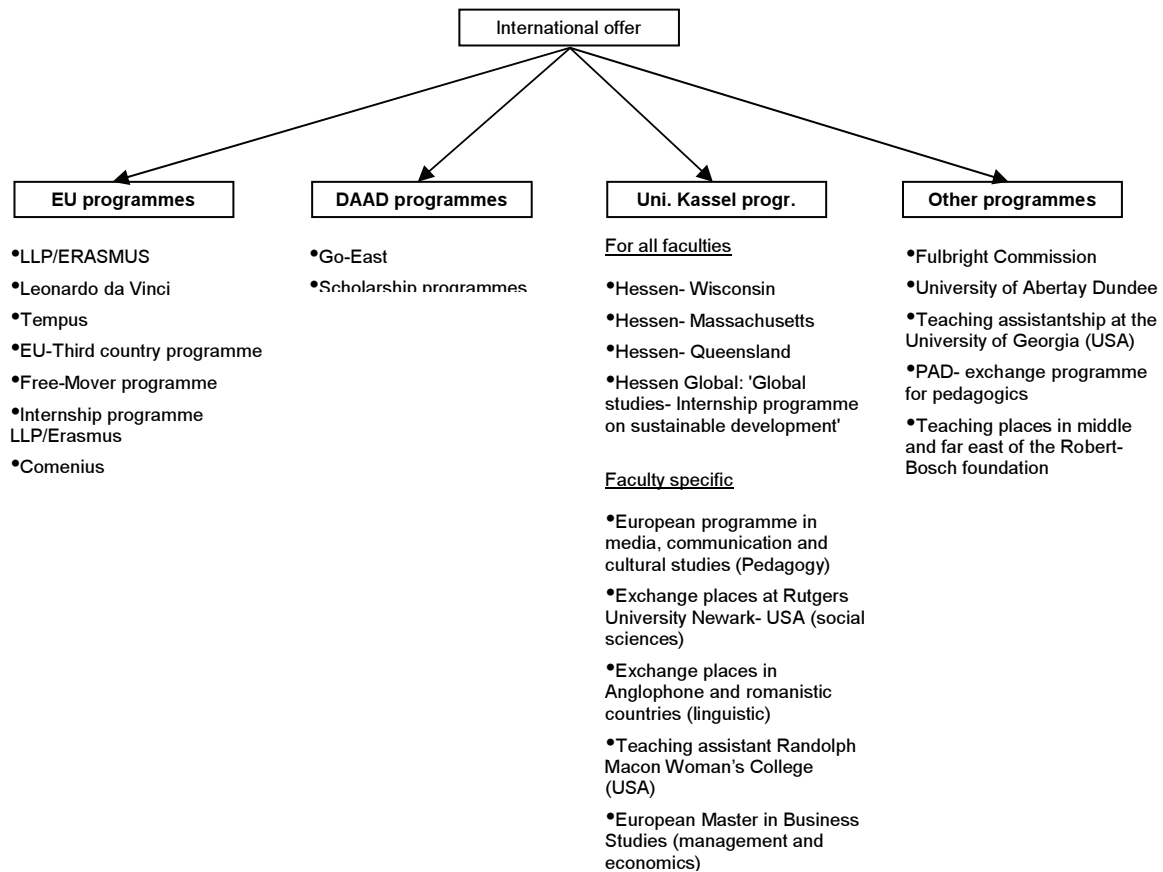
Fig. 15   Overview of the international offer from the University of Kassel (own graph)

The majority of programmes are clearly designed for a study phase abroad. Only few offers are intended to sponsor practical experiences abroad (i.e., Hessen global or teaching assistantships). Since there is no current administrative support nor follow up of students going onto an internship abroad or participating in non-mentored programmes information on these options which are chosen by a considerable number of students can not be given. The present focus of the university lies clearly in supporting options for participating in a mentored exchange semester abroad. Among the study programmes abroad, Erasmus is the largest, most well known and popular one. In 2007 LLP (life long learning project) Erasmus replaced the former Socrates/Erasmus (2000-2006). With the new objective of life long learning Erasmus is an integral part of the project which has been extended up to 2013. The homepage of the EU states the objectives as: *'ERASMUS*

seeks to enhance the quality and reinforce the European dimension of higher education by encouraging transnational cooperation between universities, boosting European mobility and improving the transparency and full academic recognition of studies and qualifications throughout the Union'.[19]

It offers a wide range of activities from student and staff exchange, international intensive programmes to thematic networking between faculties across Europe. These offers are addressed to institutions of higher education in all 27 EU member states, the European Economic Area (EEA- Iceland, Liechtenstein and Norway) and Turkey. Currently, the programme has 2199 member institutions in 31 countries, with a budget of more than 187,5 million Euro for the year 2004. Since its launching in 1987 more than 1,2 million students have studied abroad via Erasmus.

Despite the benefits which can be attained through the LLP/ERASMUS, statistics still show that quite a number of students are not using these opportunities to go abroad, although there has been a positive increase over time. The following subchapter will analyse a number of reasons and barriers for choosing not to study abroad and take advantage of the existing opportunities.

3.2.   Reasons and barriers for not studying abroad

Our brief review of international offers in higher education reflects the importance as well as the options for a stay abroad. Although financial and personal support is available, proportionally only a small number of students seize the option to go abroad. The federal bureau of statistics monitored the number of students studying abroad over a period of ten years (1994-2004). Since 1994, the number of German students studying abroad has increased steadily. In 1994 only 40 000 students seized the chance to study abroad whereas 10 years later their number has risen to 69 000 students. These increasing numbers reflect a mounting international orientation of students. On the other hand, these internationally oriented students are only a fraction of the total number of students enrolled in institutions of higher learning. Of the 1 717264 milion students enrolled in Germany in 2004, the 69 000 students going abroad account for only 4% of the total student population (Statistisches Bundesamt 2006).

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[19]   http://ec.europa.eu/education/programmes/llp/structure/erasmus_en.html (25.07.2008)

Among these 69 000 students the main study areas are as follows:

Repartition by study course

Study course	Percentage
interdisciplinary sciences	0,03%
arts and design	4%
engineering	15,6%
agrar, forestry, nutrional science	2,1%
veternary medicine	0,4%
human medicine	5,7%
mathematics, natural sciences	17,9%
business management and econonmics	14,7%
social sciences total	16,9%
language, culture and sports	22,7%
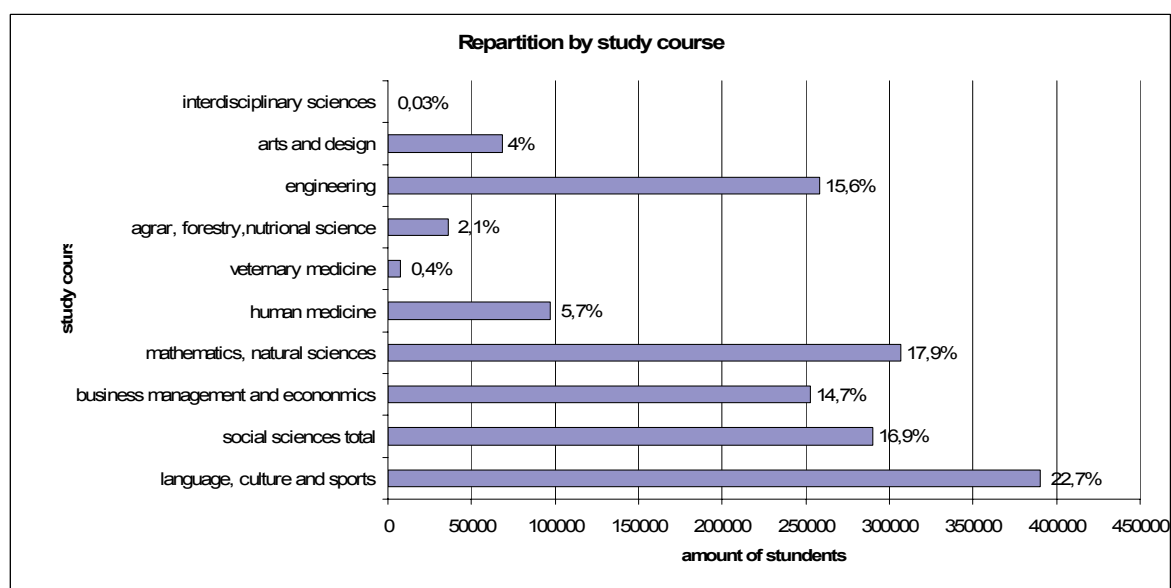
Table 12: **Repartition of students studying abroad by study areas**

Statistisches Bundesamt (2006:16), Deutsche Studieren im Ausland, statistischer Überblick 1994-2004 (own graph)

The amount of students participating in the Erasmus exchange programme accounts only for 22 427 students in 2004/2005.

The University of Kassel had around 16 000 students enrolled in 2004/2005 with only 114 studying abroad via Erasmus (Universität Kassel 2004/2005). This does not even equal 1% of the total amount of students. This example of the University of Kassel is representative if we compare figures with the Daad report where the average number of outgoers does not exceed 1% of the total number of enrolled students in Germany (Daad 2006:50). An analysis by the federal bureau of statistics (Germans studying abroad-statistical overview 1995-2005, edition 2007) shows similar findings. Although the number of students studying abroad is increasing continuously (41 000 in 1995 to 75 000 in 2005) the percentages remains relatively low. The federal bureau of statistics counted 1,737,749 enrolled students in 2005 of which 75 800 spent time abroad for study purposes which equals 4,4% of the total. However, the number of students going abroad with the help of the Erasmus program is lower and accounts for only 1,4% of the total number of enrolled students in 2005.

Regarding the percentage of outgoers[20] it is interesting to see which criteria are important for the decision to study abroad. According to the Erasmus/Sokrates report 2006, as well as the Daad report 2004 the motivational aspects range from:

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[20] Students going abroad for one or two terms/semesters

Chapter III │ International educational options

- Interest in culture, history and people

- Interest in travelling to new countries

- Personal development

- Personal recommendations

- Motivation to improve language skills

- Academic reasons (offer of courses, credits)

- Career options (especially in business management and economics) to finally

- Economic reasons (i.e., cost of living are less expensive)

Whereas the main challenges need to be mastered on a daily basis involve:

- Language problems

- Administrative barriers

- Lack of information and support

- Learning to use different services and systems

- Facing prejudice

As the author of this thesis has been a student advisor at the Faculty of Economics and Management of the University of Kassel primarily charged with international relations since 2005 based on her experience a number of reasons can determine student' decision not to go abroad:

1. Financial means
2. Language problems
3. Personal relationships at home
4. Fear of uncertainty
5. Phase of study
6. Lack of knowledge, reduced information flow, bad personal experience

1. Financial means:

Although students may apply for a grant and study fees can be waived by cooperating institutions, a stay abroad is generally more expensive. Depending on the host country, additional costs in form of transportation (train or flight ticket), higher costs of rent (sometimes double in the host as compared to the home country), higher costs of living (food, public transport, study and cultural events) can be a reason why students cannot afford to go abroad.

2. Language problems

Even if students have participated in language courses, the idea of living in a foreign country and having to speak a foreign language can create immense barriers. The probability of being unable to express own emotions, fears and thoughts and not being able to communicate fluently can be rather discouraging and decrease motivation.

3. Personal relationships at home

A lack of support by close friends and relatives and the influence of personal relations may be a reason for some students not to go abroad. Personal relationships need a strong foundation if one partner leaves for some months and communication is more or less limited to email, mail and telephone. Additionally, some partners are not willing to support such a challenging experience. Other relationships with relatives can as well influence a student not to go abroad either due to the lack of support or personal duties (i.e., taking care of someone).

4. Fear of uncertainty

As a stay abroad is over a longer period of time (in general a minimum of 2- 3 months) the whole experience seems less predictable. Different cultures, habits, languages, life styles and people shape the new environment of the student abroad which can be threatening. Some individuals just cannot imagine giving up a stable environment for an uncertain new phase of life.

5. Phase of study

Depending on the stages of the student's curriculum, it might be difficult to find an advantageous time slot to go abroad. Since a stay abroad will be linked to the acquisition of equivalent credits (thesis, courses, internship) and the time for preparation may take up to one year (selection of student, selection of country/partner institution, enrolment process, visa application, application for funds and time spent on looking for accommodation), this could prolong the student's years of study. Not all students are able and willing to accept this.

6. Lack of knowledge, reduced information flow, bad personal experience

A stay abroad must be carefully planned and organised early. A careful choice of institution of higher learning as well as the whole application procedure demands time and endurance. In general, students receive support from the host institution (primarily information access and some problem solving). Even if the administrative process is smooth, students must show quite a large amount of initiative during the whole process.

If the administrative structures of the parent and host university offer enough support reasons for a non participation will probably involve personal characteristics such as motivation, attitude and behaviour.

3.3. Reducing barriers to go abroad

As the number of students participating in international offers is not increasing as desired barriers must be removed. If reasons can be attributed to personal factors, new approaches must be introduced to increase motivation and reduce anxiety. In his research on intrinsic and extrinsic motivation of students going abroad, Spieß and Brüch (2002) observe that the intrinsic motivation of students must be more strongly supported since it has a direct positive influence on professional assignements abroad. Extrinsic motivation is enhanced by offering incentives such as financial support or cooperative rules for accreditation. However if an inner conviction to experience life abroad is not given, the participation in a study programme in another country is destined to fail.

One influential factor of reluctance seems to be the duration of the stay abroad. The normal time period for studies abroad is one semester (or term or trisemester) which requires at least a three months stay. Some international departments of universities (i.e., Stuttgart or Mannheim)[21] advice prolonging this time frame to at least two semesters. This seems advisable in order to get accustomed to the university system and daily life in the first semester and then to profit more from the experience abroad during the second term.

The optimal time frame for a stay abroad varies at the university level and in the world of work. In general, students can participate in programmes lasting one year as a maximum (double degree abroad or two semesters), before their status is changed from an exchange student to a national one. Expatriates, in contrast, are generally sent abroad for a longer period of time, with projects lasting up to a couple of years.

Depending on the time frame and if the person is a student or a professional there are different options as to the amount of time spent abroad. The following table 13 will try to summarise these options and give an approximate estimation of the time spent abroad based on information found in literature.

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[21] Uni Mannheim: http://www2.vwl.uni-mannheim.de/163.0.html (26.11.07)
  Uni Stuttgart: http://www.uni-stuttgart.de/ia/auslstud/faq.html (26.11.07)

Duration of the stay abroad	Offer: Educational options	Offer: Professional options
Minimum 9 months	Diploma abroad	Assignment abroad
Minimum of 3 months	Semester/internship	Project/internship
Minimum 1 week (10 days)	Intensive course abroad	Short project/assignment
Minimum 1 week	Language course	Language course/training
Minimum 1 day	Excursion	Training

Table 13:   Duration of programmes abroad
(own graph)

It seems evident that a certain amount of time is needed and advisable in order to profit from a learning process abroad.

The following criteria can be useful to evaluate the different options in order to estimate their different effect on an international orientation:

- Length of stay abroad
- Financial costs
- Financial and administrative support
- Degree of integration (support) in the new environment
- Academic credits
- Choice of country and institution
- Degree of culture and language orientation

This leads to the following table of advantages and disadvantages:

Offer: Educational side	Pro	Contra
Diploma abroad (9-12 months)	Length of stay abroad, full integration.	Few offers, limited to partner institutions, high costs
Semester/internship (3 to 6 months)	Large choice of country/institution, financial and administrative support, integration in study programme	Internship: due to different age and peer groups might lead to less integration. Semester: probably higher and additional costs in comparison to home university
Intensive programme abroad (7 to 10 days)	Attractive time frame and low threat option with minimal partner or family problems.	Too short for full integration and getting to know a culture
Language course (2to 52 weeks)	Country of choice, predetermined setting.	Costs (not too high), only language not culture oriented, unknown group members
Excursion (1 day to 7 days)	First impression.	Too short

Table 14:   Pros and contras of international programme options
(own graph)

Diploma or double degree programmes offer a positive length of study abroad but only exist in limited numbers.

A *semester or internship* abroad offers a medium length (generally either 3 or 6 months) and is often financially supported (internship reimbursement or subsidies by the parent or host university). Additionally, an academic stay abroad offers a full form of integration (integration programmes at universities) with people of the same age, interests and study orientations.

Despite some financial advantages such as substitution of course fees (if it is a partner university), their cost is higher, as for example travelling expenses, and dependent on the host country the cost of living (e.g., in France or Scandinavian countries it is much higher than in Germany).

Intensive programmes, in the shape of international encounters, language courses or excursions to another country offer a first encounter and brief insights but, in general, are too limited for getting to know a new culture or experience another environment.

Language courses might be extended to a duration of up to one year. Unfortunately there is no control over the composition of participants which very often can be a barrier for integration. Sometimes the other participants can be of a different age level and have other interests or are made up to a large extent of individuals from the same country, so that interaction with others and integration in daily life of the host country is limited.

For economic students of the University of Kassel the following programmes exist:

- Double degree programme (only one and only at master level implemented in the curriculum)
- Semester abroad (via Erasmus or bilateral cooperation)
- Internship abroad (on a self organised basis)
- Intensive programme (two at bachelor level but only open for study majors 'international management and marketing' and 'private and public management')
- Language courses (via the general offer of language institutions - no cooperation)

As seen in subchapter 3.3. the duration of the stay abroad might be a barrier. If this is the case, programmes with a shorter duration than 3 months are more attractive. In addition, the programme must offer a high degree of integration for a successful stay abroad.

The past experience of teachers participating in intensive programmes has revealed an increase of outgoers after the successful participation in intensive programmes abroad (interviews and personal experience which will be described in detail in section 6.1.2.).

If the options for a stay abroad and their duration (short term, st, and long term, lt) are compared between the educational side (study) and the practical side (work), the Dukenet Markstrat programme seems to be a mixture of both components.
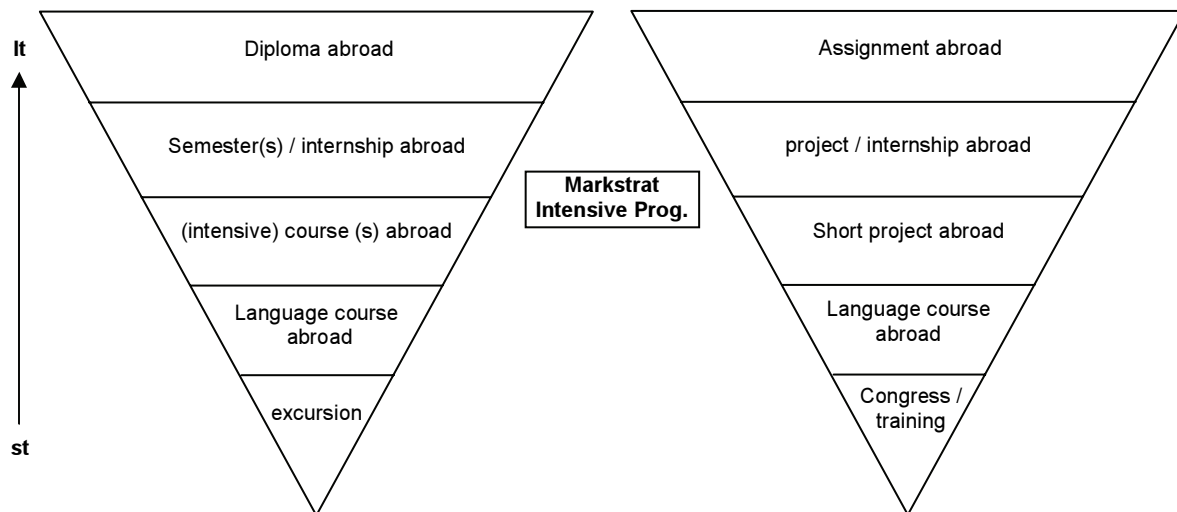
Fig. 16: **Options and duration for sojourners abroad at the university level for the world of work**
(own graph)

The following subchapter will present the Dukenet Markstrat intensive programme which even though the original intention is to train students in marketing skills can serve as an educational strategy to increase the motivation for a stay abroad.

3.4. Dukenet Markstrat IP as a pilot project

The Dukenet Markstrat intensive programme – even though this was not initially its purpose- can be considered to be a vehicle of reducing threshold anxieties of accepting options in higher education to study or work abroad after competing ones studies. The programme offers a credited course (by now), implemented in the university syllabus of the participating institutions of higher education. The educational mixture achieved through an intensive programme of the European Commission, active teaching methods by means of a computer based simulation of marketing procedures and the context of a European network (Dukenet) all lead to the following advantages:

- Duration of one week (10 days) as a compact course (prerequisite of the EU Commission for intensive programmes)
- International encounter assured by the participating institutions of higher education in Dukenet

- Practical approach to learning through the application of a computer based business simulation

- General use of English as the language of communication

- Team work in mixed groups composed of students with different nationalities and from different cultural backgrounds

- Travel to the country where the host institution is based and thereby being exposed to a new environment

- (Full) implementation in the curriculum of the participating institutions. The course is credited i.e., in form of ECTS and the students receive a certificate of participation

- Guided group atmosphere since the participating institutions come in groups of students accompanied by a lecturer. Responsibility for the sojourner is taken by the institution so that no student travels and works on its own

These advantages make it easier for students to take the decision to participate. There are a number of pull factors that reduce anxiety:

- Students are not going on their own, but are accompanied by student friends and a lecturer they are familiar with

- The duration of the intensive course is not too long as to disrupt their regular study time frame, and

- They will get their work accredited

The following section will describe the history of Dukenet Markstrat, embedded in the Dukenet foundation with its objectives and development over the years. The programme is described in some detail to highlight the advantages and special features which have crystallised over the time.

3.4.1. Dukenet Markstrat IP: Process, objectives and attainments

In 1996 the European network of institutions of higher education implemented a pilot project with the following objectives:

- Training of marketing and economic skills through a fully accredited course integrated in the curriculum of participating institutions

- Fostering of soft skills such as communication, decision making skills and encouraging team work

- Learning to understand intercultural differences and similarities

The 'Dukenet' - International Network of Institutes of Higher Education in the fields of Marketing, International Management and Business Languages was initiated by five European institutions of higher education in 1996.

The initiators were:

1. The Avans Hogeschool, 's-Hertogenbosch, the Netherlands
2. Université de Savoie, Annecy, France
3. Université Occidentale de Bretagne, Quimper, France
4. Seinajöki Business School, Seinajöki, Finland
5. Southern University of Denmark, Slagelse, Denmark

As outlined in Dukenet's deed of incorporation laid down in 6th November 2003 the society's objectives are:

- To offer exchange programs for students of marketing, international management or business languages
- To support staff exchange and to promote common international activities and projects.

Dukenet tries to achieve this objective by offering study programmes in higher education for students and staff of the member institutions with the goal of supporting / promoting an international business career.

Following this intention the Dukenet foundation applied for a subsidised programme by the European Commission in the context of the intensive programme for European research. The first project to be achieved in 1997 was an international marketing simulation: the marketing game. After some experience the marketing game was replaced by 'Markstrat' - a marketing simulation developed by the company StratX in 2000 Since then, the Dukenet Markstrat intensive programme took place nine times in:

1998/1999	Léon, Spain
1999/2000	Quimper, France
2000/2001	's-Hertogenbosch, Netherlands
2001/2002	Nyköping, Denmark
2002/2003	Kassel, Germany
2003/2004	's-Hertogenbosch, Netherlands
2004/2005	Seinajöki, Finland
2005/2006	Annecy, France
2006/2007	Slagelse, Denmark

2007/2008   Quimper, France

2008/2009   Paisley, Scotland (presumably)

Over the years, the Dukenet Markstrat course has established itself in all the participating institutions attracting more and more participants every year. Depending on the hosts capacity up to 112 students can participate each year. Not only did Dukenet Markstrat become a popular marketing course, other institutions of higher education have announced their interest for a Dukenet membership (five new applications as of May 2008).

One principle of the Dukenet network is exclusiveness which means a limited expansion of membership (only one - at maximum - two institutions of higher education per country can hold a membership depending on the size and population of the country). The amount of member institutions is presently limited to eight, adding the following three to the initiating ones:

1. Universität Kassel, Kassel – Germany (since 1999)
2. Università degli Studi di Trento, Trento- Italy (since 2001)
3. University of the West of Scotland, Paisley- Scotland (since 2004)

The organisation of Dukenet is managed by a chairman, Ton Perlo (Avans Hogeschool), with an annual conference of member institutions in May. Since the network consists of members with geographically different locations, correspondence is primarily electronic and meetings are project dependent. Projects are taken on irregularly depending on the capacity of participating members and the number of projects acquired. During the last ten years the following projects were achieved:

- Bioharma (market research)
- Bolloré (market research)
- Café Oké
- Virtual teams

All these projects were carried out in cooperation with a company. Both sides could benefit through less expensive market research (students worked in a course) and the acquisition of practical experience. Aim of these projects is fostering the relation between the business and educational side.

Additionally, a second intensive programme 'European market research', starting as pilot project in 2005 has been established. The objective of this intensive programme is to conduct an internet based survey for a company. Students develop the questionnaire on

the basis of the company's research objectives (i.e., the acceptance of electronic advertisements for young people in 2005). In addition, students gather email addresses, conduct the survey and analyse the results (with the use of the statistical software from 'Sphinx'). Lectures on statistical methods and tests are held.

Sequence of events of the Dukenet Markstrat programme:

The course is held annually in January in a location which was decided on during the annual conference in May the year before. The host institution needs to prepare all issues beforehand. Some months in advance, students will have a kick off meeting chaired by the accompanying lecturer at their home university clarifying cost structure of accommodation and travel expenses. Additional information on the operation of the programme is supplied and any questions discussed extensively.

In order to better understand the sequence of events, a detailed description is given based on the course held at the University of Kassel.

Month	Action	Objective
October or November	Kick off meeting	Information on the course content and procedure Cost structure Credits Time frame
December	Meeting 1	Oral presentation of one chapter of the handbook (Markstrat software manual) Presentation of topic of international marketing strategies (e.g., market entry strategies, timing…)
	Meeting 2	Depending on the number of participants, another day for presentations, exercising English business vocabulary
January	Meeting 3	Last information, dates of departure, list of things to bring along (e.g., food for international dinner)
January	Intensive block	Dukenet Markstrat simulation

Table 15:   Dukenet Markstrat: Course structure

The schedule and objectives of the intensive week are described in the table 16 below:

Day	Morning	Afternoon	Evening	Information
Sat.	Arrival of all delegations		Arrival dinner	Check-in, first contact
Sun.	Official opening Presentation on Markstrat software (introduction)	Zero round 1 Zero round 2	Free evening	Team composition (only one nationality per team), test of software in two zero rounds
Mon.	Teamwork Round 1	Technical briefing Round 2	International dinner	Selection of each group president per group, briefing on technical issues. At the dinner every country presents typical national foods.
Tue.	Round 3 Round 4	Hand in Report 1 Presentation strategy Round 5	Programme of host students for all students (e.g., pub)	Report on the groups strategy for the next upcoming rounds (objectives, figures)
Wed.	Technical briefing Round 6	Culture event of host country		Briefing no. 2 Self assessment in their

	Cultural self assessment			groups Event organised by the host university
Thu.	Round 7 Round 8	Hand in report 2 Round 9	Dinner by each national delegation	Report 2 on the accomplishment of the presented strategy
Fri.	Round 10 Filling out Dukenet Markstrat questionnaire	Final presentation	Farewell party Certification award ceremony Results of the questionnaire evaluation in a presentation	Final presentation with a jury including invited external professionals. Strategy of 10 periods. Group performance in their market in front of all competing groups
Sat.	Departure all delegations			

Table 16:   Dukenet Markstrat: Time schedule and tasks of the one week intensive course

The schedule has given an overview of the events and objectives during the intensive week. The next paragraph will describe the daily events and tasks in more detail:

Saturday: All delegations arrive and are brought to the hostel or hotel. Depending on their arrival time, the groups have free time until the informal welcome dinner starts.

Sunday: The official opening starts in the morning, with a short introduction of the lecturers, tutors and host. Points of organisation are presented (i.e., hostels close at 23:00 o'clock) followed by the introductory lecture on Markstrat software.

In the afternoon, the group composition is announced, selection of group president and two trial rounds are played. The intention is to get a first impression of how to use the software, of decision making and the resulting consequences.

Monday: Simulation starts with two decision rounds and a technical briefing. The briefing is only given to the group presidents and vice presidents. According to the final number of students (in general between 70 and 110), there are three markets (industries) competing simultaneously. In each industry there are six groups (firms) which compete against each other. The minimum of groups is therefore always 18, but with a varying amount of group members (between 4 and 6 students). Announcement and explanation of the objectives of strategic report number 1.

In the evening, it has become a tradition to prepare and serve an international dinner. All delegations have brought along typical national food, which will then be arranged on several tables. After a short presentation of the dishes everyone can circulate and try out the different national goodies (i.e., Scots prepared 'Haggis', Danes brought fish canapés, French made crepes).

Tuesday: Three rounds are played, and in addition, each group has to hand in a strategic report (current company situation, milestones and objectives). During the day, each group has to present orally their company and their objectives to the industry responsible.

Wednesday: The second technical briefing is held in the morning (concerning research and development and additional tools that will be available after round 5). Announcement and explanation of the objectives of strategic report nb. 2.

Cultural self assessment- group work. The students evaluate their team members on different points such as: cultural awareness and behaviour, communication skills etc. The aim of this session is to discuss problems in the groups and come to an objective evaluation of team members as compared to their own subjective impression.

In the afternoon the host country organises a cultural event (e.g., Slagelse, Denmark organised a trip to Copenhagen with a sight seeing tour and a stroll around town).

Thursday: There are three rounds to be played and the second report has to be handed in (achievement of objectives in the past as compared to the current results of the company). Announcement of the final presentation for the following day. Photos are taken for the yearbook.

Friday: Two final rounds to be played, but the simulation ends after round 10. The students have some time left for their final presentation in the afternoon.

The individual groups present their results, grouped by industries, in front of all competing groups. The jury consist of the lecturers responsible for each industry, additional lecturers and other external personnel (e.g., Mr. Moscara, Sphinx software founder in the IP Annecy 2005). After the presentation, the groups have to defend their strategy in a discussion and answer questions.

In the evening there is a farewell party. The certificates are awarded (final mark depends on simulation results of the group (market share and cumulative net contribution, the quality of strategic report 1 and 2 and the final presentation). Each student receives a yearbook (all students are listed with names, contact address and supplementary information). The results of the online Dukenet Markstrat questionnaire are presented (which nationality offered the best international dinner, grading of accommodation local organisation etc.).

Saturday: Departure day, most delegations leave in the morning due to distance and time needed for travel.

The prepatory and organisational tasks of the teachers and tutors are not included in the description above. The hosting institution plays an extensive organisational role in achieving the necessary prearrangements. Accommodations need to be found at a reasonable price for a large number of participants. Infrastructure must be provided (three computer rooms for data input, supplementary seminar rooms for group work, available auditoriums for speeches and presentations, testing of the software and network connection, setting up a staff room with computers and printers). As a consequence, the necessary rooms can usually only be reserved during a period when there are no lectures or the university is on break. This, on the other hand, leads to the disadvantage that the university cafeterias are often closed and new arrangements for food have to be found. Apart from the hosting institution, all participating lecturers need to collaborate in order to prepare and contribute to a smooth and successful sequence of events during the week. The chairman appoints the person responsible for an industrial sector in charge (the groups are assigned to one industry with about two additional lecturers and tutors) and structures group composition according to certain criteria (one nationality per group with equal numbers of each gender if possible). The tasks of the lecturers consist mainly of continuous monitoring and support of group processes answering student questions, evaluating the strategic reports, questioning of and discussions with the groups, assisting their own national delegation, running the simulation, handing out results and helping the tutors.

For a better understanding of the software and industry repartition, the following example of the year 2005 will demonstrate the group repartition.

Industry	1. Gwarlan	2. Kornog	3. Mervent
Responsible	Germany	Finland	Schotland
Lecturers	France- Annecy	The Netherlands	Denmark
	(Italy)	Hungary	
Tutors	Italy	Germany	Germany
	Italy	Denmark	
Groups	A,E,I,O,U,(Y)	A,E,I,O,U,(Y)	A,E,I,O,U,(Y)

Table 17: **Dukenet Markstrat: Example of a group and industry repartition and organisation**

Group 'y' is only needed when the number of students exceeds 75 (the software can create up to six groups competing against each other). The teachers and tutors have regular daily meetings on such topics as: number of rounds to be played in total or on that specific day or which day is foreseen for self assessment. The schedule of the day is agreed upon in the morning, in order to leave space for changes due to time pressure or additional tasks.

These subchapters have reviewed international options at institutions of higher education, specifically at the University of Kassel, and detailed the procedures of the Dukenet Markstrat intensive programme. The following subsections (3.4.2.1.-3.4.2.4.) will describe elements which are significant for the acquisition of intercultural competence and present a theoretical model on which this study is based. The next section 3.4.2. will analyse the Dukenet Markstrat IP from an educational point of view and examine to which degree and through what means it contributes to the acquisition of intercultural competence by its specific settings and elements.

Four theoretical elements have been chosen for analysis in the light of the research question: Pettigrew's contact hypothesis, negotiating reality, key qualifications or soft skills and Thomas' comprehensive model.
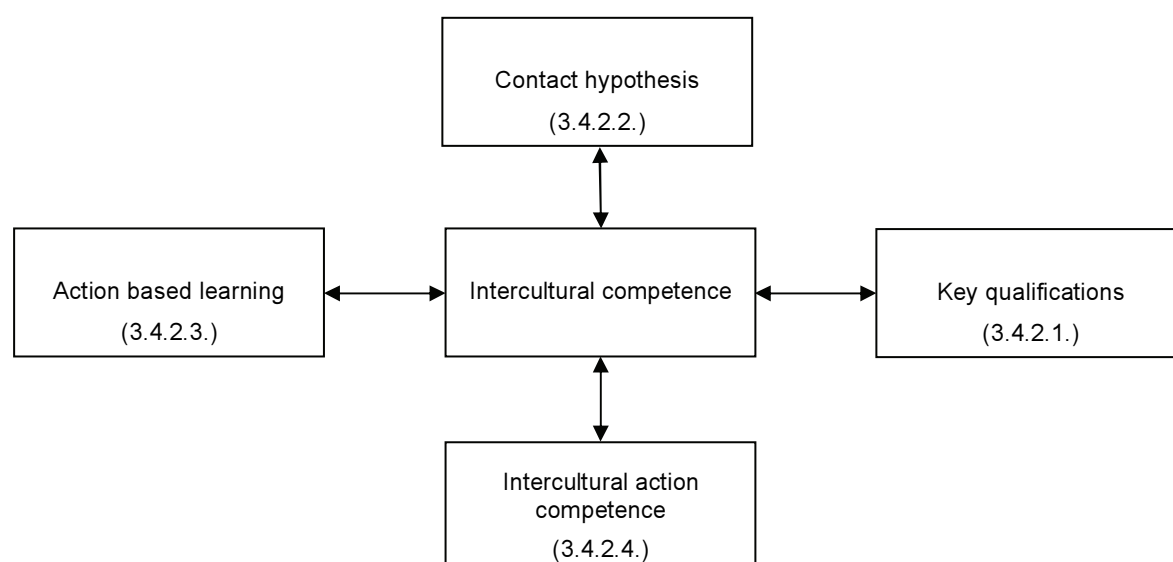
Fig. 17:   **Theoretical construct of empirical analysis**
              (own graph)

The next section will summarise and show an analysis of the Dukenet Markstrat course under pedagogical aspects.

3.4.2. Dukenet Markstrat IP: An analysis from an educational point of view

As noted in subchapter 2.2., there has been a shift in the didactics of higher education over the past years. The Bologna process has encouraged a change in the nature and culture of teaching of higher education: a shift from 'teaching to learning' as the UNESCO has labelled the process (Berendt in Wildt 2006). This changed emphasis is based on defining 'learning outcomes of generic competences and skills' and 'subject specific competences and skills'.

This shift can be characterised by a new orientation and focus:

- 'Student focus' where students and their learning process are the focus of higher education
- Changing role and tasks of lecturers in concentrating on the arrangement of learning environments and on mentoring and coaching
- Adapting teaching methods to contents and settings
- Promotion of self organised and active learning
- Consideration of motivational and social aspect of teaching
- Combining acquisition of knowledge and learning strategies

The expected learning outcomes of academic education are intended to equip students with qualities and skills labelled 'employability' and 'citizenship'. The student should acquire competencies, making him/her attractive for the labour market to be able to support him/herself and contribute to society. Due to rapidly changing environments and social demands, students need to adapt faster, acquire knowledge in time with embarking on a process of life long learning or as Velde (1999:437) states: *'The curriculum of this decade must provide students with the tools to function in a truly global economy'*.

3.4.2.1.   Key qualifications

The tuning project (tuning educational structures in Europe) with over 100 European universities agreed on 'points of reference' which combine the generic and subject specific competences[22]:

SC=systematic   competence,   IPC=interpersonal   competence,   IC=instrumental competence.

	Generic competences and skills	Subject specific competences and skills
First cycle very important	Problem solving (IC)	Show familiarity with the foundation and history of his/her major (discipline)
	Basic general knowledge (IC)	Communicate obtained basic knowledge in a coherent way
	Capacity for analysis and synthesis (IC)	Place new information and interpretation in its context
	Information management skills (ability to retrieve and analyse information from different sources). (IC)	Show understanding of the overall structure of the discipline and the connection between its sub disciplines
	Teamwork (IPC)	Show understanding and implement the methods of critical analyses and development of theories
	Capacity to adapt to new situations (SC)	Implement discipline related methods and techniques accurately
	Capacity for applying knowledge in practice (SC)	Show understanding of the quality of discipline related research
	~~Capacity to learn (SC)~~	~~Show understanding of experimental and~~

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22   For a detailed summary of the tuning project cf.
http://www.tuning.unideusto.org/tuningeu/index.php?option=com_docman&task=docclick&Itemid=59&bid=17&limitstart=0&limit=5 (28.07.2008)

		observational testing of scientific theories
	Ability to work autonomously (SC)	
	Concern for quality (SC)	
	Will to succeed (SC)	
Second cycle important	Understanding of cultures and customs of other countries (SC)	Have a good command of a specialised field within the discipline at an advanced level. This means in practice being acquainted with the newest theories, interpretations, methods and techniques
	Appreciation of diversity and multiculturality (IPC)	Be able to follow critically and interpret the newest development in theory and practice
	Ability to work in an international context (IPC)	Have sufficient competence in the techniques of independent research and be able to interpret the results at an advanced level
	Ability to communicate with experts in other fields (IPC)	Be able to make an original, albeit limited, contribution within the canons of the discipline, e.g., final thesis
	Ability to work in an interdisciplinary team (SC)	Show originality and creativity with regard to the handling of the discipline
	Project design and management (SC)	Have developed competence at a professional level
	Knowledge of a second language (IC)	
	Research skills (SC)	
	Leadership (SC)	

Table 18: **Generic and subject specific competences and skills detailed in the turning project**

Own table based on Tuning project

The division of competences into instrumental, interpersonal, systematic and subject specific can be linked to the general discussion and classification of key qualifications which are nowadays primarily categorised into generic (methodological, social and self) and subject oriented (subject specific) competencies (as seen in section 2.2.2.).

Key qualifications
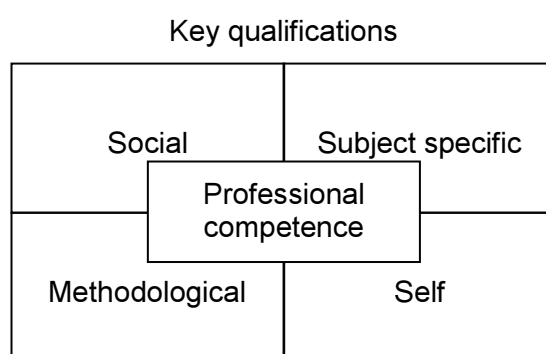
Fig. 18: **Dimensions of key qualifications**

(own graph)

Based on the shift of teaching strategies in higher education and the objectives to be achieved in academic institutions, new ways of teaching and learning need to be considered and integrated in the curriculum and policies of the universities with a general orientation towards employability and citizenship. Traditional forms of teaching and

learning need to be re-analysed and partly modified. The handbook of university teaching, edited by Berendt, Voss and Wildt (2006) gives an in depth overview of these issues including a critical discussion of present teaching concepts and methods in higher education.

Among the usual conventions of teaching in higher education, only some settings permit a high degree of interaction among participants: seminar, project, assignments and internship as contrasted to lectures. Subject specific knowledge can be acquired in all of the usual settings of higher education but key qualifications will only be taught to a limited degree when there is a low degree of interaction among participants.

For these reasons the Dukenet Markstrat IP can be analysed in its usefulness for fostering the skills described above by referring to the criteria developed in the project 'tuning educational structures in Europe'.

Analysis of Dukenet Markstrat: Under the aspect of the acquisition of key qualifications as required by the project 'Tuning educational structures in Europe'

		Generic competences and skills		
1	**First cycle 'very important'**		**2**	**Second cycle 'important'**
A	Problem solving (IC)			
B	Basic general knowledge (IC)		**A**	Knowledge of a second language (IC)
C	Capacity for analysis and synthesis (IC)		**B**	Ability to communicate with experts in other fields (IPC)
D	Information management skills (ability to retrieve and analyse information from different sources). (IC)		**C**	Appreciation of diversity and multiculturality (IPC)
E	Teamwork (IPC)		**D**	Ability to work in an international context (IPC)
F	Capacity to adapt to new situations (SC)		**E**	Understanding of cultures and customs of other countries (SC)
G	Capacity for applying knowledge in practice (SC)		**F**	Ability to work in an interdisciplinary team (SC)
H	Capacity to learn (SC)		**G**	Project design and management (SC)
I	Ability to work autonomously (SC)		**H**	Research skills (SC)
J	Concern for quality (SC)		**I**	Leadership (SC)
K	Will to succeed (SC)			

Table 19:   Generic competences and skills, first and second cycle of importance
Own graph based on Tuning project

A).   Generic competences and skills

1. <u>First cycle: factors considered 'very important'</u>

   a) Problem solving

Markstrat software offers a point of departure from which the teams have to react to the market and their competitors. This fosters problem solving skills in reflecting on how to improve, maintain and strengthen their leading position.

b) Basic general knowledge

The course intensifies basic general knowledge in marketing skills and marketing strategies. Students must know how to use and apply for example the Boston consulting matrix, consider the product life cycle, think about market positioning, timing of entering new markets etc.

c) Capacity for analysis and synthesis

Since the reaction of the competitors and markets influence their decisions and actions, the groups must analyse and weigh these factors. Groups must proceed with a profound analysis of the market, customers and demands in order to adapt their products and take into consideration their competitors and the changes of the environment.

d) Information management skills

One of the major obstacles with which students are confronted is the information overload at the beginning of a simulation. Since the software and its application and the available tools are still unknown and the amount of information (for each scenario) is quite extensive (i.e., market research data up to 30 pages) the students have to carefully select which data is important.

e) Teamwork

Since Dukenet Markstrat is set up for team work, all students have to work in a team with members from different universities and countries. There are no possibilities of changing teams, once the team composition has been announced.

f) Applying knowledge in practice

Simulation and business games offer the advantage of learning by trial and error or simply by learning by doing. The students now have the chance to see the direct results of their actions and decisions. Their theoretical knowledge, acquired in years of study can now be used and applied. For example, how does my product move in the Boston consulting matrix? If it is a poor dog, we learnt to withdraw the product since it only generates sunk costs. Or the application of statistical knowledge and the uses of multidimensional scales can be experienced.

g) Capacity to learn

Simulations offer the same decisions (or extended functions over time) that need to be made which lead to a student's learning curve. Since the software shows how a decision

influences the consequences, students learn progressively in the course of the programme.

h) Ability to work independently

As already explained, the amount of information is quite huge and the decision rounds get shorter towards the end of this 'serious game'. As a consequence, the team needs to share tasks in order to hand in their decision on time. This demands that every student works or can work on its own to render a synergistic result.

i) Concern for quality

The Dukenet Markstrat programme includes two strategy reports and a final presentation. These additional grading criteria are linked to a feedback on the quality level of the group's work. Only if the report given in the English language is at an acceptable level and the content is logically clear the group has a chance to strengthen its position. The final presentation is also judged as to these criteria which help improve concern for quality and get better results.

j) Will to succeed

Since Markstrat simulation is a 'serious game', competition and ambition are naturally developed. Whenever teams lag behind, their natural reaction is to intensify their efforts in order to overtake the other groups in the long term. As a rule, the objective of becoming market leader is an absolutely stimulating goal.

2. Second cycle: factors considered 'important'

a) Knowledge of a second language

The necessity to speak a foreign language is given due to the requirement that the Dukenet Markstrat programme will be held in English. Only a small minority per year (the Scottish delegation with around 5 to 10 participants) are native speakers. All other students have the same problems with different levels of mastery of the English language and sometimes hesitate to speak in public. Despite these obstacles and because of the necessity to use the business world language students soon loose their inhibitions.

Depending on the country where Dukenet Markstrat is being held, some students who have learned an additional foreign language can communicate with the local people. Furthermore, an additional language may make communication with some delegations easier (e.g., some Germans speak Italian and could easily communicate with the Italian delegation in this language in the evenings during the IP Dukenet Markstrat 2004 at Seinajöki).

b) Ability to communicate with experts in other fields

Since Dukenet Markstrat in some universities has been opened for other study courses too, the slight probability exists that students can have discussions with colleagues with a background in other areas of specialisation (e.g., there were two PhD students from Romania, one specialised in marketing the other in finance who attended the Dukenet Markstrat IP in Quimper 2008).

However, communication with experts in other fields, in general is not emphasised in this programme.

c) Appreciation of diversity and multiculturality

This competence can be learned throughout the programme, but whether it is actually acquired in the attitudes of the students has never been evaluated. In general, the majority of students is fascinated and interested by their observation and experience of cultural diversity and multiculturalism. In the opinion of several generations of Dukenet Markstrat students (see subsubsection 6.1.1.7.3. for details), the most positive experience made during the one week programme was the international encounter.

d) Ability to work in an international context

This point is given, since the programme is held every year in a different European country and attended by several delegations from different nations. Although based in an European setting with lecturers and students from European nations, the course content (marketing) is an international subject matter and can be applied internationally.

e) Understanding of cultures and customs of other countries

This point is a difficult learning process for most students. Since study and work habits, course expectations, attitudes and general behaviour differ but students need to work in an international team, they have to confront this aspect. Learning that rejection and distancing themselves from other nationalities does not help the group result nor the team's efficiency, the students learn (sometimes involuntarily) to understand and cope with other cultures and customs. Self assessment is included in the Dukenet Markstrat programme and students have time to talk and discuss problems due to behaviour, work style, cultural awareness etc. within their groups. The results of team work and internal discussion normally leads to a reduction of problems better team dynamics and more harmony.

f) Ability to work in an interdisciplinary team

As stated before this is not a real focus of the programme. However, by the fact that study courses and specialisations in each member university are divergent some elements of cooperating in an interdisciplinary team are given. The same applies to the lecturers, for example one of the regular participants is a business English teacher and head of international affairs at his university.

g) Project design and management

In some ways, the Dukenet Markstrat programme can be seen as a project. The team has to work together from the beginning to the end, until the objectives are achieved. They need to manage themselves, share tasks, discuss different approaches and keep the team together even in difficult situations.

h) Research skills

The software includes a function called 'research and development' through which the groups can develop, modify or withdraw products following a number of specifications. Each product is characterised by a minimum of five attributes which are changeable (weight, frequency, power, price, volume). In a given case, they have to analyse the customer needs and changes of market demand on the basis of their market research reports and come to the next decision backed up by this research.

i) Leadership

Every group has to elect a president (group leader) and a vice president. These two represent their team during meetings (technical briefings etc.), but depending on the group decision do not have a superior function. In some teams, the president had a more powerful role. In general, students with a good command of the English language and pronounced self confidence or, in contrast, with a very friendly attitude towards others were chosen. Once a team has become market leader, they attempt to keep their position and show that they are capable of maintaining their lead.

B). Subject specific competencies

Subject specific knowledge and skills are taught partly before the block programme in courses based on the syllabus of economic studies at university as well as during the week of the Dukenet Markstrat IP. To what extent a better link between theory acquired in conventional university courses and practical skills fostered by the Dukenet Markstrat IP is achieved by this course will be examined by the data presented in subsubsection 6.2.1.5.4.

In comparison to traditional forms of teaching such as seminars, lectures or projects, the Dukenet Markstrat programme is characterised by a large number of structural elements to acquire key skills. The one week intensive programme in the evaluation of participating students is considered successful, especially due to some characteristics which foster positive learning experiences made:

-Simulation: A practical approach of learning by trial and error with a 'serious game character'. A simulation is mostly divided into four phases. 1. Phase of establishment, 2. Phase of introduction (reception), 3. Phase of interaction (playing time) and 4. The final evaluation and feedback phase.

-International context: The fact that students meet other cultures and students from other cultures foster their interest in intercultural differences. Due to differences and similarities (such as music preferences, fashion etc. and due to a more homogeneous age), they realise that students from other countries share similar interest but also different attitudes and behaviours which need to be respected.

-Team work: The common objective (good position in the game = high market share and net contribution) in a team composed of different nationalities leads to a high degree of synergic effects and sparks group dynamics. Since there is no chance to choose new teams, students from different backgrounds and nationalities must work together.

-English language: Since the majority of participants (apart from the Scots) are not native English speakers, they all face same problems of communicating in a foreign language and feel accepted by their team members due to this mutual difficulty. Tolerance for imperfect communication is more easily granted and progress in spoken English is quite remarkable.

-Intensive block: The students and teachers travel and work together during the whole week and, in addition, spend time together in the evenings from the first to the last day. As a consequence there are far more moments of contact- private as well as professional (see contact hypothesis subsection 3.4.2.2.) than in the normal university context. There are no chances of skipping classes or not showing up and no competing interesting alternatives in comparison to the very daily situation at home (where people

can meet with other friends or have other obligations at home or with a sports team etc. or can simply opt to stay home and watch television). This can lead to a self reflexion of own study habits and attitudes.

Since the students not only need to work together but spend their leisure time as well together, the contact is much more intensive which might, on one hand, reinforce harmony and eventually lead from a working relation to friendship or in contrast under negative conditions reinforce prejudices as will be explained later in some reflexions on the contact hypothesis.

Conclusion: ***Dukenet Markstrat meets all requirements for a successful promotion of the 19 key qualifications specified in the project 'Tuning educational structures in Europe'. It offers an environment in which the focus of learning is not limited to the subject specific contents but combines marketing and strategic management knowledge with key qualifications.***

The next subsection 3.4.2.2. will introduce the contact hypothesis and analyse to what extent Dukenet Markstrat offers positive conditions for reducing prejudice among persons from different nationalities.

3.4.2.2. Contact hypothesis

The contact hypothesis was first introduced by Allport (1954) based on his field research on conditions for prejudice reduction among groups which are experiencing conflicts. There are different situations and factors which influence whether the contact between the groups will have a positive or rather negative effect. His theory was successfully applied in racial desegregation and in examples of school integration (Pettigrew 1975).

Pettigrew (1998) in this article 'intergroup contact hypothesis', presented a critical review of the limits and prerequisites of Allport's approach and added a supplementary condition for positive results of intergroup contact. His primary concern in evaluating past studies relates to the problem of selection bias which limits cross-sectional in contrast to quasi experimental studies. According to Pettigrew, authors attempt to simplify the hypothesis by not concentrating on necessary processes for positive intergroup relationships, thereby limiting its effectiveness and application. In addition the literature lacks sufficient

description of how the effects of intergroup contact generalise to other situations. His article outlines a longitudinal intergroup contact theory.

Allport's specified four key conditions for positive effects of intergroup contact are:

1. Equal group status within the situation

Equal group status within the situation means that both groups should perceive and expect equal status. Although it is difficult to measure perceptions of power balance in groups, it basically means that no group assumes the other has more power, prestige or benefits in an encounter.

2. Common goals

In order to reduce prejudice, the contact requires an active goal/objective oriented effort such as team members share in sport competitions. With this goal of winning and share the achieved benefits, the necessity to rely on each other (and each team members) evolves and increases.

3. Intergroup cooperation

This condition clarifies that there should be no rivalry or competition within the group. The setting is such that it is beneficial for all group members to strive cooperatively for common goals.

4. Authority support

The final condition demands a certain degree of support through authorities, law or custom. If social sanctions exist and are executed intergroup contact is more easily accepted. They establish norms of mutual acceptance such as are common in schools or at work between members of different races or nations and are sanctioned by anti-discrimination laws.

The hypothesis was tested in different situations (public housing and racial desegration) by different researchers (Sims and Patrick 1936, Deutsch and Collins 1951, Brohpy 1947, Kephart 1957, Wilner et al 1955 in Pettigrew 1998) all giving robust evidence of negative effects if any of the four conditions were violated. Allport's conditions are still applied in a variety of situations and across groups and societies (interracial housing, interactions of German and Turkish school children, contact with the mentally ill or victims of aids, interracial work groups and so on).

Pettigrew has elaborated a number of problems concerning Allport's hypotheses:

1. Selection bias sets limits to the interpretation of cross sectional surveys

The problem here is that participation in intergroup contact is often voluntary. Prejudiced individuals might avoid the contact with external groups and therefore not be exposed to intergroup contact. Therefore, in order to overcome these problems, three conditions must be met:

a) An intergroup situation must be found which limits the choice of non participation

b) Application of other methods (path analysis and causal models) in order to compare statistical interaction

c) A focus on and encouragement of longitudinal surveys instead of cross-sectional surveys

2. Consequences of variable specification

Pettigrew (1998) points to the risk of extending the conditions to open ended listings of limiting conditions. This changes the nature of the hypothesis enabling to elude falsification and finally to exclude most of intergroup situations.

3. Unspecified process of change

The hypothesis only considers when the changes will arrive but not how and why they occur. He suggests four processes of change through intergroup contact:

a) Learning about the out group

New learning will change the original attitude (and prejudice) or negative views of the out-group. One problem might be that the existing learning material also contains stereotypes.

This negative view will only change if:

1). The out group's behaviour is starkly inconsistent with the associated stereotype and strongly associated and similar to own (in group) behaviour

2). Occurs often and in many situations and

3). The out group members are seen as typical (Pettigrew 1998:71).

b) Changing behaviour

Behavioural changes are often the preconditions of an attitudinal change. Therefore, (old or given) prejudice can be resolved making experiences that revise attitudes. Generally, repetition (through repeated pleasant and productive inter group contact) seems to make people more comfortable with each other and more familiar and accepting of the out group members.

c) Generating affective ties

The problem of emotions during contact is that they can either reduce anxiety or, in contrast, increase it through bad experiences. Anxiety is common in initial encounters which may lead to a negative effect although in reality there was no cue for prejudice. Empathy with one person and the resulting positive emotional feelings can even lead to improved attitudes towards the whole out group from which this person originates.

d) Intergroup reappraisal

It is important to learn and gain insights about attitudes and behaviours of the own group as well as of the out groups. When we understand that the in group norms and customs are (or turn out to be) not the only way to view and manage social life this can lead to less bias towards the out group.

4. Generalisation of effects

Pettigrew (1998) criticises that the group contact hypothesis does *not 'specify how the effects generalize beyond the immediate situation'*. He distinguishes between three distinct types of generalisation:

a) Situational – generalisation across situations

There are improvements in inter group attitudes due to frequent contact when people work or live together in a specific situation such as during their military service. Nevertheless, empirical evidence shows limited generalisation across situations so that, for example, persons of different race might not socialise any more after work or leaving the military service.

b) Individual to group - generalisation from the out group individual to the out group

A distinction is made here between the individual out group member (the interpersonal relationship) and the out-group to which he/she belongs. Some researchers (Hewstone & Brown 1986, cited in Pettigrew 1998) point out that the effects will only generalise to the out-group when out-group membership is salient. If, for example, the fact that the 'outsider' in a group is a German is in any way relevant for the needs to be achieved as this positive experience will be transferred to all Germans. On the other hand, if the out group saliency is low the experience remains limited to an interpersonal situation and no intergroup positive effects will be generated. The problem here lies in the fact that most members of an out group can be very different and not typical, so that the saliency principle frequently does not apply (Byrne in Pettigrew 1998).

c) Uninvolved groups - generalisation from the immediate out-group to other out-groups

Empirical evidence has shown that having an in-group friend from another background correlates with greater acceptance of other minorities of many origins. The observation that friendship with the member of an out-group can lead to reduced prejudice is far more frequent than acquired friendships being broken by prejudice.

Pettigrew (1998) reformulates the contact hypothesis by stating that all four mediating processes are involved and that these may as well overlap and interact in a complex way. In view of these preconditions set by Pettigrew, constructive inter-group contacts can only be achieved by long term close relationships. He especially emphasises the time factor and underlines that time is required in order to develop cross group friendships.

With this in mind, Pettigrew (1998:76) adds a fifth condition: *'the contact situation must provide the participants with the opportunity to become friends'*. These opportunities imply close interactions and potential for extensive and repeated contact (in different social contexts).

The model he proposes has a longitudinal character and is based on basic features of: the participants' experiences and characteristics as well as on essential and facilitating situational factors which also include a time dimension.
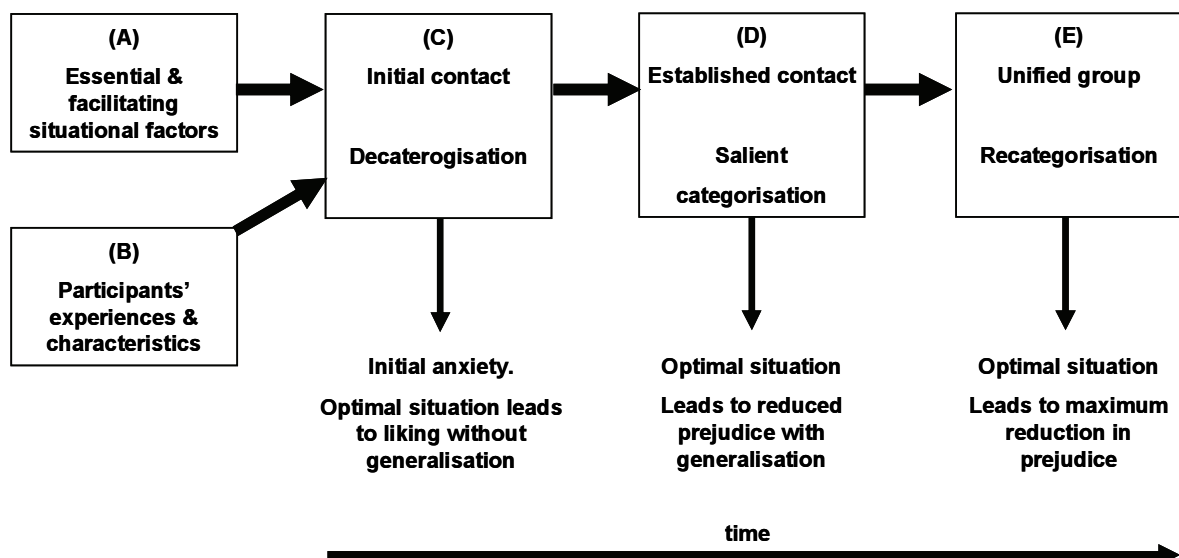
Fig. 19: **Pettigrew's process model of intergroup contact and prejudice reduction**
Pettigrew (1998:77), Intergroup Contact Theory

Another important point is the influence of the differences of individuals and societies and how they shape contact effects. The former refers to prior and existing attitudes and experiences that have been made which will influence whether people seek or avoid intergroup contact. We can assume the more the members of another group are perceived as 'different' or 'strange' the more likely contact will be avoided. Where someone could be willing to enter into contact with individuals from other European nations which seem similar he might hesitate to interact with Africans or Asians who seem 'quite different' and might increase anxiety on the emotional side.

The Contact hypothesis applied to the Dukenet Markstrat IP:

The assumptions of the contact hypothesis can be applied to the Dukenet Markstrat IP and the fulfilment of the five required conditions tested. Dukenet Markstrat can be used as cross cultural sample since all participants come from different European institutions and countries.

1. Equal status

Equal group status within the situation means that both groups should perceive and expect equal status. Although this is difficult to measure it is an important condition for an optimal situation.

If we consider the Dukenet Markstrat cross-sectional participants, groups have equal statuses. All participants are Europeans or studying in Europe for a certain amount of time and therefore have similar educational statuses. Their age average is quite homogeneous lying between 21 and 26 years. Due to the development of the European Union towards one entity and focussed on equal conditions in the member nations, their living and working conditions, interests and options for the future are quite similar in comparison to non Europeans.

During the Dukenet Markstrat seminar all participants are assigned to groups with other international students according to gender and nationality. When regarding additional background information the students participating are considererd of equal status regarding race, social conditions, age, origin, language proficiency, educational background etc..

2. Common goals

In order to reduce prejudice, intergroup contact requires an active goal oriented effort similar to team efforts in sports. With the objective to win and to achieve set goals, the necessity to rely on and cooperate with each other as team members is imperative and increases over time.

The Dukenet Markstrat seminar satisfies this condition perfectly through the utilisation of the computer based marketing simulation. This pedagogical instrument fosters ambition, competence, and concurrence in a 'serious game'. The team has to learn to share tasks, to communicate and deal with each other and to rely on another if they want to win the simulation (market leader) or be among the highest ranking teams.

3. Intergroup cooperation

This condition clarifies that there should be no rivalry or competition within the group. The objective is to strive cooperatively for common goals. As mentioned before, the characteristics of Dukenet Markstrat demands and fosters team work.

The results of simulation (final winner according to market share and total net contribution) do not define the final winner. Half of the credits are composed of a rating of the strategy papers and final presentation for which team work and cooperation is a necessity. There have been examples where the leading team in the simulation did not earn the gold medal due to poor team performance and cooperation (e.g., forgetting to let all team members speak and introduce one aspect during the presentation).

4. Support of authorities

The final condition demanding a certain degree of support through authorities, law or custom is given. If social sanctions exist and are executed intergroup contact is more easily accepted. They establish norms of acceptance.

During Dukenet Markstrat, lecturers and tutors guide the participants through the week. They act as consultants and advisers but as authorities as well and establish rules and regulations for one week of living and working together. One such tool for communicating normative standards is the peer self assessment (intergroup task) where students have to communicate with their team members and to point out positive points as well as to communicate constructive criticism. This is supervised by the teachers.

5. Opportunities for friendship development

The Dukenet Markstrat course is held as intensive one week seminar in another country with a specified programme and time schedule which comprises evening activities and lodging together. This element of shared leisure time offers optimal opportunities to get into contact with the other students. If we like it or not, the present European generation is accustomed to the consumption of alcoholic beverages which loosens the tongue, foster openness and reduces barriers of communicating in a foreign language. Furthermore these activities offer the opportunity to explore common points of interest (films, hobbies, leisure activities, discussions about differences in the educational system, home

environments, personal habits, preferences etc.) and social exchanges by general discussions, playing games, going out together in night clubs or bars etc.

The survey of Brüch and Spieß (2002) on West and East German students shows a significant positive effect of 'experience abroad', 'contact with foreigners' and 'vertical individualism' on the motivation for an assignment abroad (p<0,05). Most determing is the intrinsic motivation as tested by Brüch (2001) regarding expatriates sent to four different cultures (USA, Canada, Corea and Japan).

Although available evidence shows negative effects or changes more often than positive ones during a sojourn among university students (Stroebe, Lenkert & Jonas 1998, cited in Berry et al 1992:340), elements of the contact hypothesis will be tested under the specific conditions of Dukenet Markstrat in the following surveys.

*Conclusion: **In sum, the conditions of the contact hypothesis seem to have been met to a large extent through the elements of the Dukenet Markstrat programme. This international encounter with its programme activities offers an opportunity for students from different European countries with an equal status to work cooperatively together and to follow common objectives being guided through the context and content of the course and supported and supervised by their lecturers and tutors. Finally the encounter has a duration of one week's time providing enough opportunities for friendship development.***

The next subsection 3.4.2.3. focuses on the concept of Anatal and Friedman (2003) of negotiating reality. The emphasis lies in the awareness and application of communication. Their approach as well as the prerequisites of the model of Thomas (3.4.2.4.) do not specify external conditions for group interaction but rather concentrate on an analysis of internal attitudes.

3.4.2.3.   Action theory- Negotiating reality

Another attempt to develop a model of intercultural competence is an action learning based approach by Anatal and Friedman (2003) which they label 'negotiating reality'. The idea is that a person must acquire intercultural competence as a pattern of action in order to react appropriately in every intercultural interaction.

They point out five prerequisites that must be fulfilled in order to be 'actionable':

1. Culture must be understood

2. Individuals are culturally complex beings

3. People must be open to unpredictable situations and to other individuals

4. Individuals must actively explore themselves. In order to overcome constraints, communication must be honest, clearly expressed, and one has to stand up to one's own attitudes and thoughts

Their approach is especially suited to shorter contacts such as negotiations and task force activities, in contrast, to the longer term level of 'adaptation' (cf. Bennett 1998) commonly dealt with in the literature.

1. Culture must be understood

The first prerequisite of 'negotiating reality' is that culture must be understood. This can be achieved by analysing the following five dimensions which are based on the social anthropological definition of Kluckhohn and Strodtbeck 1961 (cited in Anatal & Friedmann 2003:3ff):

1) What is the character of human nature? For example, are humans 'naturally' good or do they tend to be evil if not properly controlled?

2) What is the relationship of humans to the environment? For example, do humans control the environment, do the forces of nature control them, or do they seek harmony with their environment?

3) What is the temporal focus of life? The first distinction made by anthropologists in this category, refers to the primary temporal focus (past, present or future) of a culture and the relationship between the three time frames (e.g., does the past determine the present, is the future the most important frame to orient one's existence?) A second cultural distinction relating to time refers to the way people attend to activities at a point in time (e.g., is it best to focus on one thing at a time, should one engage in several things at once?).

4) What is the modality of human activity? For example, is the focus of human action on 'being', 'doing', or 'becoming' (e.g., achieving tasks, on the development of the self, simply on spontaneity in living?).

5) What is the relationship of humans to other humans? For example, is greater value placed on the individual than on the collectivity?

We have already discussed definitions of culture in a previous section (2.1.5.) which are necessary for further understanding of Anatal and Friedman's concept. Hofstede's and Schein's definitions can serve as a reminder: Hofstede (1980:25) defines culture as '*the*

collective programming of the mind, which distinguishes the members of one human group from another'. Or as Schein (1985:9) defined the concept of culture as:

'a pattern of basic assumptions- invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration- that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and fell in relation to those problems'.

The importance of understanding culture, according to Anatal & Friedmann (2003), is that the misinterpreting and misunderstanding the culturally based communication or actions of the other person or persons can be experienced as conflicting with own values which are often seen as threat.

2. Individuals are culturally complex beings

Individuals are influenced by their environment shaped by social, economic, technological, and political factors. Individuals belong to plural cultures and subcultures (e.g., sports club, nationality, religion etc.) which all affect the person's negotiation style. The process of communication and behaviour in the course of time leads to repertoires. People follow behavioural routines and use behaviours and attitudes that are positively associated and acquired successively following a logical learning process. Although this process is mostly unconscious or subconscious, repertoires are generated over time to guide the individual's responses and form his/her perception of reality and situations. Due to different attitudes and behaviours people may become unpredictable in their behaviour to their partner in interaction. Another problem is that values of different cultures may be conflicting - which influence the individual simultaneously (e.g., gender values with religious values) (Hofstede 1991). Additionally, an individual is not only shaped by culture but has an individual personality which may have different contradictory values in different situations, to say one thing and do something very different (Argyris and Schön 1974, 1978, cited in Anatal & Friedmann 2003).

Therefore people have a wide repertoire of theories for interpreting reality

3. People must be open to unpredictable situations and to other individuals

Only if an individual is willing to try to understand the other partner, in communication as well as in a given situation, a positive effect can emerge. Although the person's range of repertoires helps in familiar situations it does not help in unknown and new situations. This is why openness and willingness to understand the partner in communication is such an important element of intercultural dialogue.

4. Individuals must actively explore themselves in order to overcome constraints

Anatal and Friedman (2003) define culture competence as *'the ability to generate appropriate strategies of action unconsciously'* whereas *'intercultural competence is the ability to explore one's repertoire and actively construct am appropriate strategy'*. Overcoming constraints lead to the opportunity to see intercultural situations as learning chances. The difficulty lies in the fact that constraints are embedded in an individual's culturally shaped repertoire. Overcoming these constraints, new responses can be created by *'…expanding the repertoire of potential interpretations and behaviours available in future intercultural interactions'* (Anatal & Friedman 2003:12).

Once became aware of these opportunities, individuals can *'…experiment with ways of selecting, combining, and refining their repertoires to meet the demands of a specific situation'* (Anatal & Friedman 2003:12)

5. Communication must be honest, clearly expressed, and standing up to ones attitudes and thoughts

The core of the concept 'negotiating reality' is based on an action strategy in combination with 'advocacy' and 'inquiry'. Advocacy is understood as *'clearly expressing and standing up what one thinks and desires'* and inquiry as *'exploring and questioning both one's own reasoning and the reasoning of others'*. (Anatal & Friedman 2003:21). Since advocacy and inquiry can be of high or low order, there are four possible combinations.

High advocacy – low inquiry	**High advocacy - high inquiry**
- expresses strong opinions - clear and unambiguous - ignores or hides information that does not support one's position - does not listen or listens only to refute - overpowers defensiveness	- treats opinions like 'hypotheses' - expresses clear opinions and provides the reasoning behind them - invites questions into one's own reasoning - asks questions and listens in order to understand the reasoning of others - seeks data that might disconfirm one's own opinion - appreciates defensiveness
Low advocacy - low inquiry	**Low advocacy - high inquiry**
- asks leading questions - gives hints and double-messages - camouflages threatening information - ignores or hides information that does not support one's position - attempts to avoid raising defensiveness	- asks questions - listens and tries to understand - refrains from judging or expressing opinions - attempts to avoid defensiveness

Fig. 20:   Model of action strategy in combination with advocacy and inquiry

Anatal & Friedmann (2003:23), Negotiating reality

Negotiating reality tries to achieve 'high advocacy' combined with 'high inquiry', which is the most difficult combination to obtain, but at the same time the most effective one. The idea is to make the *'…most sense of information available in given circumstances, in an intercultural interaction, this approach enables people to explore and understand each*

other's intentions and behaviours in light of their different cultural icebergs' (Anatal & Friedman 2003:22). The opposite, low advocacy/low inquiry, tends to give double messages or communication masking the person's view, i.e., 'Shouldn't we rather …?'. It is often perceived wrongly as high inquiry/low advocacy where the focus lies in exploring what others think and suspending one's own judgement. Nevertheless, it is seen as a rather clever approach as it achieves goals without upsetting the communication partner but has the danger of ambiguous and/or distorted messages.

The opportunity to learn from another person is best given in high advocacy/high inquiry and high advocacy/low inquiry combination. The former is the most constructive one (expressing one's own perspective and seeking to understand alternative views) but especially difficult to perform. People tend to associate difficult situations as threats rather than as opportunity to learn from the other. Since the known/familiar theories of action do not apply in unknown situations they feel unsure of their actions.

Negotiating reality is based on theories of action mostly applying the built up repertoire for situations with another person. More important is to make the behaviour and actions aware. Or as McSweeny (2002, cited in Anatal & Friedmann 2003:8) notes *we need to engage with and use theories of action which can cope with change, power, variety, multiple influences- including the non national- and the complexity and situational variability of the individual subject'*. It should enable people to make intercultural competence 'actionable' in intercultural situations: The process of reflecting, redesigning and rethinking actions and behaviour is a necessity for a positive learning process in order to act efficiently. Conflicts and defensiveness are seen as learning opportunities to understand the interacting partner's viewpoint and can foster mutual commitment and trust when actively faced and dealt with. Self relexion enables people to change their point of view and to actively take an influence on the dynamics of intercultural situations and interactions by learning and expanding the existing individual repertoires.

The concept of negotiating reality applied to Dukenet Markstrat

   1. **Culture must be understood**

Only if culture with its components is understood and accepted as being either similar or different, misunderstanding will decrease.

Dukenet Markstrat fosters intercultural encounters. During the opening session a lecture is held about cultural differences. During self assessment, the students must reflect and think about their own as well as the behaviour and actions of their colleagues. The extra

time for the assessment task forces the students to challenge exactly these questions of intercultural differences and to discuss them with their colleagues.

2. Individuals are culturally complex beings

Students must become aware of the fact that they themselves are complex beings as well as their colleagues. They will notice that some students share more habits, interests and views with them than others even though they come from another nation or social background. During the week they meet students of seven different nationalities, with divergent customs and behaviours. Through these interactions with students from other countries numerous questions arise why some behaviour is acceptable and understandable and why some seems very unpredictable by a large number of activities (mutual learning, lectures, sports and cultural events, international dinner etc.). Dukenet Markstrat offers a variety of interactions in many different settings among individuals influenced by another culture.

3. People must be open to unpredictable situations and to other individuals

Dukenet Markstrat lecturers all work in an international environment and are specialised in international marketing. They discuss problems and possible situations which might arise and in this way help students interpret and make situations more predictable. Additionally, the Dukenet Markstrat setting and teaching and learning culture encourages openness and helps to reduce prejudices and judgement of others. The friendly working atmosphere between students and lecturers encourages students to talk with their teachers about possible cultural problems. Especially students who have been abroad are more open and tolerant in general, and model how to feel comfortable with divergent behaviour. Evening get-togethers give students a chance to get better acquainted with other students and sometimes a glass of beer helps to reduce the barriers for opening oneself to others

4. Individuals must actively explore themselves in order to overcome constraints

Since the programme lasts one week, there is hardly any chance of not participating. Due to this lack of possible alternatives, the students have to face the group task. Their individual behaviour and degree of participation will be (subconsciously) evaluated and they will receive a feedback by the reaction of the team members. Therefore the students have to actively explore themselves. For example, if a participant does not like his group members for their being different e.g., they work differently and look at what they wear, they do not let me speak, they are not polite and nobody follows my suggestion, the own team members will judge this behaviour and give a feedback through their verbal or non

verbal reactions. If three out of four team members disagree with the suggestions made, the student has to start exploring him/herself to understand these reactions and overcome constraints.

5. Communication must be honest, clearly expressed, and stand up to ones attitudes and thoughts

Communication skills are encouraged by Dukenet Markstrat through its programme content. Nevertheless, it is a factor which every individual will have to learn on its own. Depending on the type of person (rather shy and introverted or having difficulties with the English language vs. extroverted and fluently speaking English), the learning process can be life long. Due to the fact that all students, except for a small minority, are non native speakers, the courage to communicate is quite low in the beginning, especially for the ones with low English proficiency. The atmosphere in the beginning is more or less characterised by shyness, anxiety of using incorrect words, reluctance to speak etc.. Lack of experience with other cultures makes individuals more cautious when everyone tries to find their position in the group except for those students who are courageous enough to say something. After the initial phase, the students become more eager to stand up for their ideas especially when the software has been better understood and time pressure demands decisions. Due to the fact that the simulation permits only one decision per round (with a number of elements) the group needs to agree. Since the simulation is goal oriented, students which are sure or believe to be sure of their strategy start to defend their ideas in discussion rounds. Experience has shown that nearly all decisions are made as group with a democratic vote if two different opinions stand against each other.

Conclusion: Negotiating reality demands considerable self relexion. Dukenet Markstrat provides situations that encourage self questioning and honest and clearly expressed communication and offers support for students if they need help. Although Dukenet Markstrat may offer the necessary conditions for learning to negotiate reality, this must be seen as an overall concept. Negotiating reality indeed becomes more significant in intercultural contexts but is a general skill for every individual in daily communication.

The next subsection 3.4.2.4. analyses Dukenet Markstrat in the learning process of intercultural competence based on the comprehensive model of Thomas.

3.4.2.4. Intercultural action competence

According to his definition of culture, intercultural competence has different components which are all implicated in the model:

- Intercultural perception
- Intercultural learning
- Intercultural value appreciation
- Intercultural comprehension/understanding
- Intercultural sensibility
- Intercultural competence

Intercultural competence can only be gained through a process of learning and acquisition. There are different influencing factors on the interpersonal level, intercultural level and the learning and competence level. These points will be analysed under the context of the Dukenet Markstrat programme, whether these are given to be acquired.

The model of intercultural action competence applied to Dukenet Markstrat

1. Quality of personal relations

Since the students participate in the programme as national delegation at the beginning, and to a certain degree during the week and share accommodation and breakfast in delegations, there are enough moments where confidence in personal relations is given. In addition, some lecturers as the Italian and German have dinner together with their group in a restaurant during the week.

2. Knowledge and experiences made with partner cultures

Depending on the international experience of the students, some have already met other people of or spent time in one of the participating countries. The more they know about the other cultures the more predictable situations and behaviours of other nationalities will be.

3. Degree of qualification of intercultural competence

This point depends on the types of teaching, training and experiences the students have made. Some students have for example participated in intercultural workshops (German students during their job as international tutor at the University of Kassel) which can help to gain qualification. This point is more relevant for professionals who have (may be) a comparison of trainings offered and passed.

4. Basic types of social interactions

Due to the the content of Dukenet Markstrat and the more or less homogenous group status (all are students in a similar age range, all are Europeans etc.), egalitarian mutual interaction, where the behaviour of both partners are similarly influenced by internal and external factors is more likely.

5. Social assistance

Due to the lecturer-student relation of one lecturer to eleven students, the friendly atmosphere shaped by the lecturers (e.g., Dutch and Scottish teachers communicate in a very informal manner thereby reducing distance), the host country team (students and tutors) and the fact of being familiar with their own accompanying lecturer there are many social key figures which help participants to get accustomed to the new environment.

6. Cultural distance

All participating institutions are Europeans and to a certain degree they are more homogenous in comparison non European colleges and universities. According to Hofstede's dimensions the Netherlands and Scandinavian countries are very social whereas Germany, France, Italy, Denmark and Scotland have in between scores in this variable. There are many aspects of cultural similarity, e.g. the Netherlands and Germany are quite close, the Dutch are similar in their culture to the Danish, the Danish with other Scandinavians and so on.

7. Political-societal convergences, divergences and dominances

This point is not relevant for the Dukenet Markstrat course, since all communication partners and participants interact within the same programme structure. All teams and team members are treated equally and no one has more political power or resources.

8. Cultural interdependences

Again some aspects of youth subculture merit consideration. Due to the fact that all participants are young European (business) students of a similar age and (to a certain degree) have similar leisure time interests (music, films, discussing, partying, eating habits, sports, computer, internet) the probability that they have common interests and therefore belong to similar sub cultures (e.g. volleyball teams, hip hop music listener, soap opera 'sex and the city' watchers) is quite high.

9. Contextual compounds and degree of freedom

This is an aspect where Dukenet Markstrat can help regulate by guidelines and advice but in the end everyone has to find their own way. If for example the whole Dukenet Markstrat team is invited to city hall and drinks or local specialities are offered, the Dukenet Markstrat lecturers communicate in a clear way what is expected (saying thank you, appreciating the hospitality) but some students will not be able to adjust to the expected behaviour (refuse to eat the local speciality or help to bring dirty dishes back to the counter).

Conclusion: **Again, the Dukenet Markstrat IP can meet the majority of conditions that Thomas has specified for a successful learning process. Since the course only lasts one week, it is an intensive experience and meets conditions for intercultural learning in a brief encounter. However, many of the prerequisites for intercultural competence as stated by Thomas are dependent on the individual and his/her experiences, attitudes and values that have been acquired over a long period of time. In this sense Dukenet Markstrat can only be considered as an impulse or a kick off but not as a definite guarantee for success in acquiring intercultural competence.**

3.4.3. Summary of the analysis: Dukenet Markstrat IP as a pilot project

To summarise, the Dukenet Markstrat programme offers a variety of opportunities to acquire key skills during the intensive week. Since competencies are products of life long learning, basic steps are acquired within the programme's objectives and educational procedures, enabling students to practise certain basic skills during the week.

As concerns key qualifications, 18 of the 19 criteria (except the 'ability to communicate with experts in other fields') postulated by the points of reference of the project 'tuning educational structures in Europe' are fulfilled by the Dukenet Markstrat IP. This computer based educational programme seems to be structured in a way that the majority of key qualifications postulated can be practised and acquired. As for those conditions that have been identified by the contact hypothesis as leading to a reduction of prejudices and an improvement of interactions between in- and out-group members, the results are similar. Dukenet Markstrat offers a setting of intercultural encounters, which produces positive effects.

The conditions outlined in the models 'negotiating reality' and 'model of intercultural action competence' are fulfilled to a large extent. However it must be noted, that the contribution of the individual plays the major role in learning. This can only be influenced to a certain degree.

Nevertheless, on the background of this theoretically based analysis, Dukenet Markstrat IP has been proven to offer an optimal environment to achieve positive results in the acquisition of key qualifications in an intercultural encounter. If as a result of this innovative form of teaching and learning in higher education the experience of the participants is positive, the first steps in the learning cycle of intercultural (action) competence have been taken.

The Dukenet Markstrat IP in comparison to traditional courses offers a number of advantages which foster the acquisition of key qualifications including intercultural competence by simulation of real life situations:

- Learning by doing (trial and error)
- Specific and goal-oriented tasks
- Teamwork and common goals
- Self organisation
- Support and encouragement by authorities
- Intercultural encounter
- Structured programme abroad
- Common language of communication (English)
- Competition between groups
- Clear success factors
- Equal status of the participants

Based on the literature review and theoretical elements presented in chapters one to three the following chapter four will present the hypotheses on which the evaluation of the Dukenet Markstrat IP is founded which will then be validated or rejected by the evaluation and analysis of a number of consecutive empirical studies (chapter 6).

'Fiction is obliged to stick to possibilities. Truth isn't'.

Mark Twain (1835 - 1910)

CHAPTER FOUR

HYPOTHESES

_____

This chapter will illustrate the hypotheses deduced from the literature review and the author's observations of the learning effects of the Dukenet Markstrat programme on intercultural competence.

As illustrated in section 3.4.2., the Dukenet Markstrat programme offers optimal conditions for the acquisition of key qualifications and especially intercultural competence. Based on the four theoretical elements (contact hypothesis, key qualifications, negotiating reality

and the intercultural action competence model), the effects of Dukenet Markstrat will be analysed.

The hypotheses are divided into three blocks of separate overall hypotheses. The first hypothesis concerns the effects of and through the Dukenet Markstrat programme, the second compares the attitudes, personality traits and previous experience of the participants in contrast to non participants, and the last hypothesis focuses on the longitudinal effects of participation in the Dukenet Markstrat programme for an international career orientation.

The overall and general hypotheses are:

HI: '**The Dukenet Markstrat programme enables students to acquire key qualifications especially intercultural competence**'

HII: '**Dukenet Markstrat participants differ from students who decide not to participate in this course in their background, attitudes and previous experience**'

HIII: '**The Dukenet Markstrat programme increases the motivation for an international orientation and therefore has an influence on the labour mobility**' **- and later employment choices/careers**

HI: '**The Dukenet Markstrat programme enables students to acquire key qualifications especially intercultural competence**'

The programme has shown that it offers optimum conditions to acquire key qualifications. Depending on the individual's background conditions (experiences made abroad, cultural background and language proficiency), the learning effects will be different. We can assume that students that have spent time abroad earlier have had positive experiences and, therefore, will have a more positive attitude to intercultural interactions (contact hypothesis). Furthermore, if their English language proficiency is superior they are less afraid to communicate (mutual communication/interaction). If they have built up positive relationships with other people from other cultures (quality of relationship) and are culturally more experienced (cultural knowledge) their intercultural competence will be higher.

H1.0: **The degree of success in learning depends on the individual's disposition. The more often the student has made experiences abroad or in contact and communication with other cultures - the more effective and positive his learning experience will be.**

The course components and learning effects will be analysed. Additionally, different typologies of students will be built according to their experience abroad, language proficiency in English and whether they have multicultural friends in order to test the effects of different pre-conditions. All hypotheses are analysed by a comparison before and after apart in addition to an evaluation of the Dukenet Markstrat course components (only after the course).

> *H1.1.* *Dukenet Markstrat permits students to acquire key qualification through course activities.*
>
> *H1.2.* *The better the pre-conditions of the participants are- the more adequately will their skills correspond to the course requirements.*
>
> *H1.3.* *The quality of acquired intercultural competence is high by Thomas' criteria (intercultural perception, learning, value appreciation, comprehension/ understanding, sensibility, competence).*
>
> *H1.4.* *The course has an impact on study behaviour. Participants see their study focus and international interest more clearly after the course.*

HII: **'Dukenet Markstrat participants differ from students who decide not to participate in this course in their background, attitudes and previous experience'**

Students which participate in Dukenet Markstrat have different internal (push) and external (pull) factors which influences their reasonsand willingness to participate. Students with previous international/intercultural positive experience are more likely to participate in the programme. Dependent on their attitude and experience students can be divided into three groups: 1) students willing and very motivated to participate in international offers (even if they have to contribute financial means), in contrast to number 2) students who do not at all want to go abroad (not even if financial support is granted) and 3) a large mix of students who would or might participate if they receive the necessary support (financial, social or organisational). Based again on the contact hypothesis an increasing frequency of contacts leads to positive effects. Depending on their personality traits (Neo PI-R) the participants differ from non participants.
.

H2.0: **Students who have participated in previous international programmes have an increased interest for further international activities.**

In order to test this hypothesis three groups of variables were established for analysis according to the following variables:

1. Which test students' international interest and motivation for international courses and orientation (H2.1. and H2.2.),

2. Which tests differences in their personality traits (H2.3. and H2.4.),

3. Which tests the course effects on further international programmes (H2.5., H2.6. and H.2.7.).

H2.1. Dukenet Markstrat participants differ in their interest and motivation to participate in courses with an international orientation.

H2.2. Dukenet Markstrat participants are more internationally interested and can more often imagine working abroad.

H.2.3 Dukenet Markstrat participants differ in the degree of group (horizontal collectivism) or competition (vertical individualism) orientation.

H2.4. Dukenet Markstrat participants differ in their psychological traits according to the Neo PI-R (Openness, extroversion, conscientiousness, agreeableness and emotionally stability).

H2.5. Dukenet Markstrat participants increase their interest in an international career and working abroad as a consequence of this experience to a greater degree than students attending a ' conventional' university course.

H2.6. Dukenet Markstrat participants see greater benefits of the attended course in skill acquisition as compared to students in a 'conventional' university course.

H.2.7. Dukenet Markstrat has a positive impact on students' study behaviour.

HIII: 'The Dukenet Markstrat programme increases the motivation for an international orientation and therefore has an influence on the labour mobility' - and later for employment choices/careers'

With increasing intercultural contact, the quality and learning of intercultural competence increases. The positive experience made increases the motivation for further international activities. This influences the choice of jobs, degree of international activity of employment and fosters the positive sides of an international career by reducing language problems, limiting mobility barriers, increased knowledge about other cultures etc.

H3.0: Dukenet Markstrat participants are more motivated and interested in an international career and orientation

H3.1. Dukenet Markstrat participants have different priorities in their career aspects and job factors.

H3.2. Dukenet Markstrat participants rather seek an employment with international activity/ character.

H3.3. Dukenet Markstrat participants have a higher degree of international activity in their current employment.

Different survey samples will be used for the different hypotheses. The cross sectional analysis (ST=short term) is used in comparison in all three main hypotheses and complemented by the lecturers' study (lecturer), double participants survey (double), parallel course (par), personality analysis (NEO) and longitudinal analysis (LT=long term).

The following graph will illustrate the structure of hypotheses and testing.

HI: The Markstrat programme enables students to acquire key qualifications especially intercultural competence	Profile	ST

HI: The Markstrat programme enables students to acquire key qualifications especially intercultural competence   Profile   ST   lecturer   double

- H1.1. Markstrat permits students to acquire key qualification through course activities.
- H1.2. The better the pre-conditions of the participants are- the more adequately will their skills correspond to the course requirements.
- H1.3. The quality of acquired intercultural competence is high by Thomas' criteria (intercultural perception, learning, value appreciation, comprehension/ understanding, sensibility, competence)
- H1.4. The course has an impact on study behaviour. Participants see their study focus and international interest more clearly after the course.

HII: Markstrat participants differ from students who decide not to participate in this course in their background, attitudes and previous experience   ST   Par   NEO

- H2.1. Markstrat participants differ in their interest and motivation to participate in courses with an international orientation.
- H2.2. Markstrat participants are more internationally interested and more often imagine working abroad.
- H.2.3 Markstrat participants differ in the degree of group (horizontal collectivism) or competition (vertical individualism) orientation.
- H2.4. Markstrat participants do differ in their psychological traits according to the Neo FFI (Openness, extroversion, conscientiousness, agreeableness and emotionally stability).
- H2.5. Markstrat participants increase their interest in an international career and working abroad as a consequence of this experience to a greater degree than students attending a 'conventional' university course.
- H2.6. Markstrat participants see greater benefits of the attended course in skill acquisition as compared to students in a 'conventional' university course abroad.
- H.2.7. Markstrat has a positive impact on students' study behaviour.

HIII: Markstrat participants are more motivated and interested in an international career/orientation   ST   LT

- H3.1. Markstrat participants have different priorities in their career aspects and job factors.
- H3.2. Markstrat participant rather seek an employment with international activity/character
- H3.3. Markstrat participants have a higher degree of international activity in their current employment.

Fig. 21: **Hypotheses structure**
(own graph)

The following chapter will describe the methodological procedure of the surveys. An overview about the samples, interrogation period, means and return rates will be given.

'Let us take things as we find them: let us not attempt to distort them into what they are not. We cannot make facts. All our wishing cannot change them. We must use them'.

John Henry Cardinal Newman (1801 - 1890)

CHAPTER FIVE

RESEARCH PROCEDURE AND METHODOLOGY

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This chapter illustrates the methodological approach, describes sampling and survey procedure and explains elements and concept of the questionnaires.

5.1. Methodological overall concept

The empirical part focuses on the testing of the hypotheses (cf. chapter four). In line with our intention of evaluating the Dukenet Markstrat IP as a practical approach and as a threshold course for acquiring key qualifications in higher education, especially

intercultural competence, we used as many sources of data as possible. In addition, a mix of quantitative and qualitative studies was implemented. This means that scales and measurements that had proved their efficiency in other studies, such as the 'Neo Pi-R' personality scales, were utilised as well as open interviews held to assess the perspective of students and lecturers.

In addition, as concerns the design of the study, a number of different time frames were used to measure the effect of participating in the Dukenet Markstrat IP on students: The research procedure was divided into seven individual surveys. In order to examine if Dukenet Markstrat students had specific characteristics that separate them from other economic students they were compared to students in similar courses. This data was gathered at the University of Kassel due to easier accessibility.

In order to evaluate the data in comparison, a comparative course was chosen for each of the Dukenet Markstrat surveys. This data was gained by courses at the University of Kassel due to easiere accessibility and verification of comparative data.

Quantitative Analysis (written questionnaire)

Cross-sectional survey, pre and post	***Parallel survey (control group)***
Dukenet Markstrat participants (2005-2006)	Non participants (2005-2006)
8 European institutions of higher education	University of Kassel

Psychological survey	***Parallel survey (control group)***
Dukenet Markstrat participants (2007)	Non participants (2007)
University of Kassel	University of Kassel

→ Evaluation and identification of:

- Reasons for participation
- Evaluation of the programme by the participants
- Effects of the Dukenet Markstrat learning process in the view of participants
- Behavioural and attitudinal data of the participants in comparison (at the beginning and the end of the course)
- Socio demographic background of the research populations
- Barriers that lead to non participation
- Skill acquisition through course activities in comparison (parallel survey and cross sectional)

Qualitative Analysis (open interrerview and written questionnaire)

Qualitative survey: lecturers	***Qualitative survey: self-reflexion***
Participating lecturers (2005-2007)	Dukenet Markstrat participants (2005-2006)
8 European institutions of higher education	University of Kassel

→ Evaluation and identification of:

- Value of the educational programme
- Perception of changes in the participants and their experience
- Critical aspects of Dukenet Markstrat and possible improvements

Graduate Analysis (Online questionnaire)

Longitudinal survey (quantitative):

Students and graduates, participants and non participants (1999-2007)

6 participating institutions of higher education since 1999 (Ger, Fin, Fr, Fr, I, NL)

→ Descriptive evaluation of:

- Degree of international orientation in their studies and employment on the job market

5.2 Objectives and methods of the series of surveys

5.2.1. Quantitative survey: Cross sectional study

The first study consisted of a cross sectional analysis of two consecutive generations of Dukenet Markstrat IP participants (2005 and 2006) with the goal of an evaluation of the course in view of the students of eight European institutions of higher education. This study was in a pre-post-test format, i.e., the students' reactions and opinions were assessed at the beginning and the end of the Dukenet Markstrat IP and these results compared. This survey was conducted repeatedly during two consecutive Dukenet Markstrat courses, held in January of each year using standardised questionnaires for pre and post assessment (cf. Annexe A1.).

The questionnaire used for evaluating the individual starting positions consisted of six building blocks of questions concerning:

1. Educational background (institution of enrolment, choice of specialisation, expected degree, level and phase of study)
2. Motivational background (reasons for participation, course credit)

3. International background (experience abroad, duration and type)

4. Future interests (degree of motivation concerning studies and career, intention to spend time abroad)

5. Personal attitudes and behaviour (based on the horizontal and vertical individualism and collectivism, performance orientation)

6. Socio demographic background (age, gender, cultural environment, family status, language proficiency, education of parents/partner)

The post questionnaire had five blocks probing in a shorter form the educational background and, in detail, the personal attitudes and behaviour as well as future interests of the participants.

1. Background (socio demographic and educational aspects)

2. Evaluation of the Dukenet Markstrat course (evaluation of work load, personal improvements achieved through the course, largest learning effect, most positive experience made, type of certificate awarded)

3. Future (reflexions on study motivation/orientation, intention to spend time abroad, level of English)

4. Personal attitudes and behaviour (identical with the scales in the pre-questionnaire)

5. Comments

Some of the elements were taken from questionnaires used in other studies in order to assure validity and reliability and to compare data of this survey with other studies. This concerned the following sections and questions:

a) Scales to assess personal attitudes and behaviour were taken from the questionnaire by Dr. Andreas Brüch after personal contact. The results of his findings have been published in Spieß and Brüch (2002). Additionally, six questions regarding performance orientation were taken from Modick (1977).

Brüch's questionnaire is based on Triandis (1995) theory of horizontal and vertical individualism/collectivism. The questions add up to four dimensions assessing whether an individual tends to be more group or individually oriented on a horizontal and vertical basis. The horizontal dimension stands for uniqueness and being better than others whereas the vertical dimension highlights the own personality but independent from the result of others.

There were seven questions taken for vertical individualism, five for horizontal individualism, and six questions each for vertical and horizontal collectivism.

Modick's analysis, using a 'three-scale achievement motive questionnaire', is based on the Dutch 'Prestatie Motivatie test' using three dimensions with positive and negative scales analysing the construct motivation for performance:

- The first focuses on performance orientation in the future
- The second on hope for success and
- The third on anxiety of failure

In order not to strain the patience of the respondents only the future dimension comprising 22 items was chosen for the questionnaire. In addition, since the majority of respondents were using English as a second language negative items were excluded and 6 of the original 22 items that were easy to understand selected for the questionnaire.

Both groups of questions and the underlying dimensions can be seen in the appendix A.1.2.

b) Parental and partner level of education and living status concerning the socio demographic background were taken from a questionnaire on higher education and employment in Europe from a survey conducted by Prof. Dr. Ulrich Teichler of the University of Kassel, INCHER (International centre of Higher education research - Kassel).

In the psychological survey (Dukenet Markstrat participants 2007) the unit relating to the personal attitudes was measured with items from the Neo personality inventory - revised (Neo PI-R) by **Costa and McRae** (1992) in a sample of all students participating in the 2007 Dukenet Markstrat IP as well as a parallel 'conventional' course.

5.2.2. Quantitative survey: Comparison with parallel course

After the Dukenet Markstrat course, a parallel course in international management at the Faculty of Economics and Management at the University of Kassel was evaluated annually in February in two consecutive years.

The questionnaire comprised nine groups of questions concerning:

1. Educational background (institution of enrolment, choice of specialisation, expected degree, phase and level of study)
2. Motivational background (reasons for choice of course, credit awarded by the course, reasons for not participating in the Dukenet Markstrat programme)
3. Personal attitudes and behaviour (based on the horizontal and vertical individualism and collectivism, performance orientation) - identical with the scales in the cross sectional questionnaire

4. International background (experience abroad, duration and form)

5. Intentions for future study behaviour (degree of motivation for studies and career, intention to spend time abroad) - identical with the assessment in the cross sectional questionnaire

6. Evaluation of the course (evaluation of work load, improvements through the course, largest learning effect, most positive experience made, certificate awarded)

7. Future (reflective element of study motivation/orientation, intention to spend time abroad, level of English)

8. Socio demographic background (age, gender, cultural environment, family status, language proficiency, education of parents/partner)

9. Additional comments

The same elements of the cross sectional questionnaire were again based on the comparative data of the cited authors. Apart from motivational background, all questions were identical to the ones in the cross sectional questionnaire except for the necessary modification of the course title.

5.2.3. Qualitative survey: Opinions of double participants

A handful of students managed to participate in both courses, i.e., the (conventional) university course as well as the Dukenet Markstrat IP. These were asked to make a comparative evaluation in a guided interview.

The questionnaire comprised four groups of questions:

1. Reasons for choice of the course, motivational background, current phase and level of studies

2. Which experiences, in comparison, were made through the courses (a- Dukenet Markstrat, b- parallel course), expectations and disappointments

3. Judgement of the influence of course content and experiences on personal career development

4. Suggested improvements and criticism (how can barriers be overcome, what can be improved, overall evaluation of courses in comparison, which aspects lead to motivational impulse for an international activity/career)

Interview length: approximately 30 minutes on the average.

5.2.4. Quantitative and qualitative survey: Opinions of lecturers

During the Dukenet Markstrat programme 2005 in Annecy, the lectures were given a standardised quantitative questionnaire.

The questionnaire had four groups of questions:

1. Information about the lecturer's background and experience with Dukenet Markstrat

2. Information about the role of Dukenet Markstrat in the syllabus of their university (compulsory, credit, at which level it is integrated)

3. Information about the strategy of the university for encouraging an international orientation and career of its students (international activities i.e., organised internships abroad)

4. Observation of the lecturer as to the effect of the participation of the students in the Dukenet Markstrat course (language competence, social skills, marketing knowledge, international orientation)

Additionally, the lecturers were questioned in personal interviews in order to foster their evaluation and to gather more detailed information on the different university systems and their personal experiences made.

5.2.5. Quantitative survey: Longitudinal study of long term effects

The longitudinal survey was conducted between November 2006 and February 2007. The respondents filled out an online questionnaire posted by Sphinx software. The questionnaire made a distinction between students and graduates and had the following cluster of questions:

1. Socio demographic background (age, gender, family status)
2. Personal history in higher education (institution, programme, specialisation, degree)
3. International background (experiences abroad during phases of study)
4. Dukenet Markstrat participation (survey of former participants only) - (largest learning effect, positive experience made)
5. Employment opportunities (factors of employment, choice of employment, relevance of factors for employment)
6. Employment history (graduates only) - (number of employers, area of work, degree of international activity, degree of travelling)

5.3. Data Collection

This process was divided into two steps, the first concerning the cross sectional survey and the second concerning the longitudinal survey. Due to the scope of the sample and the geographical repartition, it was necessary to divide the gathering of data into smaller steps.

5.3.1. Survey: Cross sectional analysis pre-post

In this survey of perceptions of changes, due to the Dukenet Markstrat IP, the participants were questioned. The first sample comprised all students of the Dukenet Markstrat IP in the winter term of 2004/2005 in Seinajöki, Finland. During their 10 days stay, the original questionnaire was divided into two parts (pre and post) and filled out by the students at the opening and at the final briefing. Altogether, 76 questionnaires were distributed at the beginning and again at the end of the week with a 100% response quota.

		Questionnaires returned		Total
		Yes	No	
Country	Germany	16	0	16
	Denmark	5	0	6
	France	18	0	20
	Scotland	7	0	8
	Finnland	8	0	10
	Italy	16	0	16
Total		76	0	76

Table 20:   Questionnaire return rate cross sectional survey 2005

The second sample consisted of all participating students of the Dukenet Markstrat IP in Annecy, France, in the winter term 2005/2006. For this sample 79 questionnaires were distributed at the beginning and again at the end of the course. None of the students failed to fill out the questionnaire which led to a response rate of 100%.

		Questionnaires returned		Total
		Yes	No	
Country	Germany	13	0	13
	Denmark	10	0	10
	France	22	0	22
	Scotland	7	0	7
	Finnland	12	0	12
	Italy	9	0	9
	Belgium	6	0	6
Total		79	0	79

Table 21:   Questionnaire return rate cross sectional survey 2006

Since both samples consist of similar comparable students as concerns socio demographic data (age, gender) and preconditions (course of study, institution, marketing knowledge), the samples were joined to one group for the evaluation (N=155).

5.3.2. Survey: Parallel group as a contrast group

Parallel to the Dukenet Markstrat programme, students participating in courses with comparable content, offered in the traditional setting of the University of Kassel were surveyed. This was done with the intention of analysing students' motives for not participating in Dukenet Markstrat. In order to deal with comparable content, the selected courses were held in English and focussed on management and marketing, just like Dukenet Markstrat. The University of Kassel offers five international programmes in the content of the international management module, which are all held in English and focus on marketing and international management. Courses for comparison were chosen from this offer.

Based on these criteria students participating in the courses 'fundamentals in international management' during the winter term 2004/2005 with 12 participants, and from 'international management' and 'operations management' during the winter term 2005/2006 with 49 students were selected.

	Questionnaires returned		Total
Course	Yes	No	
International management	12	0	12
Total	**12**	**0**	**12**

Table 22:   **Questionnaire return rate parallel group 2005**

In both cases the return rate accounted for 100%.

	Questionnaires returned		Total
Course	Yes	No	
International management	38	0	38
Operations management	11	0	11
Total	**49**	**0**	**49**

Table 23:   **Questionnaire return rate parallel group 2006**

5.3.3. Survey: Double group

Some students participated in the Dukenet Markstrat course as well as in the parallel courses (in the years 2005 and 2006), offered in English in the conventional university setting. Due to the small number of participants (N=10) who chose to attend Dukenet

Markstrat as well as conventional courses on the same topics, we decided to explore their motives and impressions in qualitative interviews.

5.3.4. Survey: Lecturers

During the Dukenet Markstrat IP 2005 Annecy, all participating lecturers were asked to fill out a questionnaire and give their impressions of the effects and benefits of this course. In addition, the author informally had several in depth discussions with those lecturers responsible for the course in the different European universities. Some institutions were represented by several lectures whose opinions were all evaluated. Unfortunately, one institution never returned the questionnaire. Altogether, the sample was composed of eigth lecturers with a return rate of 88,8%.

		Questionnaires returned		Total
		Yes	No	
Country	Germany	1	0	1
	Denmark	1	0	1
	France annecy	0	0	0
	France-quimper	1	1	2
	Finnland	1	0	1
	Italy	1	0	1
	The Netherlands	1	0	1
	Scotland	2	0	2
Total		8	1	9

Table 24:   Questionnaire return rate lecurers survey

5.3.5. Survey: Psychological analysis

During the Dukenet Markstrat IP 2007 in Slagelse, all participants were asked to fill out a questionnaire at the end of the week using a revised version and including the Neo personality inventory- revised (Neo PI-R) by Costa and McRae (1992). Only four questionnaires were not handed in which led to a return rate of 94%.

		Questionnaires returned		Total
		Yes	No	
Country	Germany	11	0	11
	Denmark	3	0	3
	France	19	2	21
	Scotland	7	0	7
	Finnland	11	1	12
	Italy	9	1	10
	The Netherlands	3	0	3
Total		63	4	67

Table 25:   Questionnaire return rate psychological analysis 2007

For the psychological comparison only the German Dukenet Markstrat participants were used. For comparison data, the course 'company project' with 10 students was selected for comparison purposes.

	Questionnaires returned		Total
Course	Yes	No	
Company project	10	0	10
Total	10	0	10

Table 26:   Questionnaire return rate comparative course 2007

5.3.6. Survey: Longitudinal study of long term effects

For the longitudinal survey, an online questionnaire was posted by means of 'Sphinx' software. Former Dukenet Markstrat participants were contacted via post and electronic mail and asked to fill out an online questionnaire. In accordance with data protection procedures and due to the geographic dispersion of the universities, the institutions that had participated in Dukenet Markstrat in the past were contacted and asked to pass on an introductory letter. This methodological procedure was vetted by the data protection officer of the University of Kassel who, in addition, addressed a letter to the other universities to confirm her approval. When the head of these institutions (in some cases the dean of faculty, in others the president of the university) agreed on the suggested procedure, the letter was passed on to the Dukenet Markstrat lecturers. The letter inviting former students to participate in the survey is reproduced in the annexe C1.1..

Since the objective was to analyse effects of Dukenet Markstrat as a 'door opener' for career development, a control group was considered to be necessary. Therefore, each former Dukenet Markstrat participant was asked to contact a former study colleague of his and ask him/her to respond to the online survey.

Altogether 6567 students and alumni were contacted. Of these, 504 recipients could not be reached due to erroneous contact data. Of these 6063 persons, whose invitation letter was not returned by the postal service, 576 filled out the online survey This leads to a return quota of 9,7% if we assume that all addresses to which the invitation letters were sent were actually correct and all letters with wrong addresses were sent back.

Since some samples were contacted via email and some via postal service and the returned letters could not always be sent back to the university, the actual return rate is difficult to estimate. Additionally, since some universities used the home address of the students and some the family address (especially for all graduates), it is very likely that a

certain number of recipients were never reached (change of names due to marriages, relocation of family, change of email address etc.). The return rate is not listed in detail since the former participants were demanded to contact student friends of theirs. For example, the University of Paisley was not explicitly addressed but students of this institution answered, with the help of Dukenet Markstrat participants. In addition, former students who are now graduates could have studied at several universities, making a direct association to the institution difficult (e.g., a French student studies in Quimper and then continued for the master in Kassel).

University	Total	Wrong address	Total	Total	Response	Rate
Avans (NL)	400	20	380			
Seinajöki (Fin)	1130	135	995			
Trento (I)	1513	30	1483	5642	447	7,92%
Quimper (FR)	440	54	386			
Germany (D)	1541	133	1408			
Annecy (FR)	990	n.a.	990			
Dukenet Markstrat 2007	67		67			
Dukenet Markstrat 2006	79		79			
Dukenet Markstrat 2005	76		76			
Dukenet Markstrat 2004	124	132	124	412	140	33,98%
Dukenet Markstrat 2003	79		79			
Dukenet Markstrat 2002	66		66			
Dukenet Markstrat 2001	0		0			
Dukenet Markstrat 2000	53		53			
Total	6558	504	6054	6054	587	
Total return rate	9,70%					

Table 27:   Questionnaire return rate of online longitudinal survey

The return rate for Dukenet Markstrat participants was four times as high as for the non participants.
For the analysis, all data were evaluated with the software SPSS and to some extent with Sphinx.

The sampling techniques, employed in the different separate surveys, posed some interesting questions as to the statistical analysis of the resulting data. Should these samples (two consecutive groups of students participating in Dukenet Markstrat and a comparable 'conventional' university course) be considered as a totality or as a selection of specific year groups? After all, the Dukenet Markstrat IP had been going on since 1999 and the comparison courses had also been taught for some years. Even though both courses consist of a self-selected group (the students themselves had chosen these courses) and therefore are not random samples of economic students, it is quiet common

in the social sciences to use inferented statistics to estimate the probability to which extent observed differences could also be found in the total population.

We adhered to the procedure of treating the groups of students analysed during the two years as total populations and therefore did not use inferential statistics. However, in some cases, where it could be illuminating to treat the survey data as sample data, we have also analysed change or difference with the use of inferential statistics and reproduced the results of this analysis in tables in the annexe B1.

Similar positions could be taken as concerns the longitudinal study of graduates that had or had not participated in the Dukenet Markstrat IP since its launching in 1999. It is to be assumed that there was a certain bias in the return rate, however, we have no way of knowing wether only those former students participated in the online survey that were successful in their careers and had achieved some degree of international activity or, if in fact, the sample was composed of graduates that were more easily reached. However this may be, it is obvious that this group is a selection of the population addressed so that an analysis of data by inferential statistics seems justified. In addition, as will be shown in chapter six the sample is quite comparable as to background and perceptions of employment factors to a representative sample of European graduates surveyed by Teichler and Schomburg (2006) so that the assumption of a representative sample seems justified.

Obviously, the issue of causality and effect size is crucial in this evaluation of the international Dukenet Markstrat course. An ideal methodological approach would have been a field experiment where students would have been randomly assigned to either participate in Dukenet Markstrat or a 'conventional' university course. However, a design of this type is not possible as students are free to select the courses they wish to attend if these courses are included in the syllabus. In addition, the impact of a one-week course cannot be expected to be very great if we consider all the other influences on students' skill acquisition and study orientation. Therefore, even a slight shift of self evaluation before and after a course can be considered as an effect of participating or not participating in Dukenet Markstrat.

The same logic applies to the comparison study of former participants of Dukenet Markstrat and a parallel group of economic students from the same university. Again, self selection of former students and graduates versus random assignment is an important factor in evaluating importance of effects.

We do not take the position that Dukenet Markstrat alone increases international orientation of students but we do assume that attending such a course- based already on a higher motivation- will reinforce this orientation and reduce barriers for future international activity. Therefore, any differences observed in the graduate sample will obsviuously be due not only to attending the international Dukenet Markstrat course some years ago but also to additional experiences made in the course of the individual's career.

'Discovery consists of seeing what everybody has seen and thinking what nobody has thought'.

Albert Szent-Gyorgyi (1893 - 1986)

CHAPTER SIX

RESULTS OF SURVEYS AND TESTING HYPOTHESES
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This chapter will test the hypotheses introduced in chapter four. For each main hypothesis, data from a number of surveys are examined in order to support or reject the original assumptions. The following images will give a short overview of the surveys used in testing the hypotheses.

HI:	'The Markstrat programme enables students to acquire key qualifications, especially intercultural competence'
H1.0:	The degree of success in learning depends on the individual's disposition. The more often the student has made experiences abroad or in contact and communication with other cultures - the more effective and positive his learning experience will be.

A cross sectional survey of Dukenet Markstrat participants permits us to test this hypothesis. The sample comprises Dukenet Markstrat participants from the year 2004/2005 and 2005/2006. The 2004/2005 course was held in Seinajöki, Finland and included 76 participants. The course 2005/2006 was held in Annecy, France with 79 participants which gives a total of 155 participants. Typologies were established in order to test whether effects of learning differ for students with different backgrounds.

HII:	'Markstrat participants differ from students who decide not to participate in this course in their background, attitudes and previous experience'
H2.0:	Students who have participated in previous international programmes have an increased interest for further international activities.

In order to test this hypothesis, the results of the cross sectional survey will be compared with the data of a parallel group. A short qualitative analysis of statements by students who have participated in both types of courses will support these findings. Psychological data of the cross sectional sample of the year 2006/2007 (in Slagelse, Denmark) will offer supplementary results for testing this hypothesis (in this case only German participants for reasons of better comparison will be used).

HIII:	'The Markstrat programme increases the motivation for an international orientation and therefore has an influence on the labour mobility'- and later employment choices/careers
H3.0:	Markstrat participants are more internationally interested and motivated in an international career.

In order to examine this hypothesis, the results of the cross sectional survey of participants will be compared to the findings of the longitudinal survey of graduates (participants and non participants) from 1999 to 2007.

The following illustration gives an overview of the objectives of the hypotheses and the steps of measuring specific variables. Each hypothesis refers to a number of variables which will be tested on different survey samples.

Criteria	→	Measurement procedures	→	Surveys

Acquisition of key qualifications and Markstrat evaluation	→	-Realistic evaluation -Practical application of theoretical knowledge -Teamwork -Communication skills -Self organisation -Largest learning effect -Evaluation of course components -Intercultural competence -Clear study focus	→	-Cross sectional 2005&2006 -Lecturers' analysis -Double participants
(Markstrat participants differ in their psychological characteristics, attitudes, behaviour and experience made	→	-Interest for international courses -Intercultural international interest -Horizontal and vertical collectivism/Individualism -Motivation -Neo PI-R -Increased international interest through Markstrat	→	-Parallel group 2005&2006 -Cross sectional 2007 for NEO
(Markstrat participants have an increased interest in an international orientation/career	→	-International interest -Employment factors -International activity -Evaluation Markstrat	→	-Longitudinal 1999-2007

Fig. 22:   Measurement procedures for hypotheses I-III

6.1.   Hypothesis I: Dukenet Markstrat enables students to acquire key qualifications

HI: **'The Dukenet Markstrat programme enables students to acquire key qualifications, especially intercultural competence'**

Since the conditions of the programme are optimal for a learning process of intercultural competence the degree of acquisition is evaluated on the basis of students' preconditions.

H1.0:   The degree of success in learning depends on the individual's disposition. The more often the student has made experiences abroad or in contact and communication with other cultures - the more effective and positive his learning experience will be.

In order to test this hypothesis, the socio demographic background and international experiences of Dukenet Markstrat students will be described. Based on these criteria,

typologies of students will be constructed and learning effects of these distinct groups tested for intragroup differences.

6.1.1. Survey of comparison: Cross-sectional analysis

This sample was made up of a total of 155 students which took part in the course in Seinajöki, Finland (76 students in the year 2005) and Annecy, France (79 students in 2006. Since both samples were composed of similar and therefore comparative students, as concerns socio demographic data (age, gender) and preconditions (course of study, institution of higher education, knowledge in marketing), they were combined to one group for the evaluation (N=155).

6.1.1.1.   Socio-demographic background of participants

With the exception of Belgium (100% male), gender distribution was quite homogenous in the participating countries (there was no statistical significant difference in the frequency distribution X^2=11,26, df=6, p=0,08). About half of the students participating in the two Dukenet Markstrat courses were females (53,5%) and the other half males (46,5%) with nearly a uniform distribution (table 28). Comparative data is only available from Kassel University students where the proportion of female to male students - studying economics - is 47% to 53%[23].

Please indicate your gender		Gender		Total
N=151		**Female**	**Male**	
Country	Germany	18	11	29
	Denmark	10	6	16
	France	23	16	39
	Scotland	9	5	14
	Finnland	11	11	22
	Italy	12	13	25
	Belgium	0	6	6
Total		82	69	151

Table 28:   Cross-sectional: Repartion by gender

As table 29 shows, the age of participants ranged from 20 to 34 years, with an average age of 22,7 years (SD=2,84, median=22,0). The oldest participants came from Germany (arithmetic mean=25,24 years) and the youngest from Belgium (a.m.=19,83).

Country	Mean	Min	Max

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[23]   http://www.uni-kassel.de/pvabt2/stusek/pdfaktws062/ws062_person.pdf and
http://www.uni-kassel.de/pvabt2/stusek/pdfaktws052/ws052_person.pdf (06.05.2008).

Germany	26	23	35
Denmark	25	20	30
France	22	20	35
Scotland	23	20	32
Finland	24	21	27
Italy	24	22	30
Belgium	21	19	22
Total	23,57	20,86	30,14

Table 29: Cross-sectional: Repartition per country of participants

Between the students of participating countries there is a significant difference in median age (table 30).

	Home Country						
Age	Germany	Denmark	France	Scotland	Finnland	Italy	Belgium
Median Quartile distance n_j	25,0 4,0 29	22,5 3,5 16	21,0 2,0 42	21,0 3,0 15	22,5 3,0 22	22,0 1,5 25	20,0 1,25 6

	Home country						
Age	Germany	Denmark	France	Scotland	Finnland	Italy	Belgium
> Median	26	8	6	4	11	9	0
<= Median	3	8	36	11	11	16	6
n_j	29	16	42	15	22	25	6

Chi-square = 47,639; df = 6; p = 0,000 < α = 0,05; N = 155

Table 30: Cross-sectional: Median analysis of age per country of participants

Since France is the only country with two participating universities, it is not astonishing that nearly one third of the participants came from France (N=46) whereas the smallest delegations were from Belgium (N=6) and Scotland (N=15). Regarding the repartition by institutions in table 31, the largest group of students participating in the two successive Dukenet Markstrat courses came from the University of Kassel (Germany, 18,7%) closely followed by students from the Université Occidentale de Brest (France, 17,4%) and the Università degli Studi di Trento (Italy, 16,2%).

From which institution do you come from?	Number of students	Percent
University of Kassel (D)	29	18,7%
Université Occidentale de Brest (F)	27	17,4%
Università degli Studi di Trento (I)	25	16,1%
Seinäjoki Business School (FIN)	22	14,2%
University of Savoie (F)	19	12,3%
University of the West of Scotland (SCO)	15	9,7%
University of Southern Denmark (DK)	12	7,7%
Hogeschool West- Vlaanderen (B)	6	3,9%
Total	155	100,0%

Table 31: Cross-sectional: Institution of participation

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On the average, students were in their 5th study semester. Excluding those seven students who had not given any information on their major, about half of the participants (49,3%) had opted for marketing. Since economic students in Kassel have two majors, in contrast to the other participating institutions, and the designation of some majors was not clear, it was difficult to classify all the responses as the following table 32 shows.

What is your major study?	Number of students	Percent
Marketing	73	49,3%
Others	35	23,6%
Business Administration	32	21,6%
International Management	5	3,4%
Finance	3	2,0%
Total	148	100,0%

Table 32:   Cross-sectional: Major study of participants

The majority of students were at the level of core studies (60,8%) whereas about one third of Dukenet Markstrat students were already in their final year (table 33). The length of the study programme varies from country to country (e.g., Germany with an average of 7 semesters, in contrast to other countries with 6 semesters).

In which phase of study are you?	Number of students	Percent
Core Studies	93	60,8%
Final Year	55	35,9%
Internship	5	3,3%
Total	153	100,0%

Table 33:   Cross-sectional: Current phase of study

The majority of students still lived with their parents (41,1%). Only one third lived on their own (28,3%) and the rest, either with friends or partners as table 34 shows.

Do you live?	Number of students	Percent
with parents	64	42,1%
as single	43	28,3%
with partner	27	17,8%
with others	18	11,8%
Total	152	100,0%

Table 34:   Cross-sectional: Students' residence

Additional items that were collected but not thoroughly evaluated were: the level of education of the parents and partner, the competence and number of foreign languages mastered, school marks in English and mathematics at the A-level (niveau Bac), the expected degree and nationality. These variables were partially very difficult to evaluate

e.g., the English marks due to different study systems (French marks were out of 20, German out of 15, Anglophone countries used letters such as B+), or had no significant finding (citizenship did not largely differ from the country of participation).

6.1.1.2. International experience

Since international experiences have become more important for career development, students were asked to report their earlier experiences abroad (table 35). More than half (55,3%) had spent time abroad during the last five years. Three quarters (74,1%) had participated in some form of exchange programme (i.e., school exchange, language course, internship) whereas the remaining 25% had only been abroad for holidays and/or visits.

In which form have you been abroad?	Number of students	Percent
Others	21	25,9%
School exchange	19	23,5%
Semester	18	22,2%
Language improvement/educational programme	12	14,8%
Job	7	8,6%
Internship/apprenticeship	4	4,9%
Total	**81**	**100,0%**

Table 35:   Cross-sectional: International experience of Dukenet Markstrat participants

Although the average duration of the stay abroad was 4,78 months, the majority (57,7%) stayed abroad only up to three months (table 36). Since the most common form of exchange programme was school exchange, followed by a semester abroad, this limited duration is self-explanatory. The majority of school exchanges and semesters abroad as well as some of the other forms mentioned are of shorter duration.

What was the duration of your stay abroad?	Number of students	Percent
< 3 months	45	57,7%
7-12 months	17	21,8%
4-6 months	15	19,2%
> 12 months	1	1,3%
Total	**78**	**100,0**

Table 36:   Cross-sectional: Average duration of stay abroad

6.1.1.3. Language proficiency

One important condition for international orientation is language proficiency. Since English is the language of worldwide business, one of the first languages taught in school and the language of communication of the programme, the participants were asked to evaluate their proficiency.

Only 7,1% judged themselves to have poor English skills rating themselves as 'beginner' or 'having no English language proficiency'. Apart from the native speakers (accounting for around one tenth of the total group), self evaluation was either 'excellent' or 'intermediate' with 81,9% of the total number of students (table 37).

Please rate your English language proficiency	Number of students	Percent
Intermediate	82	52,9%
Excellent	45	29,0%
Native speaker	17	11,0%
Beginner	8	5,2%
None	3	1,9%
Total	155	100,0%

Table 37:   Cross-sectional: Degree of English language proficiency

About one third (32,9%) of the participants spoke an additional language than the European languages native to one of the participating countries (Spanish, Italian, French, German, Flemish/ Dutch, Finnish or Danish). The additional languages varied in scope ranging from Arabic to Shona with multiple responses for Chinese, Russian and Swedish. The latter language was especially common among the Finnish participants.

Altogether, the majority spoke English at an acceptable level permitting them to participate actively in an English speaking programme.

6.1.1.4.   Multicultural background

As table 38 shows, the majority had friends (76,2%) from different cultural backgrounds but only 45% had close ties to a mixed cultural community.

	Percentage 'yes'	Percentage 'no'
Mixed cultural family	18,7%	81,3%
Mixed cultural friends	76,2%	23,8%
Mixed cultural community	45,3%	54,7%

Table 38:   Cross-sectional: Multicultural background of participants

In order to test the hypotheses, the following subsection 6.1.1.5. will create typologies based on students' past experience, characteristics and skills, assuming that students with high English proficiency, with multicultural friends and who have been abroad will achieve different learning effects.

6.1.1.5.   Typologies

The questionnaire was designed to collect socio demographic data (age, gender, study course, phase of study, degree expected, language proficiency, multicultural environment), information on the students' motivational (clear study focus, reasons to participate) and international background (experience abroad, international orientation) as well as personal attitudes and behaviours (cultural interest) in order to describe the sample. In addition, it evaluated learning effects (largest learning effect, ranking in the simulation, decision making and communication skills). Finally, psychological items (horizontal individualism/ collectivism, vertical individualism/ collectivism and performance orientation) were assessed based on the assumption that participants differ in their learning attitude and behaviour, due to these variables.

Based on theoretical aspects discussed in chapter four, typologies were created with the variables:

1. **Previous experience abroad**

   Presumably, students with previous experiences abroad have had more positive effects through intercultural encounters (contact hypothesis).

2. **Level of English language proficiency**

   Students which rate their language proficiency higher feel more comfortable in a communication, express their own thoughts better and stand up for their ideas and attitude (negotiating reality).

3. **Multicultural friends**

   Students who have multicultural friends (friends are voluntarily chosen in contrast to colleagues) have more often been confronted with different habits, behaviour and attitudes and will therefore be more open to cultural differences (intercultural action competence).

4. **Performance oriented / motivation**

   Students that are more performance oriented are probably more self-confident and able to face challenges, which is helpful in an intercultural encounter.

All variables were dichotomised according to the following table 39:

Variables		Yes=1	No=2
Been abroad	Time frame:	During the last 5 years	Earlier than 5 years ago
	Duration:	Minimum 2 weeks	Shorter than 2 weeks
	Form:	High level of interaction, fixed rules/tasks =semester, internship, educational/language programme	Holidays, visits, school exchange
Level of English		Native speaker or excellent	Intermediate, beginner
Multicultural friends		Yes	No
Performance orientation		Index: between 1.0 and 1.5 (arithmetic mean)	Index: Higher than 1.5

Table 39:   Cross-sectional: Dichotomisation of variables for typologies

The process of dichotomisation led to 24 possible groups (1111 if all categories were classified as 'yes', 1112 if the first three categories were classified as 'yes' and the last as 'no' etc., till 2222). According to their values, students were classified into positive (1111, 1112, 1121), negative (2222) and a mixed group. Since the variable 'performance orientation' was not characterised by large differences in value (mean=2,48, SD=0,4549) it was decided to reduce the typologies to three variables without the factor 'motivation'. The typology led to five different groups of students differing between having been abroad vs. no experience as well as in having multicultural friends.

Group 1:   **'Experienced'**

Have been abroad, have a good command of English and multicultural friends

Group 2:   **'Outward bound, multicultural but low language skills'**

Have been abroad, no good command of English but multicultural friends

Group 3:   **'Homebound, multicultural but fluent language skills'**

Have not been abroad, a good command of English and partly multicultural friends

Group 4:   **'Homebound, multicultural but low language skills'**

Have not been abroad, no good command of English but multicultural friends

Group 5:   **'Inexperienced'**

Have neither been abroad, do not have a good command of English nor multicultural friends

For the rest of this thesis the groups will be labelled: 'experienced', 'outwardbound', 'homebound with fluent language skills', 'homebound but low language skills', 'inexperienced'.

This gives the following number of students per group (table 40):

Group Repartition (N=151)	Frequency	Percentage
Group1: Experienced	20	13,2%
Group2: Outwardbound	11	7,3%
Group3: Homebound with fluent language skills	41	27,2%
Group4: Homebound but low language skills	54	35,8%
Group5: Inexperienced	25	16,6%
Total	151	100,0%

Table 40:   Cross-sectional: Repartition of students per typology

Regarding the repartition of the groups per country, it is interesting to see that some countries had a very clear profile (e.g., all Scottish students were in group 3). The profile group 1 was mainly found in Germany, whereas students of group 5 were mainly found in France and Italy (table 41).

		Typology					Total
		Experienced	Outward bound	Home bound and multi cultural	Home bound but not multi cultural	Un experienced	
Country	Germany	9	3	2	12	3	**29**
	Denmark	1	0	10	4	1	**16**
	France	3	7	3	19	8	**40**
	Scotland	0	0	13	0	0	**13**
	Finnland	5	0	9	3	5	**22**
	Italy	2	1	0	14	8	**25**
	Belgium	0	0	4	2	0	**6**
Total		**20**	**11**	**41**	**54**	**25**	**151**

Table 41:   Cross-sectional: Repartition of typology per country

Based on the theoretical approach, these groups were maintained for further analysis even though the number of students was not evenly distributed among the groups.

6.1.1.6.   Motivation: Reasons for participation

The following table 42 lists the primary reasons given by students for attending the Dukenet Markstrat programme sorted as to the typology that has been explained in the preceding subsection 6.1.1.5.:

Ranking	1st reason	2nd reason	3rd reason	4th reason	5th reason
Group 1: Experienced	Interest in a different culture and country	Importance of experience abroad for future job	Opportunity for international contacts	Relevance for my CV	English as language of com-munication
Mean	**1,26**	**1,37**	**1,42**	**1,74**	**1,89**
Group 2: Outwardbound	Interest in a different culture and country	English as language of com-munication	Importance of experience abroad for future job	Opportunity for international contacts	Relevance for my CV
Mean	**1,55**	**1,73**	**1,90**	**1,90**	**2,27**
Group 3: Homebound with fluent language skills	Interest in a different culture and country	English as language of com-munication	Importance of experience abroad for future job	Opportunity for international contacts	Relevance for my CV
Mean	**1,54**	**1,59**	**1,74**	**1,77**	**1,79**
Group 4: Homebound but low language skills	Importance of experience abroad for future job	Interest in a different culture and country	English as language of com-munication	Opportunity for international contacts	Relevance for my CV
Mean	**1,49**	**1,53**	**1,57**	**1,74**	**1,94**
Group 5: Inexperienced	Interest in a different culture and country	English as language of com-munication	Opportunity for international contacts	Importance of experience abroad for future job	Relevance for my CV
Mean	**1,39**	**1,43**	**1,70**	**1,87**	**1,91**

Table 42: Cross-sectional: Reasons for participation in the Dukenet Markstrat programme per typology

It seems obvious from the table that there is an overlap between the reasons given by the different groups for deciding to participate in Dukenet Markstrat, however, there are also characteristic differences.

The table 42 shows that group 1 had the only combination of 'interest in a different culture and country' followed very closely by the 'importance of experience abroad for the future job'. This group had been abroad, had a good level of English and multicultural friends. Group 4, in contrast, as the only group assigned the highest priority to 'importance of experience abroad for the future job' closely followed by 'interest in a different culture and country'- which was exactly the opposite preference list to group 1. This group had not been abroad and had no multicultural friends but a good level of English. The other three groups namely number 2, 3 and 5 had the same order of preferences, with English as language of communication as the second most important factor.

It goes without saying that confidence and interest were more important factors (e.g., information and recommendation of former participants, positive experience with their teacher) for group 5 due to their inexperience than for the other groups, although, in order to be brief, we will not present these data in detail.

6.1.1.7. Hypothesis testing: Dukenet Markstrat enables students to acquire key qualifications

The following subsubsections will analyse the effects of Dukenet Markstrat as concerns:

- Educational elements
- Acquired skills
- Impact on the student's study behaviour
- Largest learning effects
- Most positive experiences made
- Effect of Dukenet Markstrat on English language proficiency and
- Interest of spending time abroad at a later date

For every cluster of questions, it will be tested whether key qualifications were acquired and if yes to which degree. Additionally, the results will be compared within the groups created by the typology just described.

> *H1.1. Dukenet Markstrat permits students to acquire key qualification through course activities.*
>
> *H1.2. The better the pre-conditions of the participants are- the more adequately will their skills correspond to the course requirements.*
>
> *H1.3. The quality of acquired intercultural competence is high by Thomas' criteria (intercultural perception, learning, value appreciation, comprehension/ understanding, sensibility, competence).*
>
> *H1.4. The course has an impact on study attitude. Participants see their study focus and international interest more clearly after the course.*

The following graph shows the elements and scales which are going to be used for the measurement procedures.
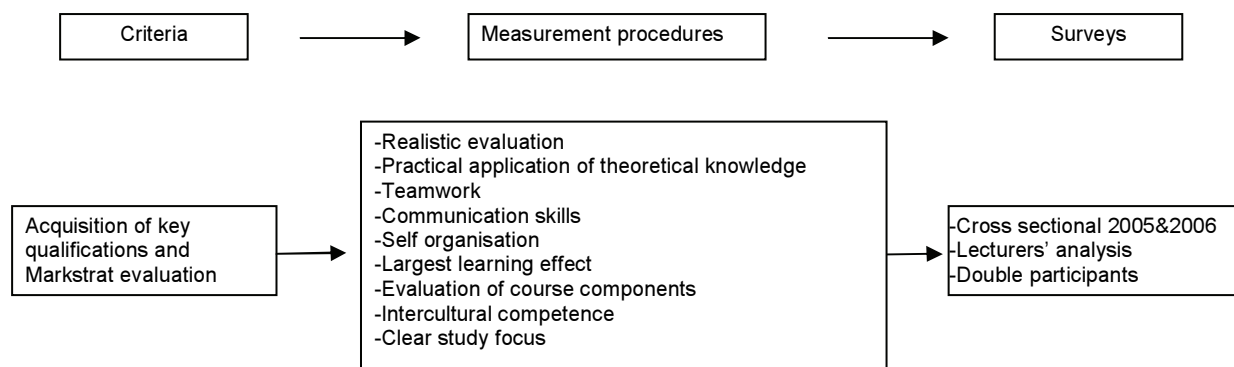
Fig. 23:   Measurement procedures for hypothesis I

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The most positive results will be presented in bold letters. For analysis of comparison, the most and last positive result will be marked in bold as well for a better presentation.

6.1.1.7.1. Effects of Dukenet Markstrat on key qualifications

> *H1.1. Dukenet Markstrat permits students to acquire key qualification through course activities.*

The first group of items (15) in the questionnaire distributed after the course week related to the evaluation of skills which were improved through the course activities (e.g., 'my operational skills improved through the course' or 'I was able to criticise unemotionally' or 'I was able to judge risks better after the course').

The variables were combined to the following key qualifications (table 43):

Index		Variable
Realistic (self) evaluation	a)	'The repetitive learning situation improved to learn by experiences'
	b)	'I was able to judge risks better towards the end of the course'
	c)	'The experience I made in the course, will be useful for my future job'
Practical application of theoretical knowledge	d)	'My operational skills intensified'
	e)	'My analytical skills were sharpened'
	f)	'The link between economic theory and practical application became more evident'
Teamwork	g)	'It improved my ability to co-operate with others'
	h)	'We learned how to make decisions by consensus under time pressure'
	i)	'Our group shared tasks equally'
Communication	j)	'My discussion and communication skills improved'
	k)	'I learned how to criticise unemotionally and to accept criticism from our group'
	l)	'My English language improved through the course'
Organisation	m)	'I was able to do my share of work completely and on time'
	n)	'The course improved my skills in systematic strategic planning'
	o)	'My ability to work with the Markstrat software improved over the time'

Table 43: Cross-sectional: Questions assessing key qualifications

The arithmetic mean (scale 1='to a very high extent' – 5='not at all') shows positive results for all dimensions.

N=152	**Realistic self evaluation**	**Practical application of theoretical knowledge**	**Teamwork**	**Communication**	**Organisation**
Mean	2,09	2,19	2,46	2,30	2,07
SD	0,7112	0,9057	0,9371	0,9783	0,6778

Table 44: Cross-sectional: Means and standard deviation of students' responses concerning the acquisition of key skills

Since the answer modalities are on a 5 point scale from 1='to a very high extent' to 5='not at all', the effects of Dukenet Markstrat can be considered positive if the results are between 1,0 and 2,9. In addition, in all these aspects, responses of students do not vary greatly around the mean as indicated by the standard deviation with the lowest dispersion noted as concerns the positive appreciation of Dukenet Markstrat in the practical application of theoretical knowledge.

The index only reflects and overall evaluation of the dimensions. Since one important aspect is the team work in a multicultural environment the items where analysed individually.

Index N=151		Variable	Mean	SD
Realistic (self) evaluation	a)	'The repetitive learning situation improved to learn by experiences'	**1,96**	0,89363
	b)	'I was able to judge risks better towards the end of the course'	2,12	0,94465
	c)	'The experience I made in the course, will be useful for my future job'	2,20	0,93822
Practical application of theoretical knowledge	d)	'My operational skills intensified'	2,24	1,02289
	e)	'My analytical skills were sharpened'	2,19	0,98142
	f)	'The link between economic theory and practical application became more evident'	2,14	1,11229
Teamwork	g)	'It improved my ability to co-operate with others '	**2,09**	1,07927
	h)	'We learned how to make decisions by consensus under time pressure '	2,16	1,08026
	i)	'Our group shared tasks equally '	3,13	1,33874
Communication	j)	'My discussion and communication skills improved'	2,16	1,04916
	k)	'I learned how to criticise unemotionally and to accept criticism from our group'	2,49	1,12760
	l)	'My English language improved through the course'	2,26	1,23683
Organisation	m)	'I was able to do my share of work completely and on time'	2,14	1,06758
	n)	'The course improved my skills in systematic strategic planning'	2,25	0,86844
	o)	'My ability to work with the Markstrat software improved over the time'	**1,85**	0,89255

Table 45:   Cross sectional: Mean perception of improvement in different skill areas

As table 45 shows, the most positive improvement was made by the 'ability to work with the software improved over time' (mean=1,85), followed closely by the 'repetitive learning situation' (mean=1,96) and 'ability to cooperate with others' (mean=2,09).

The table shows that the dimension 'teamwork' was generally evaluated more positively than the average. However, the students did not agree very much on the last item 'our group shared tasks equally' with a mean of 3,13. Due to different group work approaches (task sharing vs. group consensus) this results influences the overall dimension.

In order to verify whether the perception of improvement differs in the typology the same question was analysed with the different groups. The evaluation of improvement in key skills for all groups described in the typology is above average. In most cases the improvement was rated as 'to a high extent (2)' or 'to a very high extent (1)', independent of the fact if the individual had already been abroad, interacted with multicultural friends or gave him/herself high grades for his/her mastery of the English language. The table 46 below shows the average rating for each group as it refers to improvements in the different skill areas.

N=152		Experienced	Outwardbound	Homebound with fluent language skills	Homebound but low language skills	In-experienced
realistic self evaluation	Mean	1,98	**1,85**	2,12	2,05	**2,25**
	SD	0,6639	0,3768	0,7256	0,6840	0,7715
link between theory and practice	Mean	**2,07**	**2,07**	2,13	2,23	**2,29**
	SD	0,7222	0,5719	0,7633	1,1558	0,6260
teamwork	Mean	**2,60**	**2,37**	2,46	2,45	2,40
	SD	0,8136	0,6334	0,7217	1,2020	0,7698
Com-munication	Mean	**2,58**	2,37	2,25	2,25	**2,24**
	SD	1,0253	0,9436	0,7141	1,1674	0,8307
organisation	Mean	**1,87**	2,00	2,00	2,09	**2,32**
	SD	0,6788	0,6009	0,6236	0,6594	0,7846

Table 46: **Cross-sectional: Mean perception of improvement in different skill areas for the different groups**

The standard deviation (SD) shows no exceptional statistical spread when comparing the different groups.

It is interesting to note that groups with lower English language levels (group 2, 4 and 5) judge their improvement of communication skills (2,24-2,25) slightly higher, in contrast to group 1 (2,58) who has excellent English language skills. Obviously, for those needing more practise in communicating in English, Dukenet Markstrat has a slightly larger effect even though these differences are not statistically significant (table 47).

N=152		Experienced	Outwardbound	Homebound with fluent language skills	Homebound but low language skills	In-experienced
English language	Mean	2,85	2,44	2,44	2,02	1,92
	SD	1,42441	1,23603	1,07352	1,29333	,95394

Table 47: **Cross sectional: English language skills per typology**

Since neither the international experience nor the multicultural background are dominating factors for the mastery of course requirements, the same questions were analysed as to national differences. Since different countries and different institutions may teach differing content and offer different learning conditions which may influence coping with the requirements of Dukenet Markstrat IP, the table 48 below shows the results of a national comparison.

N=151		D N=29	DK N=16	FR N=38	SCO N=15	FIN N=22	I N=25	B N=6
Level of the course	Mean	2,72	**3,25**	2,34	2,40	2,45	**1,60**	2,33
	SD	0,8822	0,8564	0,8785	0,6325	0,8579	1,0000	1,5056
Markstrat software	Mean	2,21	**2,56**	2,23	**1,93**	2,50	2,24	2,17
	SD	1,0816	1,0935	1,0378	1,2799	0,8018	1,4224	1,6021
MS Office	Mean	**1,55**	**2,06**	2,00	1,67	2,00	1,79	2,00
	SD	0,7361	0,9979	0,9005	0,8997	0,6901	0,9991	1,2649
Work load	Mean	2,34	2,56	2,41	2,87	2,27	**2,59**	**1,83**
	SD	1,1109	1,0935	0,8854	1,3558	0,7673	1,0772	0,7528
Time pressure	Mean	2,17	2,19	2,19	**2,53**	2,18	2,04	**1,34**
	SD	0,8049	0,9811	1,0093	1,1872	0,9069	1,0599	0,5164
Mastery of english	Mean	2,17	1,73	2,71	1,40	1,68	**2,80**	**1,00**
	SD	0,8481	0,9612	1,1834	0,7368	0,8387	1,3844	0,0000
Interaction style	Mean	2,14	2,00	1,97	2,00	**2,23**	1,96	**1,34**
	SD	0,7894	0,8944	0,8538	1,0690	1,1925	1,0985	0,5164
Enjoyed playing	Mean	1,48	1,75	1,84	2,00	**2,23**	1,68	**1,33**
	SD	0,6877	0,7746	0,9452	0,9258	1,1925	1,1076	0,8165
Would recommend	Mean	1,41	1,56	1,47	**1,93**	1,86	1,56	**1,17**
	SD	0,6278	0,7274	0,8925	0,8837	1,1668	1,0440	0,4083

Table 48: **Cross-sectional: Mastery of course requirements by students of different nationalities**

Although all answers range in a positive area 'I agree strongly' to 'I agree' (apart from one answer), it seems that the Danish students are more humble as concerns their evaluation of their marketing skills related to the course content compared to the students from the other countries (mean 3,25). Italian and French students rate their English skills lower in comparison to students from other nations. The Belgian students give themselves the highest ratings and consider their skills as most adequate for the course requirements. All in all, no matter from what nation or university the Dukenet Markstrat students originated, their perceptions of their own skills in relation to the demands of the course are positive which means that each country seems to prepare their students quite adequately for this specific international encounter.

It is evident that no matter what the starting conditions of the students participating Dukenet Markstrat are concerning level of competence in English, extent of experience

abroad as well as interaction with multicultural friends, all of them observe positive changes in the areas of realistic self evaluation. Basically, this means that Dukenet Markstrat improves skills no matter what preconditions the participants have as their background.

Considering the evaluation of students:

The hypothesis 1.1. 'Dukenet Markstrat permits students to acquire key qualifications through course activities' - is confirmed.

The next group of indicators will analyse the second hypothesis by evaluating the course components of the Dukenet Markstrat programme from an educational point of view (degree to which the course level is adequate for students). Only if the course level is adequate for the student's level of skills (and considered not too difficult), key qualifications can be acquired.

6.1.1.7.2. Degree of course adequacy for students

> *H1.2. The better the pre-conditions of the participants are- the more adequately will their skills correspond to the course requirements*

One important group of variables (9) asked for an evaluation of the Dukenet Markstrat course after participation (only in the post questionnaire). The students were asked to evaluate to which degree the statements fitted their impression of the course (e.g., 'the level of difficulty of the course corresponds to my knowledge of marketing') in order to find out to which degree the course level fits the skill level of the students.

The variables are (scale: 1=to a very high extent to 5=not at all):

The level of difficulty of the course corresponds to my knowledge of marketing	
My computing skills were adequate for the course	a). Markstrat software b). MS Office
The work load given was manageable	
I was able to manage the time pressure of the course	
My mastery of the English language was adequate for the course	
My style of interaction fit into the group atmosphere	
I enjoyed playing the Dukenet Markstrat course	
I would recommend the Dukenet Markstrat course	

Table 49: Cross-sectional: Questions concerning the degree of course adequacy for students

The following table 50 shows positive results ranging from 1,58 to 2,45.

All	level of the course	Markstrat software	MS Office	work load	time pres-sure	mastery of english	Inter-action style	Enjoyed playing	Would re-commend
Mean	2,41	2,27	1,85	2,45	2,16	2,17	2,02	1,79	1,58
Median	2,00	2,00	2,00	2,00	2,00	2,00	2,00	2,00	1,00
SD	0,9951	1,1333	0,8899	1,0227	0,9736	1,1571	0,9555	0,9633	0,8977

Table 50: Cross-sectional: Means and standard deviation of students' judgements of course adequacy

Since all answers are in the positive range (1='I agree strongly' to 5='I disagree strongly'), the hypothesis is confirmed that the students' level was adequate for the course requirements. It seems obvious that a close match of course requirements and students' level of competence in certain areas foster the acquisition of key qualifications.

Additionally, the repartition of typologies was tested:

N=151		Experienced	Outwardbound	Homebound with fluent language skills	Homebound but low language skills	In-experienced
Level of the course	Mean	**2,65**	2,33	2,61	**2,17**	2,44
	SD	0,8751	1,0000	0,9455	1,0613	1,0033
Markstrat software	Mean	**1,65**	**2,22**	2,22	2,34	**2,64**
	SD	0,6708	1,3944	1,1514	1,0732	1,1504
MS Office	Mean	1,68	**1,56**	1,73	1,87	**2,27**
	SD	0,8201	1,0138	0,8951	0,8696	0,8942
Work load	Mean	**2,20**	2,44	2,44	2,38	**2,59**
	SD	0,7678	0,8819	1,0735	1,0667	0,9094
Time pressure	Mean	2,30	**1,89**	2,17	1,97	**2,36**
	SD	0,7327	0,7817	0,9976	0,9905	0,9074
Mastery of english	Mean	1,55	2,33	**1,48**	2,50	**3,12**
	SD	0,8870	1,2247	0,8469	1,0194	1,1662
Interaction style	Mean	2,00	**1,67**	1,90	1,92	**2,52**
	SD	1,0760	0,7071	0,9435	0,7883	1,0050
Enjoyed playing	Mean	1,75	1,67	1,85	**1,60**	2,08
	SD	1,1642	0,7071	0,8821	0,7478	1,2557
Would recommend	Mean	1,70	1,56	1,66	**1,35**	1,72
	SD	1,0311	0,7265	0,8547	0,6533	1,1733

Table 51: Cross-sectional: Average rating of course requirements by students belonging to different groups

The table 51 shows similar results as to a rating of the course activities. Again, there are small differences inbetween the groups (group 1 and 3 with a good mastery of the English language perceive their own level as more adequate than those students in groups which rate themselves as intermediate or beginners). In addition, Markstrat software seems to be more difficult for group 5 and 4 which also have weaker language skills).

All answers range between 1 (to a very high extent) and 2 (to a high extent) with one exception of 'mastery English' for group 5 with a mean of 3,12. However, even the groups with weak language skills (groups 2, 3 and 5) still perceive their skills as adequate for the course.

In general, the skill level demanded by the Dukenet Markstrat programme seems to fit the students from any background as the values in table 49 show. No matter from what university they come and what experiences abroad or in interacting with friends from another culture they have made, their style of interaction, the handling of time pressure, the work load demanded as well as the computing skills required seem to fit the prerequisites of the students. This even applies to the English language skills where even those students in group 5 which can be characterised as 'unexperienced' see their competence as 'average'.

The data shows that students with better preconditions do not see a greater degree of fit betweem the requirements of the course and their own skills as compared to other groups. This hypothesis is therefore rejected. The course enables all students - independent of their preconditions (having been abroad, having multicultural friends or a good command of the English language) - to have positive learning effects and adequate skills for the course requirements.

The hypothesis 1.2. 'the better the pre conditions of the participants are, the more adequately will their skills correspond to the course requirements' - is rejected.

6.1.1.7.3. Most positive experiences made and largest learning effects of Dukenet Markstrat

The next group of questions analysed, concerns the most positive experiences made, the largest learning effects and suggestions for improvement. In addition, hypothesis H1.3. will be tested by analysing the degree and quality of intercultural competence.

> H1.3. *The quality of acquired intercultural competence is high by Thomas' criteria (intercultural perception, learning, value appreciation, comprehension/ understanding, sensibility, competence)*

All open questions were aggregated and compiled into three categories a). positive experiences (23), b). largest learning effects (15) and c). suggestions (23). The following analysis highlights only the three most cited answers for each category.

The **most positive experience** cited is the *'intercultural learning'* (18,9%) followed by the *'ability to work in a team'* (14,9%) and *'intercultural encounter'* (14,2%). When adding 'intercultural learning', 'intercultural encounter' and 'intercultural mix' together, it adds up to a third (34,5%). Quite important as well are 'language improvement' and 'improvement of strategic marketing skills' with 10,1% mentions each. Since students were asked to state their most positive experience in an open question, multiple responses were possible.

The second most important positive experience is again *'intercultural learning'* (25,7%), followed by *'language improvement'* (15,7%) and *'improvement of strategic marketing skills'* (14,3%).

As third experience dominates *'intercultural learning'* (30,8%) followed by *'language improvement'* (23,1%) and *'improvement of strategic marketing skills'* (15.4%).

Most positive experience N=148	Second most positive experience N=70	Third most positive experience N=13
Intercultural learning (18,9%)	Intercultural learning (25,7%)	Intercultural learning (30,8%)
Ability to work in a team (14,9%)	Language improvement (15,7%)	Language improvement (23,1%)
Intercultural encounter (14,2%)	Improvement of strategic marketing skills (14,3%)	Improvement of strategic marketing skills (15,4%)

Table 52: **Cross-sectional: Positive experiences made in Dukenet Markstrat mentioned by students**

The open question clearly shows for the first, second or third response (table 52) that the participants had given that intercultural learning is the most positive experience they have made during the course. Improvements in language and marketing skills are the second most important experiences. These questions posted after the seminar show clearly what the students have learned and appreciated over the week.

The following quotations will reflect the experiences students made during the one week course (small grammatical mistakes were corrected for all student quotations by the author for better comprehension):

'Attending this course was a great experience due to: learning much more about marketing through playing the simulation, working better with "strangers" in a foreign language- more interesting more challenge more fun, getting to know what my personal strengths & weaknesses are related to perform with other people under time pressure. I liked the 'relaxed' atmosphere between all of the people, especially with the professors & tutors even if there was sometimes quite a lot to do. Just go on with it!'

(German participant, Seinajöki 2005)

'It was a great experience in terms of challenges. Being mixed with different nationalities was really interesting. I think communication skills improved in situations that involve to do so'.

(French participant, Annecy 2006)

'It was a good experience for my English. it was really good because you understand what does it mean to work in a group. I socialised a lot. I learn to work under pressure. I learn to work very quickly. Markstrat is good for understand marketing'.

(Italian participant, Annecy 2006)

'As a learning experience i have felt i have learned a lot in terms of marketing, working under time pressure and being able to work in a team with considerable cultural differences'.

(French participant, Annecy 2006)

The **largest learning effect** is *'application and improvement of English language competences'* with 31,5%. Nearly equally important with 21,9% is *'acquiring and deepening strategic marketing skills'*. Finally, a *'better comprehension by linking theory and practice'* is stated with 12,5%.

As second nomination, again *'acquiring and deepening strategic marketing skills'* is cited with 26,9% equally important to *'the ability to work in and deal with a team'* (26,9%) followed by *'better comprehension by linking theory and practice'* with 19,2%.

As third effect, clearly *'the ability to work in and deal with a team'* is dominant with 60% followed by *'more self confidence'* and *'better time management'* with each (20%).

Largest learning effect N=146	Second largest learning effect N=50	Third largest learning effect N=10
Application and improvement of English language competence (31,5%)	Acquiring and deepening strategic marketing skills (26,9%)	Ability to work in and deal with a team (60%)
Acquiring and deepening strategic marketing skills (21,9%)	Ability to work in and deal with a team (26,9%)	More self confidence (22%)
Better comprehension by linking theory and practice (12,5%)	Better comprehension by linking theory and practice (19,2%)	Better time management (20%)

Table 53:   Cross-sectional: Largest learning effect made by students in Dukenet Markstrat

Just as with the judgement of the most positive experiences through Dukenet Markstrat seen by students, the largest learning effects (table 53) are found in language

improvement, marketing skills and teamwork. The following quotes are statements of Dukenet Markstrat students.

'Very good experience, we can meet people who come from other countries. In France, we don't speak English enough, we just read and write. Here, I think that I improve my English more than in one and a half years at the IUT'.

(French participant, Seinajöki 2005)

'Markstrat was a very educational program for me. I've had the chance to learn a lot of new marketing elements. More over, it was also very educational on the social/ cultural level'.

(Belgian participant, Annecy 2006)

'…I learned a lot, which I couldn't learn if I would just stay at home and learn the theory. You have more benefit from this course in comparison to the others'.

(German participant, Seinajöki 2005)

As for **additional comments and suggestions,** two thirds of the students gave a feedback. All comments concerned individual suggestions on how to improve the organisation and content of the week such as: *'I think that some things should be communicated more clearly, e.g,. the time allowed for the application of the loan, the time given for decisions to avoid misunderstandings'*. Most of the comments concerned the software (how to use it, more time for introduction), the composition of the team (members should have the same level of English), and the organisation (announcements were not clear, more time needed for decisions).

About one quarter of these statements concerned some productive comments i.e., *'more time between the rounds'* or *'clearer presentation of the software'* as well as humorous wishes *'choose a country with warmer climate'*.

The majority enjoyed the course and thought that it was a great experience, especially in terms of acquiring marketing skills, working in teams and experiencing an intercultural encounter. The following quotes will give an impression of the participants' statements after the seminar:

'I am not used to go abroad because I need my family and my boyfriend to feel good. This course made me change my mind and I will be very happy to do another one with foreign people. This course allowed me to improve my English and now I am less afraid when I must speak English. I really enjoyed this course because I had a nice group=we worked hard but we were not too much stressed as it was nice to work. I liked to discover cultural differences because I think I'm going to be more open minded. '

(French participant, Seinajöki 2005)

'I am really glad to take part in this course. Thanks to that, now I am able to work within the group more efficiently, I am able to cooperate with others and communicate in a clearer way… I also learnt that winning is not everything, that to be a real winner you don't have to be a winner on the paper. I got a new experience and learnt more about friends'.

(Italian participant, Annecy 2006)

'The greatest part of the course was working together in a team. I was able to meet people with different cultural background and become friends with them. Also being a group president, I could develop leadership skills and think critically when there was time pressure. The time management and interpretation of information and data were important factors of the course and I am happy to learn a lot from Markstrat'.

(German participant, Seinajöki 2005)

'I'd strongly recommend to advertise the course at university but not to let it become an obliged course as motivation would decrease'.

(German participant, Seinajöki 2005)

The quantitative data as well as some students' comments confirm the majority of Thomas' criteria: Their most positive experience made is intercultural learning. Intercultural comprehension/ understanding as well as intercultural perception in the students' evaluation are given through team work and mutual interaction. At the same time, they seem to appreciate the different cultures and acquire intercultural sensibility throughout the course programme. Some of Thomas' criteria were not directly addressed by the questionnaire. However, the statements by the participants reflect quite clearly their learning effects and experiences. Most of these refer directly to the components of the

learning cycle of intercultural action competence (perception, value appreciation, encounter, sensibility and understanding of other cultures).

In the view of participating students, the most important aspect of Dukenet Markstrat is the possibility to experience an intercultural encounter and to learn through these interactive situations. By voluntarily confronting such uncertain situations and hereby strengthening the ability to be open minded – the participants embark on a valuable path of learning intercultural competence.

The hypothesis 1.3. 'The quality of intercultural competence is high by Thomas' criteria (intercultural perception, learning, value appreciation, comprehension/ understanding, sensibility, competence)' – is confirmed since the majority of Thomas' criteria were given.

The next group of questions analyses study interest and attitude of the participants. The objective is to find out whether the course has an influence on these aspects when comparing their values before and after and to which degree the typologies differ in their results.

6.1.1.7.4. Study interests and attitudes

> *H1.4. The course has an impact on the study behaviour. Participants see their study focus and international interest more clearly after the course*

The questionnaire contains eight questions (4.1.a.-h.) regarding study focus (4.1.a. and b.) the link between studies and a future job (4.1.g. and h.) as well as interest for an international career (4.1.c. and d.) and working abroad (4.1.e. and f.). The questions were asked in the pre and post questionnaire. Indexes were built for the dimensions before (future1_v-future4_v) and after (future1_n-future4_n). The objective was to see whether study profile and objectives change after having attended Dukenet Markstrat and if students belonging to the different groups of our typology differ in this respect.

The overall analysis shows a rather positive starting point for the course participants (mean around 2=I agree): on the average they have a clear study focus, are motivated to study, prefer courses with an international orientation and can imagine working abroad. They also see a link between what is taught at the university and practical work in a future job. The overall analysis (table 54) gives a rather positive impression (mean around 2='I agree'):

N=142 (scale: 1='I agree strongly' – 5='I disagree strongly')	Mean	SD
1. future_before: clear study focus, motivated to study	2,07	0,8135
2. future_before: prefers courses with int. orientation, interested in an int. career	2,07	0,8937
3. future_before: can imagine and would like to work abroad	2,14	1,0807
4. future_before: sees a relationship between theory (uni) and practice (job)	2,18	0,7798

Table 54:   Cross-sectional: Study interests and attitudes at the course beginning

After the course, the mean values assigned to these statements are slightly less positive[24] except for one. The largest reduction is observed for 'clear study focus' and 'study motivation' as the following table 55 shows:

N=152 (scale: 1='I agree strongly' – 5='I disagree strongly')	Mean	SD
1. future_after: more clear study focus, more motivated to study	2,58	0,9451
2. future_after: prefers more courses with int. orientation, more interested in an int.	**1,90**	**0,8483**
3. future_after: can now imagine and would like to work abroad	2,16	1,0023
4. future_after: sees more a relationship between theory (uni) and practice (job)	2,22	0,9688

Table 55:   Cross-sectional: Study interests and attitudes at the end of the course

Only in the statements 'I prefer courses with an international orientation' and 'I am more interested in an international career', there is a larger mean difference in agreement of 0,17 which indicates a more positive attitude towards an international career and orientation after the course than at the beginning of Dukenet Markstrat[25].

It must be noted that the level of agreement that students still consider themselves as having a clear study focus and are motivated to study is high. Perhaps Dukenet Markstrat has led to more realistic expectations and study motivations as concerns university studies. The increased preference for 'courses with international orientation' supports the assumption that Dukenet Markstrat increases – to a limited degree - the international orientation of students. However, since all the students show a high rate of agreement to the above mentioned statements, it is obvious that the changes through Dukenet Markstrat cannot be very pronounced and that, in fact, this high level of agreement is subjected to a 'ceiling effect'.

Dukenet Markstrat does not seem to influence 'the link between theory and practice' or that students 'imagine later working abroad' which stays basically the same when measured before and after the course. However, concerning the agreement to the statements 'I prefer courses with an international orientation' and 'more interested in an

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[24]   As the agreement ranges from '1= I agree very strongly to 5= I disagree very strongly' an increase in the mean score means a less positice attitude or motivation.
[25]   See also the analysis in the annexe B1.1.

international career', the course has a positive impact because the average agreement moves from 'I agree' (mean 2,07) before the course to 'I agree strongly' (mean 1,90) after the course. In addition on the average students agree with the statements 'would choose again a course with int. orientation' and 'Dukenet Markstrat has a positive impact' (2,10)

When regarding the mean per group type the following table 56 shows that the mean is lower in some groups at the beginning of the Dukenet Markstrat course. Especially, group 4 (homebound with fluent language skills) and 5 (inexperienced) have lower values as concerns preference for courses with an international interest, in an international career and working abroad.

N=142		Experienced	Outwardbound	Homebound with fluent language skills	Homebound but low language skills	In-experienced
1_before: clear study focus, motivated to study	Mean	2,06	1,67	1,83	2,15	2,36
	SD	0,9835	0,5000	0,7210	0,8592	0,6873
2_before: prefers courses with int. orientation, interested in an int. career	Mean	1,53	1,61	1,90	2,21	2,52
	SD	0,9922	0,5464	0,8022	0,8831	0,8323
3_before: can imagine and would like to work abroad	Mean	1,64	1,94	1,86	2,27	2,60
	SD	1,109	0,8819	0,8548	1,0571	1,2427
4_before: sees a relationship between theory (uni) and practice (job)	Mean	2,33	1,94	2,09	2,20	2,24
	SD	0,8911	0,6347	0,7061	08318	0,8239

Table 56:   Cross-sectional: Study interests and attitudes of different groups of students at the beginning of the course

This observation corresponds with our typology in that the interest in an international career depends on previous experiences. The 'experienced' are more interested in this aspect with decreasing rates of interest (characterised by higher means) - across the different groups - with finally the 'unexperienced' with the lowest interest in an international career.

In comparing the mean agreement to the statements concerning study focus, international orientation and the link between theory and practise, it is obvious that major change has occurred for certain groups in their international orientation. Whereas study focus and the link between theory and practice after the course stay about the same or slightly decreases in groups 3 (homebound with fluent language skills), 4 (homebound but low

language skills) and 5 (inexperienced), these previously homebound and/or inexperienced students are now at the end of the course more strongly interested in courses with international content, in an international career and could imagine and would like to work abroad. It seems that Dukenet Markstrat has helped overcome resistance and fears as concerns an international orientation. Table 57 shows the results after the course.

N=152		Experienced	Outwardbound	Homebound with fluent language skills	Homebound but low language skills	In-experienced
1_after: more clear study focus, more motivated to study	Mean	2,63	2,89	2,57	2,52	2,43
	SD	0, 9835	1,3411	0,8933	0,8776	0,9921
2_after: prefers courses with int. orientation, interested in an int. career	Mean	1,56	1,78	**1,69**	**1,89**	**2,33**
	SD	0, 5393	0,6667	0,7569	0,6911	1,0725
3_after: can now imagine and would like to work abroad	Mean	1,53	2,28	**1,68**	2,35	2,667
	SD	0,9101	1,0035	0,7807	0,9014	1,0618
4_after: sees a closer relationship between theory (uni) and practice (job)	Mean	2,17	2,39	**2,02**	2,30	**2,07**
	SD	0,1980	1,0240	0,6418	1,1066	1,0035

Table 57: **Cross-sectional: Study interests and attitudes of different groups of students at the end of the course**

For the comparison of 'I prefer courses with international orientation' in both groups, which have been abroad (group 1 experienced and group 2 outwardbound), Dukenet Markstrat has no influence on the agreement to this statement (increase of mean). All other groups, having not been abroad, agree that they now prefer courses with international orientation. For the comparison of 'imagine working abroad' and seeing 'a relationship between theory and practice' group 1 (experienced) and group 3 (homebound with fluent language skills) agree more afterwards, in contrast to the other three groups[26].

Although, as a whole there are no important changes among the groups of the typology, the averages have slightly changed. In some cases, the average was higher and, in some cases, lower when comparing the indexes before and after. One assumption which can be made is that people get a more realistic self evaluation and estimation of themselves when looking backwards. In analogy to the phenomena of culture, similar processes are noted. The first contact with another culture - in comparison to an evaluation after different

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[26] See also the analysis in the annexe B1.2.

periods e.g., 3 months or one year - shows that the initial attitude and estimation have changed. Being confronted with cultural differences a process of self criticism and questioning is initiated. After a period of experiences, a self estimation becomes more realistic.

The hypothesis 1.4. 'The course has an impact on the study attitudes. Participants see their study focus and international interest more clearly after the course' – is rejected since only one item is confirmed.

The next group of questions concerns 'self evaluation of English language proficiency' and 'interest and intention to spend time abroad later' and will again be analysed by a comparison of values before and after the course.

6.1.1.7.5. English language proficiency

Since one important aspect of Dukenet Markstrat is the use of the English language as a mean of communication, the level of language proficiency was evaluated before (variable: language proficiency before) and after (variable: language proficiency after).

Please indicate your English language proficiency		Language proficiency after				Total
		native speaker	excellent	intermediate	beginner	
Language profiency before	native speaker	16	0	0	0	16
	excellent	1	37	7	0	45
	intermediate	0	7	67	5	79
	beginner	0	0	4	4	8
Total		17	44	78	9	148

Table 58:   Cross-sectional: Comparison English language proficiency of students before and after the course

The table 58 shows interesting and expected results. When comparing the self evaluation of English language competence before and after the course there are changes in levels of competence stated by the students.

Among the students who rate their English level as 'beginner' (8 answers) before the Dukenet Markstrat course (see the horizontal scores) half again rate themselves as 'beginner' after the course. The other half of the 'beginner group' increases their self evaluation to 'intermediate' after the course. In the same vein, 45 students judge their competence in the English language as 'excellent' before but afterwards only 37 students in this group stick by this initial judgement whereas 7 rate themselves lower as

'intermediate'[27]. Or to give another example, of those 79 students who have initially rated their competence in the English language as 'intermediate', the majority (67) confirm this self-evaluation after the course whereas 7 consider themselves to be 'excellent' and 5 as 'beginners' after having experienced English language communication during the whole week[28].

Due to the fact that a more self realistic evaluation can be made after a confrontation with the language skills of others and increased possibilities of comparison we can expect a shift towards more realism. When students rate themselves as 'native speaker' or 'excellent' the shift obviously shows a tendency towards a lower level of competence as originally assumed. In contrast, those students that in the beginning judged themselves to be only a 'beginner' or 'intermediate' make a shift towards a higher self-evaluation of language competence.

All in all a Dukenet Markstrat participation seems to have lead to a changed perception and improvement of the students' English language competence.

6.1.1.7.6. Intention to spend time abroad later

One important question was the students' intention to spend abroad time later. This question was asked before and after the course. The intercultural encounter provided by Dukenet Markstrat helps students to adjust their intentions based on time spent abroad during the Dukenet Markstrat week and interaction with students from other cultures. Therefore, the programme offers optimum conditions (as defined by the contact hypothesis) for achieving positive effects and reinforcing the intention to spend time abroad later.

The following cross table 59 shows the results of this change in intentions before and after the Dukenet Markstrat course.

		Intend to spend time abroad after the course		Total
N=144		**Yes**	**No**	
Intention to spend time abroad before the course	Yes	116	14	130
	No	7	7	14
Total		123	21	144

Table 59:   Cross-sectional: Intention to spend time abroad before the beginning of the course

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[27] One student did rate his English language competence as 'excellent' before and as 'native speaker' afterwards. This might be due to the fact, that his native language Finish was only given as answer modality in the questionnaire before, whereas only the English language was rated in the questionnaire after the course.

[28] See also the analysis in the annexe B1.3.

The table 59 shows that a tenth of those students which intend to spend time abroad later at the beginning of Dukenet Markstrat afterwards change their opinion to 'no' (14 out of 130). In contrast out of those 14 students which do not want to spend time abroad later, only half (7) stick to their answer whereas the other half can now imagine to spend time abroad later[29].

Depending on the experiences made during the course, some students realise that a stay abroad is not a good choice for them whereas others improve their self-confidence. Again, the seminar seems to encourage a more realistic view about own strengths and weaknesses as concerns an international orientation.

About one third (31,7%) of the participants already plan to spend time abroad in the same year they participated in Dukenet Markstrat. The majority of the respondents will spend time in a European country (83,78%) most preferable in Germany and Spain. The remaining 16,21% favour the United States, China and Brazil.

The following subsection 6.1.1.8. will summarise the results and findings of the cross sectional analysis.

6.1.1.8.   Summary of the cross sectional analysis

The survey of the Dukenet Markstrat participants started with a description of the socio demographic background of the participants. The analysis shows, that there are only small national differences (e.g., the oldest participants come from Germany in comparison to the other nationalities). The international experience, multicultural background and English language proficiency were used to build five different typologies (extreme groups were: have been abroad, have a good command of the English language and have multicultural friends and vice versa) labelled 'experienced', 'outwardbound', 'homebound with fluent language skills', 'homebound but low language skills' and 'inexperienced'.

The motivation for participation was analysed expressing that the 'interest in a different country and culture' was the primary reason to apply for the Dukenet Markstrat course.

The core analysis focused on the evaluation of the Dukenet Markstrat course and the degree of impact on the students' attitude in general and according to their classification in a typology. In this content the overall hypothesis, that 'Dukenet Markstrat enables

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[29]   See also the analysis in the annexe B1.4.

students to acquire key qualifications', was tested in analysing four sub-hypotheses. The following table 60 gives an overview of the confirmation and/or rejection of the hypotheses tested.

Hypothesis	Confirmed/rejected
H1.1. Dukenet Markstrat permits to acquire key qualification through course activities.	Confirmed
H1.2. The better the pre-conditions of the participants are- the more adequately will their skills correspond to the course requirements.	Rejected
H1.3. The quality of acquired intercultural competence is high by Thomas' criteria (intercultural perception, learning, value appreciation, comprehension/ understanding, sensibility, competence)	Confirmed
H1.4. The course has an impact on the study attitudes. Participants see their study focus and international interest more clearly after the course.	Rejected-differential effects were observed in different groups of students

Table 60:   Cross-sectional: Summary of hypotheses H.1.1.-H.1.4.

The Dukenet Markstrat participants agree that course activities enable to acquire key qualifications. Furthermore information from the students gathered by quantitative and qualitative methods show that the quality of the intercultural competence acquired through the course is high.

Students agree that the most positive experience made is intercultural learning and that they have the largest learning effect through the application of knowledge and improvement of English language competence.

It is interesting to note that the pre conditions (social background and environment as well as language skills) of the participants do not play a decisive role in skill acquisition and ability to fulfil course requirements. Independent of these pre conditions and national origins the course content and context enables every student to benefit from the course components and activities. However, despite the positive impact of Dukenet Markstrat on skill acquisition in the judgement of the students themselves the course has no influence on their study attitudes.

The following section 6.1.2. will analyse and summarise the results of the lecturers' evaluation of the impact of Dukenet Markstrat.

6.1.2. Survey of comparison: Impact of Dukenet Markstrat in the eyes of participating lecturers

During the year 2005 and 2006 a questionnaire was distributed to the lecturers. In addition, the author conducted qualitative interviews during every Dukenet Markstrat course. Since the number of participating colleagues is never identical (due to new participating countries, financial support of the institutions and schedule issues), the interviews were conducted consecutively every year.

The questionnaire covered four areas and some questions are identical to those given to student participants:

1. **Duration of experience with Dukenet Markstrat**
2. **The role of Dukenet Markstrat in the syllabus of the institutions**
3. **Information about the international orientation of the lecturer's institution**
4. **Impression and evaluation of the lecturer of the effects of Dukenet Markstrat**

6.1.2.1. International activity and offer of the member institutions

1. **Duration of experience with Dukenet Markstrat**

At the starting point of this Dukenet Markstrat evaluation in 2005, there were eight participating institutions. The following table 61 will give a short overview about the number of years lecturers representing each country having actively participated in Dukenet Markstrat.

Country	Year
Netherlands -Avans Hogeschool	since 1997
Italy – Università degli Studi di Trento	since 2002
Denmark - University of Southern Denmark	since 2001
Finland - Seinäjöki Business School	since 1999
Scotland - University of the West of Scotland	since 2006
France - Université de Savoie	since 1997
France – L'Institut de l'Université de Bretagne Occidentale	since 1999
Germany - University of Kassel	since 1999

Table 61:   Lecturers' analysis: Year of participation since Dukenet Markstrat has begun

The course is offered on a voluntary basis at every institution. About half of the participating institutions of higher learning offer credits for the course (between 3 and 6 ECTS) whereas the other institutions have no direct accreditation for Dukenet Markstrat. The following table 62 indicates the integration of Dukenet Markstrat in the syllabus of the university as well as the different international options offered by each institution.

2. The role of Dukenet Markstrat in the syllabus of the institutions

	ECTS	Funding-students	Funding-lecturer	Other Dukenet activities
Netherlands Avans Hogeschool	Yes, 3	Yes partly	Yes all	Eurosurvey
Italy Università degli Studi di Trento	Yes, 5	Yes partly	Yes all	European Master, Eurosurvey
Denmark University of Southern Denmark	no	Yes completely	Yes all	Virtual teams
Finland Seinäjöki Business School	Yes, 3	Yes completely	Yes all	European Master, Eurosurvey, virtual teams
Scotland University of the West of Scotland	No	Yes completely	Yes all	no
France Université de Savoie	Yes 3	Yes completely	Yes all	European Master, Eurosurvey
France Université Bretagne Occidentale	Yes, 3	Yes completely	Yes all	Eurosurvey
Germany University of Kassel	Yes, 6	Not at all	Travel expenses, accommodation	European Master, Eurosurvey

Table 62: Lecturers' analysis: Credits, student and lecturer funding and participation in other Dukenet activities by university

It seems evident that all participating institutions of higher learning attempt to offer a broad spectrum of international options for their students of economics, even if not all the options are available at the level of each university (table 62). However, most students would have the opportunity to increase their international contacts and experiences if they wish to do so.

All institutions had the same problem at the beginning of joining Dukenet. Their participation is needed to be formally established in the syllabus of the department and the international programmes of the institution of higher education. As soon as this process had been completed the support of the university was guaranteed. In many cases financial funding or partial support for the students (such as the University of Applied Sciences Seinäjoki, Finland, the Université de Savoie in Annecy, France or the Università degli Studi di Trento, Italy) was granted.

3. International orientation of the institution: the example of the University of Kassel

As the table 64 has shown, the majority of institutions support and promote a wide range of international activities. Exchange and cooperation between academic partners is established in all universities, whereas activities with external non academic partners (internship, language courses, and excursions) are not universal. Interesting projects and programmes are offered at departmental level such as the European Master (accredited master in four participating institutions with the objective of a four degree programme) or the IP Eurosurvey (seminar on market research with the conduction of an online survey). All institutions are members of the Erasmus and Socrates programme promoting bilateral

student and staff exchange. In addition, each institution has a number of additional activities such as organised internships abroad or organised language courses abroad. Since the author is attached to the University of Kassel, more detailed information on the international activities can be given for the department of Economics and Management at the University of Kassel as an example.

The Faculty of Economics and Management of the University of Kassel with around 3000 students is the largest department (student statistic summer term 2008: 2879, winter term 2007/2008: 3100 students)[30] of the university. Further internationalisation and Europeanisation are one of the major objectives of the university's strategic orientation. The faculty offers exchange programmes on a European basis within the framework of European mobility programmes (life long learning) Erasmus and Sokrates and on the international level with bilateral agreements or DAAD programmes. The majority of exchanges take place in the context of Erasmus/Sokrates. The faculty has established 83 departmental bilateral agreements with a majority of 52 Erasmus co-operations with universities in 19 countries.

The faculty receives between 25 and 35 incoming exchange students on an average (winter term 2007/2008: 24, summer term 2008: 32). The majority are Erasmus students. In contrast, the faculty sends about 40-50 outgoing students per year to partner institutions. Despite these numerous bilateral co operations the percentage of students seizing these opportunities for a sojourn abroad is under 2% of the total student population. The rate of international internships is equally low in the estimation of the administration of the faculty.

The last question regarding the impressions of the lecturers is presented in the following subsection after the evaluation of motivational aspects for a participation in the Dukenet probramme.

6.1.2.2.   Motivation: Reasons for participation in the Dukenet

During the annual conference 2008, five new prospects were accepted into the network. All new participants with the exception of Valencia/Spain are institutions of higher education in Eastern European countries: Budapest/Hungary, Bucharest and Constanta/Rumania, Krakow and Katowice/Poland. The enlargement of the network

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[30] Summer term 2008: http://www.uni-kassel.de/pvabt2/stusek/pdfaktss081/ss081_faelle.pdf
Winter term 2007/2008: http://www.uni-kassel.de/pvabt2/stusek/pdfaktws072/ws072_faelle.pdf
(28.06.2008)

demands a clearer structure and has promoted additional network activities (e.g., a project idea of another simulation 'Markops' on a virtual basis via internet).

The lecturers representing the new participants were asked to explain their motivations and reasons for wanting to participate in the network and the Dukenet Markstrat programme. Their international options offered by these 'new' universities is similar to the other institutions of higher education, all offering some forms of sojourns abroad and exchange programmes as table 63 shows.

International options offered by the 'new' participating institutions	University Bucharest	University of Crakow	University Constanta	Universidad Cardenal Herrera
Compulsory stay abroad	No	No	Yes	No
Courses in foreign languages	Yes	No	Yes	No
Exchange programmes	**Yes**	**Yes**	**Yes**	**Yes**
Excursions	No	No	Yes	No
Semester abroad	**Yes**	**Yes**	**Yes**	**Yes**
Courses in cooperation	No	Yes	Yes	No
Organised internships	**No**	**No**	**No**	**No**
Languages courses abroad	No	No	Yes	No
Meetings with foreign exchange students	Yes	Yes	No	Yes

Table 63:   Lecturers' analysis: International options offered by 'new' universities

Four out of five new prospects gave a feedback on their motivation for participation and membership. They see the largest benefits in exchanges (student and staff), common projects and research (bilateral and mulitilateral) and in international encounters (mean=1,0 'very important').

It is especially interesting to see which factors are judged by these lecturers as being very important for students for a participation in Dukenet Markstrat. All factors were (very) positively evaluated giving the following 10 top rank positions based on the mean importance assigned by the lecturers (table 64).

Factor (1=very important to 5=not at all important) N=4	Mean	SD
Experience abroad	1,00	0,0000
Relevance for student's CV	1,50	0,5774
Interest in the contents of the course	1,50	0,5000
Opportunity for international contacts	1,50	0,5774
English as language of communication	1,50	1,0000
Interest in a different culture and country	1,75	0,9574
Information, recommendations of former participants	2,00	1,4142
Affordable cost of participation in the seminar	2,00	1,4142
Time frame: Dukenet Markstrat fits student's time schedule	2,00	1,7321
Gaining of Dukenet Markstrat Certificate	2,00	1,4142

Table 64:   Lecturers' analysis: Factors judged to be important for students by lecturers

For all of the 'new' lecturers Dukenet Markstrat offered the first experiences with a business game or simulation. Based on this experience they evaluated the educational effectiveness of a simulation in comparison to a traditional course as better (75%) or equally good (25%).

They see the advantages of Dukenet Markstrat in:

'verification of theoretical knowledge acquired during courses in a simulation with 'more real' situations, students getting to know their 'business' character, problem based solving, decision making process, teamwork cooperation, learning by playing/doing'

In sum, the 'new' lecturers characterise the Dukenet Markstrat programme as:

'challenge, provocative, demanding, stimulating, effective'

The new members will participate actively in the Dukenet Markstrat programme for their first time in 2009.

6.1.2.3. Evaluation Dukenet Markstrat: Lecturers' impressions

4. Impression and evaluation of the lecturer of the effects of Dukenet Markstrat

Based on their observations in the past years, the lecturers from those universities that had participated in Dukenet Markstrat for several years were asked for their judgement. They were asked to rate those items which concern the students' skills, the work load and time pressure demanded by Dukenet Markstrat from an educational point of view. A comparison of the judgement by the lecturers of the level of the students and the self evaluation of the students lead to the following interesting results (table 65):

		Profs	N=5	Students	N=151
		Mean	SD	Mean	SD
The level of difficulty of the course corresponds to their knowledge of marketing		2,00	1,0000	2,41	0,9951
Their computing skills were adequate for the course	a) Markstrat software b) MS Office	2,00 2,00	0,7071 0,8165	2,27 1,85	1,1333 0,8899
The work load given was manageable		1,60	0,8944	2,45	1,0227
They were able to manage the time pressure of the course		1,80	1,0955	2,16	0,9736
Their mastery of the English language was adequate for the course		2,40	0,5477	2,17	1,1571
They enjoyed playing the Dukenet Markstrat course		1,40	0,8944	1,79	0,9634
They would recommend the Dukenet Markstrat course		1,40	0,8944	1,58	0,8977

Table 65: **Lecturers' analysis: Comparison of the goodness of fit between students' skills and Dukenet Markstrat demanded by students and lecturers**

At first glance it seems as if the lecturers judge the fit between the students' prerequisite skills and the demands of the Dukenet Markstrat course a bit more positive than the students themselves (table 65). However, in all cases the judgments of lecturers and students were very positive and the differences minimal.

It is interesting to note that in all items except 'computing skills in MS Office' and 'mastery of English', the lecturers see a slightly better fit between the skills of the students and the demands of the Dukenet Markstrat course than the students themselves. However, the differences in the average judgements of the fit between students' skills and demands of Dukenet Markstrat between lecturers and students are so small that we can state confidently that students and lecturers largely agree on these points. Basically both groups - lecturers and students - 'very strongly' or 'strongly agree' that students' skills are adequate for the Dukenet Markstrat programme and that they were able to handle time pressure and work load. They also agree on the fact that the students enjoyed the course and would recommend it to others[31].

The second group of questions referred to the lecturers' perception to which extent the students improved their skills over the week and to which degree the programme has an impact on their learning situation (table 66).

Prof N=5, Dukenet Markstrat N=152	Profs		Dukenet Markstrat	
	Mean	SD	Mean	SD
Act1: realistic self evaluation	1,60	0,2789	**2,09**	0,7112
Act2: link between theory and practice	2,00	0,2357	**2,19**	0,9057
Act3: teamwork	2,06	0,6412	**2,46**	0,9371
Act4: communication	2,20	0,1826	**2,30**	0,9783
Act5: organisation	2,35	0,4194	**2,07**	0,6778

Table 66:   Lecturers' analysis: Perception of skill improvement through Dukenet Markstrat by students and lecturers

Again, the table 66 shows that the lecturers have a slightly more positive view of the learning effects through the course in comparison to the self evaluation of the students[32]. Perhaps this slightly more positive evaluation of the course benefits for the students is due to the fact that the lecturers have observed several generations of students whereas the students can only refer to their individual experience after one week. As experiences must be evaluated and digested and a reflexion and objective evaluation of the positive and negative effects can be better perceived with some distance to the experience, perhaps

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[31]   See also analysis in annexe B1.5.
[32]   See also analysis in annexe B1.6.

the slightly better impression the lecturers have of Dukenet Markstrat is based on this phenomenon.

All teachers stressed in the interviews that they have had positive experiences with Dukenet Markstrat and have received positive feedback from the students.

James Watt (Scotland) stated in the annual conference 2008 in Trento: *'I now have students who want to go and study abroad or to make their internship abroad'*.

Sirkku Rantalainen (Finland) and Italo Trevisan (Italy) support this statement and noted an increase in students over the years opting for Erasmus programmes after their participation in Dukenet Markstrat. The same impression was gained and observed at the University of Kassel.

Since the author's professional tasks included the support and counselling of Erasmus incomers as well as outgoers, a number of cases were encountered in which the students had participated in the Dukenet Markstrat programme and later on went abroad within an exchange programme. The following two short statements of German students will give a more detailed impression of their experiences and impressions on the impact of Dukenet Markstrat.

'During the second day the groups were joined together. I was assigned to a 4-person group, together with a Polish, an Ukrainian and an Italian student. Because of the different language skills, communication and taking decisions was a real slow process at the beginning. With time this also happened faster.

Before my participation in Markstrat I had no interest of studying one semester abroad. However, during the Markstrat week I have gained many positive impressions and experiences. I observed that many foreign students were substantially more open and experienced. Slowly I developed an interest to study abroad and to work in an international company later.

The Markstrat week affected me. New possibilities were indicated which I would never have been aware of before. Within the next Markstrat game I will work as a tutor to transmit my knowledge to other students. In the meantime I have enrolled in the language courses UNIcert at the University of Kassel for the languages French and English. During the next weeks I will apply for an Erasmus exchange program in Finland or Sweden to study there for one semester'.

German participant, Quimper 2008

'The reason why I took part on Markstrat was to get more knowledge in other cultural, language and social contacts. Speciality the motivation of students and professors are higher than in a lecture. I wanted to be more active and to use the theory in practice.

The participation at the simulation involved many soft skills. The week included also various discussions and decisions. We observed and made decisions under competition and time pressure. We learned about our mistakes, in particular to work and to act as a team. We had fun with common parties, kicker and table tennis in the evening. The trip to Copenhagen the capital of Denmark was quite exciting and interesting. In sum, we learned to be active like a manager of a company. Time was slipping away too quickly. I got unforgettable impressions.

My enthusiasm for everything unknown and new was reinforced and grew even greater during my time at Markstrat. Afterwards I decided to go abroad. I spent one semester at the University of the Sunshine Coast in Australia. I wanted to learn more about other countries, students, universities and cultures. Furthermore to get in touch with students from other countries, use the language and to communicate. Flexibility and communication are important for a manager from today. My expectations have been confirmed'.

German Participant, Slagelse 2007

Although statistical evaluation of quantitative data is one aspect of the analysis, the perception and experience made by the lecturers over a prolonged time period also carries weight in the evaluation. Since all lecturers have repeatedly and consecutively taken responsibility in the Dukenet Markstrat programme their impressions are very important. The following paragraph will list impressions gained over a time period of, at least, four up to eight years of participation. The open question put to the lecturers referred to the most positive experience and the largest learning effect students gained through their participation. In addition, they were asked to suggest improvements and further options for the programme.

Most positive experience:

Seinajöki Business School (FIN):

'the social relations with their international fellow students'.

Avans Hogeschool (NL):

'working and living together in an international context'.

Università degli Studi di Trento Italy (I):

'working in international groups - applying marketing theory'.

Université Bretagne Occidentale (F):

'to work in the area of marketing with the students although having different working methods and priorities. Increase the confidence between them'.

University of southern Denmark (DK):

'cultural difference'.

University of the West of Scotland (GB):

'international cooperation and exchange of culture. Analysing why their score is not as high as they thought it would be and trying to rectify the mistakes. Understanding that decisions taken at the beginning of the game have long-term impact upon their final result. Working as a group to improve their market position. Improving their inter-personal skills to ensure that their opinions are heard. Understanding the complexities of working with people from a different culture'.

University of Kassel (D):

'ability to work, live and communicate with different people following a common objective over a certain period of time. Reflexion about their own ideas, values, attitudes and behaviour through the confrontation of an intercultural encounter. Being abroad is different but not as much as they originally thought'.

Largest learning effect:

Seinajöki Business School (FIN):

'…self-confidence for coping in an international business environment (to cope with cultural differences, better language skills and also to see the effects of their marketing decisions)'.

Avans Hogeschool (NL):

'learning to cope with cultural differences'.

Università degli Studi di Trento Italy (I):

'working under pressure in a mixed team'

University of the West of Scotland (GB):

'learning from their mistakes and student presentation skills improved'

University of Kassel (D):

'self reflexion, learning by doing (trial and error), differences have advantages, internationality is interesting, openness to others way of thinking, behaving and may be the own interest to go abroad again'.

Improvements:

Seinajöki Business School (Fin):

'motivating and preparation of students already at home in a realistic way (not the computer programme but the basic idea and rules of the simulation and positive attitude for learning and coping with challenges and new experiences'.

Università degli Studi de Trento Italy (I)

'…making sure there is enough support so the teachers can do their job of teaching. May be a day longer'

University of Kassel (D):

'careful organisation, support for a learning environment'.

The reasons for participation in Dukenet Markstrat are quite similar for all member institutions. Once the experience has been made, the interest to participate again is stimulated. Those reasons were best stated by Sirkku Rantailainen (University of applied sciences, Seinajöki/ Finland) as: *'internationalisation of students, variation of pedagogical methods, networking with foreign colleagues and students, to learn about cultural differences, cooperation with partner universities'.*

6.1.2.4. Summary of lecturers' analysis

The analysis of the participating lecturers started with an overview on the duration of participation in Dukenet Markstrat. Furthermore, the institutional degree of international

orientation of the different institutions of higher learning (with the University of Kassel as example) and their degree of participation in Dukenet were described. New members were asked for their reasons for the Dukenet application and their estimation of pull factors for the students.

Core element of the analysis was the lecturers' judgement of the course level (whether it corresponds to the students' skills) in comparison to the students' evaluation. A final section regarded the lecturers' overall impression of the course, their impression of the most positive experience and largest learning effects for the students. All in all the lecturers agree in stating a consistently positive outcome.

6.1.3. Survey of comparison: Double participants' analysis

In some cases, participants of Dukenet Markstrat also attended the parallel course. These participants (3 in 2005/2006 and another 3 in the following) from the University of Kassel known to the author were contacted in a qualitative interview focussing on the reasons for participation and especially on a comparison of both course types.

The reason for participation in both courses is clearly the international aspect, the content of the course and the lack of additional suitable options at that time. The choice of the options is not influenced by the lecturer responsible for the respective course. Even the higher expenses of Dukenet Markstrat are not seen as a deterren, nor does the country of destination (Dukenet Markstrat) have any influence on participation.

Points, which were evaluated negatively when comparing the courses, are: group composition in Dukenet Markstrat does not take into consideration the level of students' mastery of the English language nor their marketing skills. In the view of those students who had attended both options the 'conventional' courses in Kassel does not provide enough individual support when preparing the case studies due to the number of students participating in the course in relation to the number of lecturers (one lecturer in Kassel for about 50-70 students). This is in contrast to the support given by 10-12 lecturers and assistants in the Dukenet Markstrat course for around 80 students.

Aspects which were evaluated positively overlapped in some characteristics whereas some positive characteristics where unique for only one course. Both courses, the 'conventional' university course and Dukenet Markstrat, get a positive feedback as concerns team work, group presentations and using the English language as mean of communication. The traditional course is positively evaluated due to using case studies

whereas the Dukenet Markstrat course earns applause in terms of the intercultural encounter and the impression of applying something quite practical just as in the real world.

Other issues and additional comments related to the fact that students get to know each other better in the Dukenet Markstrat course and contacts still continued after the course since friendships evolved after learning, working and living together during one week.

Additional recommendations were made for the Dukenet Markstrat course concerning group composition (selection of students with similar standards of knowledge) and advertising Dukenet Markstrat more in the institution of higher learning.

6.1.4. Summary of hypothesis I: Dukenet Markstrat enables students to acquire key qualifications

The analysis of the Dukenet Markstrat course through the cross sectional survey of students' opinions and a qualitative and quantitative survey of lecturers' evaluation shows that the course programme offers optimum conditions for the acquisition of key qualifications. The degree of the impact was evaluated through the participants of the years 2005 and 2006. Additionally, the lecturers' impressions were analysed in comparison. In depth insights were given through the statements of students in a qualitative interview which have participated in both courses.

The hypotheses tested show that:

- The Dukenet Markstrat course enables students to acquire key qualifications through course activities
- The quality of the intercultural competence acquired is high according to Thomas model of intercultural action competence (a comprehensive learning cycle model)
- Differences in the preconditions of the participants are of no importance. The course requirements are accomplishable and enable a learning effect for every student independent of his/her pre conditions (level of English, time spent abroad)
- Despite these positive learning effects the course has no impact on the study attitudes of the students

Main finding is that, despite the differences of the students' attitudes, behaviours and preconditions, they all experience a positive learning effect through the course. The degree of the learning effect depends to a small degree on the preconditions of the students showing that the learning effect is partly larger and more appreciated by participants which had no earlier experience abroad nor good English language skills. The

course and encounters especially foster the realistic self evaluation of the students (perception of English skills before and after or intention to spend time abroad later or not).

6.2. Hypothesis II: Dukenet Markstrat participants differ in their background, attitude and previous experiences

HII: **'Dukenet Markstrat participants differ from students who decide not to participate in this course in their background, attitudes and previous experience'**

Students which participate in Dukenet Markstrat have different internal (push) and external (pull) factors which influences their reasons and willingness to participate. Students with previous international/intercultural positive experience are more likely to participate in the programme. Dependent on their attitude and experience, students can be divided into three groups: 1) willing and very motivated to participate in international offers (even if they have to contribute financial means), in contrast to number 2) those who do not at all want to go abroad (not even if financial support is granted) and 3) a large group of indifferent and undecided students who would probably participate if they receive the necessary support (financial, social, formal).

Based again on the contact hypothesis an increasing frequency of contact brings positive effects. Depending on psychological traits of personality (as measured by Neo PI-R) we assume that the participants differ from non participants.

H2.0: **Students who have participated in previous international programmes have an increased interest for further international activities.**

6.2.1. Survey of comparison: Parallel course analysis

At the same time of the evaluation of the cross sectional analysis, students of a comparable marketing/management course (in English, offered at the University of Kassel, and categorised as a major course in marketing and management) were questioned in a survey in order to analyse the possible reasons for non participation in Dukenet Markstrat. In the winter term 2004/2005, the course 'Company project' (12 participants) was chosen and, in 2005/2006, the courses 'Fundamentals in international management' and 'operations management' (38 participants) were used for comparative purposes. These courses are offered annually in the context of the international

management module (IMM) at the University of Kassel. All in all, a sample of 50 students filled out a written questionnaire.

6.2.1.1.   Socio-demographic background

The females slightly dominate the sample with 58% of all students. The majority is still in their core studies (58,3%) with only a third being in their final year (31,3%) and a minority in addition working in an internship (10,4%). The average age of the students in these courses is 24,5 years old and studying in their 7th semester. The majority lives alone as a single (44%) and only one fifth still live with their parents (20%). This difference to the majority of international students participating in the Dukenet Markstrat course could be due to the fact that the German educational system usually leads to a change of residence away from home depending on the assigned university. Therefore, students will leave their family home at quite a young age. Depending on their financial situation, they will either live in a flat alone or share one with their partner or friends. In comparison to the Germans participating in the Dukenet Markstrat course, the proportion of students in this sample living with their parents (24,1%) is similar. 84% of the students of this sample have mixed cultural friends and more than the half is living in a mixed cultural community (56%). Further background data was analysed which demonstrates that concerning their background the students attending the 'conventional' university courses are quite similar to those participating in Dukenet Markstrat. These data are not included in this subsection, since the objective was to point out the reasons for a possible non participation.

6.2.1.2.   International experience

More than half of the students have spent time abroad during the last five years (58%). The majority spent a semester abroad (40,7%) or had participated in a language or educational programme (18,5%). Only a minority spent their time abroad in form of an internship/apprenticeship (3,7%) or a job (7,4%). Nearly 30% had spent their previous time abroad in a school exchange or holidays.

The average duration of a sojourn abroad was 6,65 months with half of the students having been abroad for a duration between 4 and 6 months (50%) and only few more than half a year (23%).

6.2.1.3.   Language proficiency

More than the half of the respondents rates their English language proficiency as 'intermediate' (57,1%). Only a small minority (2 %) consider themselves as 'beginners' (table 67).

N=49	Number of students	Percent
Intermediate	28	57,1%
Excellent	20	40,8%
Beginner	1	2,0%
native speaker	0	0%
None	0	0%
Total	49	100,0

Table 67:   Parallel course: Self evaluation of language proficiency

6.2.1.4.   Multicultural background

The majority has friends (84%) from different cultural backgrounds but only 41% have close ties to a mixed cultural community (table 68).

	Percentage Yes	Percentage No
Mixed cultural family (N=47)	**17,0%**	**83,0%**
Mixed cultural friends (N=50)	**84,0%**	**16,0%**
Mixed cultural community (N=48)	**58,3%**	**41,7%**

Table 68:   Parallel course: Multicultural background

6.2.1.5.   Hypothesis testing: Dukenet Markstrat participants differ from students who decide not to participate in this course

The following subsections will analyse the effects of Dukenet Markstrat as concerns:

- Degree of interest and motivation for international courses

- Interest in international career

- Differences in personality traits and

- Effect of Dukenet Markstrat on skill acquisition in comparision with courses

H2.1.   Dukenet Markstrat participants differ in their interest and motivation to participate in courses with an international orientation.

H2.2.   Dukenet Markstrat participants are more internationally interested and can more often imagine working abroad.

H.2.3   Dukenet Markstrat participants differ in the degree of group (horizontal collectivism) or competition (vertical individualism) orientation.

H2.4.   Dukenet Markstrat participants differ in their psychological traits according to the Neo PI-R (Openness, extroversion, conscientiousness, agreeableness and emotionally stability).

H2.5. Dukenet Markstrat participants increase their interest in an intentional career and working abroad as a consequence of this experience to a greater degree than students attending a ' conventional' university course.

H2.6. Dukenet Markstrat participants see greater benefits of the attended course in skill acquisition as compared to students in a 'conventional' university course.

H.2.7. Dukenet Markstrat has a positive impact on students' attitutde.

The following graph shows the elements and scales which are used for the measurement.
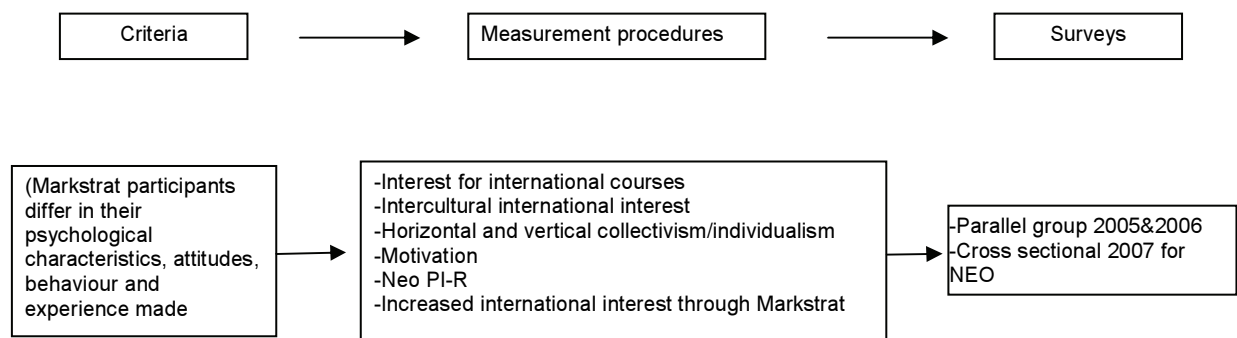
Fig. 24:   **Measurement procedures for hypothesis II**

6.2.1.5.1. Motivation: Push and pull factors for participation

H2.1. Dukenet Markstrat participants differ in their interest and motivation to participate in courses with an international orientation.

The questionnaire contained 16 items to analyse the reasons and motivation to participate in the parallel course chosen by the comparative sample of 50 students who could also have participated in Dukenet Markstrat. The items considered the career aspect, the interest in culture, the course components and social aspects. Another block of seven variables checked which benefit the students would get through a participation (credit points, study pre requisite etc.).

For the majority of students the course was not prescribed (87,7%) in the syllabus but on a voluntary basis. Still most of them could credit the course (71,8%). Nevertheless, most students did not really know in which form the course would benefit them. A bit more than half knew that they would receive a participation certificate (63,8%), whereas less than half of the group intended to receive credit points (48,3%). The majority expected to get

another benefit (93,3%) and astonishingly 82,6% did not even know in which form they would earn a benefit.

The following table shows the different factors for participation. Since not all questions of the Dukenet Markstrat questionnaire were applicable for the parallel course, only 10 items can be compared (left out were 6 items such as: obtention of Dukenet Markstrat certificate or interest in a different culture and country)[33].

How important are the following factors for you? (1=I totally agree–5=I totally disagree)	Dukenet Markstrat course N=147			Parallel course N=34		
	Mean	SD	Ranking	Mean	SD	Ranking
English as language of communication	**1,61**	**0,8880**	**1**	**1,48**	**0,8142**	**1**
Opportunity for international contacts	1,72	0,7655	2	2,22	1,1480	5
Relevance for my CV	1,89	0,8611	3	2,10	0,0765	3
Interest in the contents of the course	2,00	0,8276	4	1,71	0,8898	2
Information, recommendations of former participants	2,76	1,0637	5	2,88	1,2687	7
Time frame: the course fit in my time schedule	2,84	1,2268	6	2,14	0,8142	4
Positive experience with the teacher of my institution	2,87	1,1606	7	2,78	1,2461	6
My friends (students) also opted for the seminar	3,78	1,1135	8	3,62	1,3384	8
'Green light' from parents and partner	**3,87**	**1,2676**	**9**	**3,83**	**1,3565**	**9**

Table 69: Parallel course: Comparison of factors for course participation

The table 69 shows that both groups agree on the factors 'English as language of communication' as dominant factor and 'green light from parents or partner' as least important[34].

Nevertheless, the ranking is different as the Dukenet Markstrat participants opt for the 'opportunity for international contact' (1,72) as second choice in contrast to the parallel course which favours the 'interest in the contents of the course' (1,71) (priority number 4 – out of 9 - for the Dukenet Markstrat participants). Basically, those students who opt for Dukenet Markstrat and those who attend a 'conventional' university course focus on the same content and give the same factors that are important for them in choosing this course with the exception of Dukenet Markstrat students giving a higher priority to 'opportunity for international contacts' whereas the parallel course students underline their interest in the 'course content'. The question whether the parents or friends have an influence to participate are the weakest reasons to participate (mean=3,62-3,87).

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[33] In the Markstrat questionnaire the most dominant aspects for a participation was the interest in different cultures and countries (1,47), the importance for an experience abroad (1,63) and the opportunity for international contacts (1,72) (the evaluation showed that between 44,2% and 60% agreed totally on the statement and no one estimated 'I disagree totally).

[34] See also analysis in annexe B1.7.

All in all and considering that the first priority is the same in both groups, with slight differences in ranking the other reasons, the hypothesis 'Dukenet Markstrat participants differ in their interest and motivation to participate in courses with an international orientation' can be confirmed up to a point.

The hypothesis 2.1. 'Dukenet Markstrat participants differ in their interest and motivation to participate in courses with an international orientation'- is confirmed.

6.2.1.5.2. Motivation: Barriers to participate in the Dukenet Markstrat course

The questionnaire had four filter questions to verify that the students evaluating the reasons were aware of the Dukenet Markstrat course. More than half have not heard about the course (56%) nor do they know the content of the course (78%).

The next question regards the degree of institutional support for international programmes. In the opinion of the students the institutional support for international activities by their home universities are moderate. Most institutions support study exchanges (77,8%) followed by courses in cooperation (62,8%) with other universities as well as meetings with foreign students (56,8%). Organised internships and language courses are less supported (26,8%-42,9%).

The perception and knowledge about the international offer from the students' point of view was evaluated in the cross sectional analysis.

To what extent does your institution support and offer international exchange?

N=200 (1='very much' to 5='not at all')	Major specific semesters abroad	Courses in co-operation	Organised internships abroad	Language courses abroad	Meeting with foreign students
Mean	2,59	2,89	3,30	3,52	3,01
SD	2,0279	1,9831	1,9831	2,0114	2,0350

Table 70: Parallel course and Dukenet Markstrat participants: Extent of support for international exchange

The results (table 70) show that the students' answers range around 3='neither nor' with a rather larger standard deviation. A median test shows no statistical significance and the Mann-Whitney test only for 'major specific semester abroad' (p=0,015). There are three possible explanations for this result:

- The students do not know enough about the international options
- The international offer exists but the information flow, marketing and promotion are rather weak or
- The international options are rather limited

The analysis (table 71) shows that the major reason for a non participation is the cost of the Dukenet Markstrat IP (mean 2,17) followed by the fact that they have never heard about the course (2,5 where 10 out of 18 listed this answer under the point 'others') and the time frame which doesn't fit into their study time table (2,55)[35]. Not important for the choice of course is green light from partner or parents (4,30), disinterest in the meeting students from other countries (4,38) nor the fact of not liking English being the language of communication (4,36).

Reasons which hindered students to participate in the Dukenet Markstrat course (N=34)	Mean	SD
Too expensive	2,17	1,2482
Others	2,50	1,7607
Time frame	2,55	1,3940
Private reasons	3,24	1,3236
None of my friends applied	3,97	1,1142
Application was full	4,00	1,1180
Negative experience with teacher	4,18	1,0445
No interest in content	4,18	0,8823
Don't like travelling	4,21	1,2255
No green light from partner or parents	4,29	0,9384
Don't like English as language of communication	4,35	1,0697
No interest in meeting other students	4,37	0,8075

Table 71:   Parallel course: Reasons for not participating in the Dukenet Markstrat course

1. Costs: The costs are a difficult factor for all institutions. Since the funding of the European Commission has ended in 2001, the institutions can attempt to partly subsidise their students. Especially the hosting country always tries to apply for regional funds in order to reduce the cost per student. Depending on the institution the most students receive financial support. In Kassel however, after three years of supporting the travel costs (1000€ per student group), in 2004, when the dean changed financial subsidies were no longer accorded. Independent of travel expenses, the costs per student are around 300€ per person for accommodation and nourishment during the week. Including travel expenses, e.g., Kassel - Annecy 150€, the final contribution per student is around 500€ without taking additional personal costs into account (drinks, souvenirs, additional food). This is a considerable sum for each student for a one week's experience. It seems surprising that despite these high personal financial sacrifices students from the University of Kassel regularly are among those participants with a larger number of students. This has been achieved by the successful and positive experiences made by former students who have passed on their recommendation to other students to participate.

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[35] Scale 1= 'I agree strongly' to 5= 'I disagree strongly'

2. Time frame: The time frame is a second difficult factor. In accordance with all partner institutions, the end of January was chosen for the yearly Dukenet Markstrat programme. Due to the different time table of the institutions some have already finished their semester by that time in contrast to others when this is shortly before the begin of exams. At the University of Kassel, the exam period starts in the beginning of February (winter term) and July (summer term). For many students it is risky to miss the last classes and spend the time of exam preparation abroad in a seminar. Nevertheless, the German delegation has on average the largest number of participants.

3. Insufficient information: The third most important reason for not participating is an insufficient information flow with the consequence that many students have never heard about the course before. In previous years the faculty used a commented printed leaflet with all available course descriptions which has been replaced by information posted on the internet by now. Additionally, at the time of the survey, the faculty had no accredited study programme and the spectrum of courses solely depended on what contents the lecturers offered. Presently, the Bologna process demands a module catalogue including course descriptions.

The next group of questions analyses the international interest of students.

6.2.1.5.3. Students interests and motivation for international activities

> *H2.2. Dukenet Markstrat participants are more internationally interested and can more often imagine working abroad.*

In order to compare push and pull factors that might distinguish Dukenet Markstrat participants from economic students choosing a 'conventional' course, the parallel course (having chosen a conventional course) was presented with a questionnaire with identical items as the Dukenet Markstrat group asking for their international interest and their orientation.

The questionnaire contained four questions regarding study interest for international courses and an international career. Indexes were built for these two dimensions that were measured at the beginning of the respective course:

- Prefers more courses with int. orientation, (more) interested in an int. career
- Can (now) imagine and would like to work abroad

The following table 72 shows the direct comparison of the mean between the conventional course and Dukenet Markstrat students.

How important are the following factors for you?	Dukenet Markstrat		Parallel course	
(1=I totally agree–5=I totally disagree)	N=155		N=50	
	Mean	SD	Mean	SD
Prefers courses with int. orientation, interested in an int. career	**2,07**	0,8937	2,13	1,0777
Can imagine and would like to work abroad	2,14	1,0807	**2,09**	1,2276

Table 72: Parallel course: Importance of international orientation and working abroad

When comparing the arithmetic means it is quite interesting to note that, the parallel course students can slightly more imagine working abroad whereas the Dukenet Markstrat participants prefer more courses with international orientation[36].

The question whether Dukenet Markstrat participants differ from students in the parallel course in being more internationally oriented and to a higher extent can imagine to work abroad is rejected.

The hypothesis 2.2. 'Dukenet Markstrat participants are more internationally interested and can better imagine working abroad' – is rejected.

6.2.1.5.4. Value systems of Dukenet Markstrat and comparison studens

H.2.3 Dukenet Markstrat participants differ in the degree of group (horizontal collectivism) or competition (vertical individualism) orientation.

In order to examine if students opting for the Dukenet Markstrat or a conventional university course held in English differed in important aspects of their valus system, it was decided to make use of a brief personality questionnaire that proved fruitful in other studies.

Some items were bundled to indices according to comparable scales in literature. The well known dimensions of Hofstede (1980) have clearly presented an approach for an understanding of cultural differences and for characterising different value systems Individualism and collectivism as opposite ends of the scale can classify cultural attributes and behaviour of people and whole nations. Triandis (1995) made an ever more detailed approach postulating a difference between horizontal and/or vertical collectivism and individualism in order to better understand dimensions of cultures and the way culture relates to social psychological phenomena in a systematic manner. Brüch (2002), in his

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[36] See also analysis in annexe B1.8.

research distinguished horizontal and vertical differentiation, where *horizontal individualism* stands for a belief of uniqueness, being better than others (question 5.1.v. 'I believe that in some way I am unique') whereas *vertical individualism* is more competition oriented, being satisfied with one's results – independent from the results of the others (5.1.g. 'Winning is everything').

Horizontal collectivism is an orientation towards the group, all being unique but different (5.1.k. 'It is important to me to have a good relationship with my neighbours'). *Vertical collectivism* again is more tradition oriented and clearly highlighting the own status (5.1.p. 'Even if I don't like it, I would do what my family wants me to do').

The questionnaire presented to a parallel group sample as well as a sample of Dukenet Markstrat participants at the completion of their respective course contained a number of psychological questions with 30 items related to vertical individualism (VI), horizontal individualism (HI), vertical collectivism (VC) horizontal collectivism (VC) and performance motivation/orientation (M). Each of the five dimensions was composed of six statements apart from vertical individualism with seven items and horizontal individualism with five items. The students in the parallel as well as the Dukenet Markstrat group responded to each item on a 5 point scale (1='I strongly agree' - 5='I strongly disagree'). The scales were presented at the end of the course.

As shown in the table 73 below, both groups are quite homogenous in the indexes of vertical and horizontal individualism as well as in the horizontal and vertical collectivism. Additionally, there are only slightest differences in the performance orientation of both groups.

To what extent do you agree with the following statements, concerning attitude and behaviour as well as motivation at work and in life?	Dukenet Markstrat		Parallel course	
(1=I totally agree–5=I totally disagree)	N=152		N=50	
	Mean	SD	Mean	SD
Vertical individualism	2,53	0,4755	2,57	0,5564
Horizontal individualism	2,56	0,6248	2,13	0,5968
Vertical collectivism	3,02	0,5292	2,83	0,5652
Horizontal collectivism	2,19	0,5205	2,24	0,5433
Motivation performance orientation	2,40	0,5317	2,40	0,5742

Table 73: **Psychological analysis: Value systems of Dukenet Markstrat and parallel course students**

As a simple comparison of the arithmetic mean shows that the Dukenet Markstrat participants are not much more group (horizontal collectivism) oriented or competition

(vertical individualism) oriented than those students who opted for a 'conventional' university course[37].

The two groups do not differ in their basic psychological orientation and value structure. Therefore hypothesis H2.3. is rejected.

The hypothesis 2.3. 'Dukenet Markstrat participants differ in the degree of group (horizontal collectivism) and competition (vertical individualism) orientation' – is rejected.

In order to verify whether Dukenet Markstrat participants differ from non participants in their psychological traits an additional survey was made. The Dukenet Markstrat participants of the year 2007 and students of the parallel course 'fundamentals in international management' at the University of Kassel received a questionnaire with additional psychological questions based on the Big 5 and NEO FFI. This was done in order to go beyond an assessment of differing cultural values such as collectivism and individualism as tested in the first comparison. The variables comprising the 'Neo Personality Inventory- revised' (Neo PI-R), which have been validated in countless studies, are described in the following section 6.2.2.. For this purpose, only the German students from the Dukenet Markstrat year 2007 were selected and their personality traits compared to students that had opted for a 'conventional' university course. In each course (Dukenet Markstrat and 'conventional' course) the personality traits of 10 students were sampled. This sample, as well as the inventory, is shortly described before testing the hypothesis.

6.2.2. Survey of comparison: Personality factors Neo PI-R analysis

The cross sectional and the parallel group in comparison show that the students do not differ in their background nor in their attitudes and values. Since the psychological items concerning collectivism and individualism focus primarily on cultural values, an additional questionnaire was used to support the findings.

> *H2.4. Dukenet Markstrat participants differ in their psychological traits according to the Neo PI-R (Openness, extroversion, conscientiousness, agreeableness and emotionally stability).*

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[37] See analysis in annexe B1.9.

The Dukenet Markstrat participants winter term 2006/2007 were given a questionnaire containing 44 items of personal traits. The well known international psychometric test 'Big Five Inventory - BFI' (or five factor model FFM) by Benet-Martinez and John (1998) was used. This test analyses the personality traits on the basis of the lexical hypothesis. The first research dates back to the 1930's when Allport and Odbert hypothesised that the most salient personality characteristics and socially relevant differences in the lives of individuals will be encoded in their natural language and will be expressed in words. The two researchers conducted a seminal lexical study extracting 18 000 words describing personality and reduced this set to 4 500 adjectives which they found to be descriptive enough to *'distinguish the behaviour of one human being from that of another'* (Allport and Odbert, cited in John and Srivastava 1999:3). In 1946 Cattell reanalysed the list by cluster and finally factor analysis and ended up with 12 important factors. He added his own four personality dimensions and finally 16 personality factors were established that were assumed to completely describe variations among human beings. Norman suggested in 1963 that five factors were sufficient to describe personalities. Since then the five factor model or big five was further developed to a number of different models and questionnaires with the most popular being the revised Neo personality inventory (Neo PI-R) by Costa and McRae (1992).

The five factors are represented by the following five traits:

1. **Extraversion: being energetic, preferring company of other people, talkative, assertive**
2. **Openness: curiosity, interest in new things, appreciation art, imagination**
3. **Conscientiousness: self discipline, aiming for achievement, responsible, dependable**
4. **Agreeableness: cooperative, trustful**
5. **Neuroticism vs. emotional stability: being not so calm, more easily to upset, emotional not totally stable**

The original model by Costa and McRae has 240 items which encouraged them later to develop the Neo Five factor inventory (FFI) with only 60 items as short form. The need for a shorter instrument was evident among the researchers, and John, Donahue and Kentle (1991) constructed the Big Five Inventory (BFI) with 44 items. As Burish (1984:219) stated: *'Short scales not only save testing time, but also avoid subject boredom and fatigue…there are subjects… from whom you won't get any response if the test looks too long'* (Burish in John and Srivastava, 1999:22).

The Big Five Inventory (John et al) was tested in comparison with the Neo FFI (Costa & McCrae 1992) and the Trait Descriptive Adjectives - TDA (Goldberg) in order to find out the degree of convergence. Since the BFI and the other instruments were developed in the United States, the reliability was tested with American and Canadian samples by John and Srivastava (1999). Cronbach Alphas range from .75 to .90 with an average above .80. The retest after three months showed a reliability range from .80 to .90 with a mean of .85 so that reliability of the scale can be considered as quite adequate. As for validity, i.e., the question whether the BFI measures what it intends to measure (the human personality) convergent validity, i.e., the correlation of results of the BFI (BFI=Big Five Inventory) and other personality tests (TDA=Trait Descriptive Adjectives, NEO=NEO Five Factor Inventory) correlations range between .81 and .95 which assures the validity of these instruments for our purposes.

The questionnaire (Neo PI-R) was distributed to a sample of students in Kassel. For this parallel survey the course 'fundamentals in international management' was chosen (10 students). Since the idea was to test if the students participating in Dukenet Markstrat (11) differ in their personality from students opting for a 'conventional' university course (in Kassel), the evaluation will only compare these two Kassel student groups (see 6.2.2.6).

6.2.2.1. Socio-demographic background

The following table 74 will describe the socio-demographic background of the two courses in a short summary.

Factor		Dukenet Markstrat	Comparative course
Sample size (N)		11	10
Gender:	Male	27,3% (3)	50% (5)
	Female	72,7% (8)	50% (5)
Average age		26	25
Phase of study	Core studies	63,6% (7)	55,6% (6)
	Final year	36,4% (4)	44,4% (4)
Average Semester		5,54	8,22
Has culturally mixed	Family	40% (4)	20% (2)
	Friends	63,6% (6)	90% (9)
	Community	54,5 % (6)	40% (4)
Form of housing	Parents	18,2% (2)	30% (3)
	Partner	18,2% (2)	20% (2)
	Alone	27,3% (3)	30% (3)
	Others	36,4% (4)	20% (2)
Language English	Excellent	45,5% (5)	70% (7)
	Intermediate	54,5% (6)	20% (2)
	Beginner	0	10% (1)

Table 74: **Psychological analysis: Socio-demographic background of Dukenet Markstrat and parallel course students**

The socio demographic data shows that there are some differences between the two groups. The Dukenet Markstrat course is attended by more females (3:1). Dukenet Markstrat students on the average are in an earlier semester (5th vs. 8th semesters), have fewer multicultural friends (around one third less), rate their language proficiency as lower (45% excellent vs. 70% in the parallel course), and fewer of them have already been abroad. Nevertheless, they have the same intention to spend time abroad later.

Even though there were differences in age and gender between the two groups a comparison is nevertheless valid as in this age group according to Roberts, Walton and Viechtbauer (2006) personality changes are not large. In addition as Costa, Terracciano and McCrae (2001) note, secondary analyses of Revised NEO Personality Inventory data from 26 cultures (N=23 031) suggest, that gender differences are small relative to individual variation within genders. So any observed differences in personality would need to be due to a self selection of specific groups to attend 'conventional' or Dukenet Markstrat courses and not differences in age or gender.

6.2.2.2. International experience

Data on international experience show that more than three quarter of the parallel course have already spent time abroad (80%) in contrast to only a third of the German Dukenet Markstrat participants (36,4%). Regarding their intention to spend time abroad both groups agree strongly that this is their future intention (90%) as shown in table 75.

Factor		Dukenet Markstrat	Parallel course
Have been abroad	Yes	36,4% (4)	80% (8)
Want to go abroad	Yes	90% (9)	90% (9)

Table 75:   Psychological analysis: International experience

6.2.2.3. Language proficiency

About half of the sample perceive their English language level as 'intermediate' (50,8%) followed by 'excellent' (33,3%) and only 4,8% classify themselves as 'beginner' (table 76).

English language proficiency	Dukenet Markstrat course	Parallel course
Native speaker	0%	0%
Excellent	45,5%	70%
Intermediate	54,5%	20%
Beginner	0%	10%
None	0%	0%
Total: Dukenet Markstrat N=11, Parallel course N=10	100%	100%

Table 76:   Psychological analysis: Language proficiency of Dukenet Markstrat and parallel course students

6.2.2.4. Multicultural background

The comparison (table 77) shows that the majority in both groups has multicultural friends with a very high score for the parallel course (90%). However, in both groups only a minority which has a mixed cultural family and around half of the students live in a mixed cultural community.

	Dukenet Markstrat	Parallel course
	Yes	Yes
Mixed cultural family	36,4%	20%
Mixed cultural friends	63,6%	90%
Mixed cultural community	54,5%	40%

Table 77: **Psychological analysis: Multicultural background of Dukenet Markstrat and parallel course students**

6.2.2.5. Motivation: Reasons for participation

The students were asked why they had chosen the course 'company project' in order to evaluate which factors influence the process of choosing a 'conventional' English language university course with international business content.

How important are the following factors for you?(N=10) (1=not at all important–5=very important)	Mean	SD
English as language of communication	**1,10**	**0,3162**
Interest in the contents of the course	1,50	0,7071
Relevance for my CV	1,90	0,8756
Interest in a different culture and country	1,90	0,8756
Opportunity for international contacts	2,30	1,2517
Time frame: The course fit in my time schedule	2,60	1,3499
Information, recommendations of former participants	2,90	1,4491
Positive experience with the teacher of my institution	3,40	1,4298
My friends (students) also opted for the seminar	4,10	1,2867
'Green light' from parents and partner	**4,50**	**0,7071**

Table 78: **Psychological analysis: Importance of choice factors for Dukenet Markstrat and parallel course students**

It can be observed in table 78 that the most important fact for choosing this course is clearly the language application. 90% find this factor as 'very important' and the rest as 'important'. In contrast, the table shows that personal factors such as the support of parents or friends do hardly influence their decision (4,5 and 4,1).

The reasons why they didn't participate in the Dukenet Markstrat course were evaluated and it becomes again very obvious that the conditions of the course (costs and time frame) are the determinant factors (table 79).

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How important are the following factors for you? (N=6) (1=I disagree strongly –5=I agree strongly)	Mean	SD
Time frame: The course did not fit in my time schedule	**1,57**	**1,0328**
Too expensive (400euro)	**2,00**	**1,5492**
Another more important course was offered at the same time	2,57	1,6184
Private reasons	3,67	1,0328
Not interested in meeting students from other countries	4,17	0,9832
Application list was full	4,33	1,0328
None of my friends chose this seminar	4,50	0,8367
I don't like travelling/flying	4,50	0,8367
No "green light" from parents and partner	4,67	0,8165
No interest in the contents of the course	4,67	0,8165
I don't like the idea of English as language of communication	4,67	0,8165
Negative experience with the teacher of my institution	**4,83**	**0,4083**

Table 79: Psychological analysis: Reasons for not opting for Dukenet Markstrat

In summary, the reasons for not participating are primarily the time frame, the fact that this course is not well known and to a certain degree the own financial contribution.

These assumed differences in personality traits were tested with the Neo PI-R factors scales.

6.2.2.6. Neo Personality Inventory-Revised (Neo PR-I)

The next subsubsection 6.2.1.7.5. will compare the answers of Dukenet Markstrat participants and parallel course students in the Neo PI-R scale in order to see how high they are rated in the five dimensions and whether there are differences between the groups.

	Dukenet Markstrat		Parallel course	
	N=10		N=10	
	Mean	SD	Mean	SD
Neurociticsm (scale 8 - 40)	**20,75**	3,6936	18,50	3,3747
Extraversion (scale 9 - 45)	29,64	6,2813	**31,30**	4,2701
Openness (scale 9 - 40)	**36,60**	6,1680	35,60	6,4498
Agreeableness (scale8 - 40)	**35,45**	4,7825	33,30	3,7727
Conscientiousness (scale 10 - 50)	**33,70**	5,0783	32,90	5,7048

Table 80: Psychological analysis: Means and standard deviations in the Neo PI-R of Dukenet Markstrat and parallel course students

The comparison (table 80) shows that there are slight differences in the mean. The Dukenet Markstrat participants score slightly higher on four dimensions: neuroticism, openness, agreeableness and conscientiousness. According to the answers given on the 44 question scale, the Dukenet Markstrat participants seem to be more curious

(openness), more cooperative (agreeableness) and more self disciplined (conscientiousness) but less emotionally stable (neuroticism) than the sample that opted for a 'conventional' university course. However, these differences are so small, that they seem irrelevant[38].

We can conclude and summarise, the students participating in Dukenet Markstrat do not differ in their personality traits from other economic students. The reasons for not participating in the Dukenet Markstrat course are therefore due to other conditions.

The hypothesis 2.4. 'Dukenet Markstrat participants differ in their psychological traits measured by the Neo PI-R (Openness, extroversion, conscientiousness, agreeableness and emotionally stability)' – is rejected.

6.2.2.7. Summary of the psychological survey

In order to analyse whether Dukenet Markstrat participants differ in their psychological traits from a comparable group of economic students, two instruments were used. First the Brüch's scales (2002) based on the theories of Triandis (1995) and Hofstede (1980) regarding individualism and collectivism on a horizontal and vertical dimension. In addition, motivation for performance orientation was tested based on the work of Modick (1977). The second analysis used the well known NEO PI-R, an inventory of factors based on the Big five approach of Allport (1979).

Both comparisons have shown that the students participating in the Dukenet Markstrat and 'conventional' university course do not differ in their psychological traits.

The next question focuses again on a comparison between the Dukenet Markstrat students and non participants that opted for a 'conventional' university course in regards to the course impact on skill acquisition and interest in international activities.

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[38] See analysis in annexe B1.10.

6.2.1.7.5. Evaluation of international interest and motivation

H2.5. Dukenet Markstrat participants increase their interest in an intentional career and working abroad as a consequence of this experience to a greater degree than students attending a 'conventional' university course.

For this analysis the cross sectional sample (2004/2005 and 2005/2006) was used. Dukenet Markstrat participants and students choosing a 'conventional' course were presented with a questionnaire with identical items asking for their international interest and their orientation.

This permitted an analysis of comparison of changes in their international interest and orientation as a consequence of having attended their respective courses: Dukenet Markstrat or a 'conventional' university course.

International interest were analysed in two steps:

- First the initial interests and attitudes were measured by presenting a questionnaire at the beginning of each Dukenet Markstrat and parallel course
- In a second step the same questionnaire was presented at the end of the courses

There were four questions regarding the preference for courses with international orientation, interest in an international career and the degree to which they would like to work abroad. The following table shows a comparison of mean before the course.

How important are the following factors for you?	Dukenet Markstrat		Parallel course	
(1=I totally agree–5=I totally disagree)	N=142		N=50	
	Mean	**SD**	**Mean**	**SD**
Courses international orientation	**2,59**	2,1435	**2,06**	1,0768
Interest international career	**2,71**	2,1501	**2,20**	1,2454
Imagine working abroad	**2,63**	2,1892	**1,94**	1,1141
Like working abroad	**2,80**	2,1844	**2,24**	1,4079

Table 81: Cross-sectional: Importance of international aspects

It is interesting to note that the Dukenet Markstrat participants are less interested in courses with international orientation or an international career and in the motivation to work abroad compared to the parallel course students (table 81). In addition, the standard deviation is far smaller for the parallel course showing more homogeneity in their response.

The same questions were asked after the course showing interesting results (table 82):

How important are the following factors for you?	Dukenet Markstrat		Parallel course	
(1=I totally agree–5=I totally disagree)	N=142		N=50	
	Mean	SD	Mean	SD
Courses international orientation	**1,76**	0,9043	2,02	1,1156
Interest international career	**2,03**	1,0126	2,42	1,1796
Imagine working abroad	**2,06**	1,0179	2,20	1,2936
Like working abroad	2,26	1,1478	**2,14**	1,2779

Table 82:   Cross-sectional: Importance of international aspects after the course

Whereas at the beginning of the courses the importance of courses with an international orientation and the interest in an international career and imagining and liking working abroad had been lower for the Dukenet Markstrat students as compared to the parallel course students this relationship has now changed after the course[39].

The analysis has shown that Dukenet Markstrat increase their interest for international activities through the experience of the one week Dukenet Markstrat programme. The hypothesis:

> ***The hypothesis 2.5. 'Dukenet Markstrat participants increase their interest in an intentional career and working abroad as a consequence of this experience to a greater degree than students attending a 'conventional' university course' - is confirmed.***

The next group of questions measures the students' impression of the degree of benefit in skill acquisition through course activities.

6.2.1.7.6.   Evaluation: course components as in comparison

As we assume that Markstrat has an important impact on students who participate the following hypothesis was postulated.

> *H2.6.   Dukenet Markstrat participants see greater benefits of the attended course in skill acquisition as compared to students in a 'conventional' university course*

In order to test the hypothesis the follwing procedure was adopted: The parallel group was presented with the same items concerning the evaluation of acquired skills and to which

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[39]   See also analysis in annexe B1.11.

degree these had been improved during the course. The only difference to the Dukenet Markstrat questionnaire was that those three questions related to Dukenet Markstrat (software, repetitive learning situation and risk behaviour) were left out.

The following twelve items were evaluated:

To what degree were the following skills improved through course activities? (variable act) (1='to a very high extent'–5='not at all')
The experience I made in the course, will be useful for my future job
My operational skills intensified
My analytical skills were sharpened
The link between economic theory and practical application became more evident
It improved my ability to co-operate with others
We learned how to make decisions by consensus under time pressure
Our group shared tasks equally
My discussion and communication skills improved
I learned to criticise unemotionally and to accept criticism from our group
My English language improved through the course
I was able to do my share or work completely and on time
The course improved my skills in systematic strategic planning

Table 83:   Cross-sectional: Items assessing skill improvement through course activities

The results show (table 84) that on the average benefits observed by participants score much higher in the Dukenet Markstrat group than in the parallel course.

How important are the following factors for you?	Dukenet Markstrat		Parallel course	
(1=I totally agree–5=I totally disagree)	N=151		N=50	
	Mean	SD	Mean	SD
Ability to co-operate improved	**2,09**	1,0793	2,22	0,9413
Link theory-practice more evident	**2,14**	1,1123	2,62	1,0669
To do share of work on time	2,14	1,0676	**2,08**	**0,9864**
Learned to work under time pressure	**2,16**	1,0803	2,70	0,9949
Improved diskussion-communination skills	**2,16**	1,0491	2,44	1,0134
Analytical skills sharpend	**2,19**	0,9814	2,84	1,1842
Experience useful for job	**2,20**	0,9382	2,52	1,1648
Operational skills improved	**2,24**	1,0229	2,51	0,9381
English language skills improved	**2,26**	1,2368	2,48	1,1110
Learnt to accept criticism	**2,49**	1,1276	2,86	1,1068
Group shared tasks equally	3,13	1,3387	**2,24**	**1,1820**

Table 84:   Cross-sectional: Importance of factors learned in the course rated by Dukenet Markstrat and parallel group participants

As the table 84 shows, the Dukenet Markstrat course participants in all items except one ('the group shared tasks equally') assign a higher value to the course than the parallel

group[40]. This means that the degree to which students evaluate their own learning benefits is higher in the Dukenet Markstrat group. The largest difference is in the item 'learning to work under time pressure' and 'my analytical skills sharpened'. Comparing the arithmetic average over all items shows again that the Dukenet Markstrat group has a more positive learning effect with 2,31 vs. 2,50 of the comparative group. Specific strategies of Dukenet Markstrat groups might explain the one less positive result (groups in Dukenet Markstrat can also follow the strategy of not sharing tasks equally but directly assigning responsibilities and tasks to specific members).

The analysis has shown that Dukenet Markstrat participants see greater benefits through the course activities of the Dukenet Markstrat programme than in comparison non participants in a conventional course. The hypothesis:

The hypothesis 2.6. 'Dukenet Markstrat participants see greater benefits of the attended course in skill acquisition as compared to students in a 'conventional' university course' – is confirmed.

The last group of questions analyses the difference in study focus and the practical application of theoretical knowledge.

6.2.1.7.7. Future study interests and attitude

H2.7. Dukenet Markstrat participants differ in their study focus and motivation to study

The questionnaire contained four questions regarding study attitude and behaviour and the link between theory and practice. The questions were asked in the pre and post questionnaire. The following table 85 shows the mean before the course.

How important are the following factors for you?	Dukenet Markstrat		Parallel course	
(1=I totally agree–5=I totally disagree)	N=142		N=50	
	Mean	SD	Mean	SD
Clear study focus	**2,44**	2,1572	**1,76**	0,8044
Motivated to study towards a degree	**2,85**	2,1038	**2,10**	0,9530
See a relationship between study and job	**2,65**	2,1282	**2,06**	1,0687
See a close link between theory (uni) and practice (job)	**2,86**	2,0515	**2,60**	1,1780

Table 85:   Cross-sectional: Study orientation of Dukenet Markstrat and parallel course students at the course beginning

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[40] See also analysis in annexe B1.12.

When comparing the arithmetic means at the course beginning, it is quite interesting to note that the parallel course students on average have a clearer study focus, are more motivated to study, see a closer relationship between the theory learned at university and benefits for the practical/professional future. Additionally the standard deviation of the parallel course is smaller i.e., they are more homogeneous in their ratings[41].

The evaluation of the same items after the course shows interesting changes (table 86).

How important are the following factors for you?	Dukenet Markstrat		Parallel course	
(1=I totally agree–5=I totally disagree)	N=152		N=50	
	Mean	SD	Mean	SD
Clearer study focus	2,63	1,3182	**2,51**	1,2268
More motivated to study towards a degree	**2,52**	1,0292	2,74	1,3372
See a relationship between study and job	**2,24**	1,1736	2,53	1,1920
See a closer link between theory (uni) and practice (job)	**2,28**	1,1872	2,72	1,2623

Table 86:   Cross-sectional: Study orientation of Dukenet Markstrat and parallel course students at the course end

Apart from 'clearer study focus' Dukenet Markstrat participants now are more motivated to study towards a degree, see a relationship between study and a future job and a closer link between theory and practice than the parallel group[42].

The observed changes, comparing study orientation before and after the courses are summarised up in the following table 87[43].

Differences before and after	Dukenet Markstrat N=142	Parallel course N=50
More motivated to study towards a degree	-	-
Clearer study focus	+	-
See a closer relationship between study and job	+	-
See a closer link between theory and practice	+	-

Table 87:   Cross sectional: Changes in mean study orientation before and after the course for Dukenet Markstrat and parallel course students

Positive changes in a clearer study focus, the relationship between studies and a future job as well as a closer link between theory and practice can be observed for Dukenet Markstrat students. In the parallel group however the mean self evaluation as concerns

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[41] See also analysis in annexe B1.13.
[42] See also analysis in annexe B1.14.
[43] + = positive development, -= negative development

these dimensions decrease when comparing the average ratings before the beginning and after the end of the course[44].

To summarise, the parallel course students are more motivated before their course in contrast to the Dukenet Markstrat students. Their attitude and impression change significantly over the course period. The parallel course students decrease their results and disagree more with the statements to which degree the course has a positive impact on their study attitude. The Dukenet Markstrat participants in contrast rated their study attitude lower before the course and have a positive change after the course, especially in the items which referred to the relevance of their studies to a future job and the link of theory to practice. Since Makstrat is a business game and demands practical application and at the same time clarifies the link between theories and practical application, these results are understandable. However it must be underlined that for both course types the rating of the students are in the high range varying between 1='I totally agree' to 2='I agree'.

Nevertheless the advantage of the Dukenet Markstrat course, as concerns study focus, should be noted as this simulation in an international context seems particularly positive for experiencing a link between theory and practice in comparison to more 'conventional' university courses.

The hypothesis 2.7. 'Dukenet Markstrat has a positive impact on students' study attitude' – is confirmed.

6.2.2.8. Summary of the parallel group survey

The participants of the parallel course were described with their socio-demographic background, international experience and language proficiency and compared with the Dukenet Markstrat participants. Altogether, the data shows that the parallel group is comparable to the Dukenet Markstrat data from their socio-demographic background, the conditions under which they study and their personal behaviour and attitudes. The courses chosen are of comparative nature due to the context, content and circumstances under which they are available.

Additionally, the motivation for participation in the comparative course was analysed followed by the barriers for not participating in the Dukenet Markstrat course. The

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[44] See also analysis in annexe B1.15.

dominant reason for their participation is the 'English as language of communication' for both groups in comparison. The most significant barrier to participating in the Dukenet Markstrat IP is the 'cost of the seminar' (own financial contribution) followed by the lack of information ('never heard about the course') and the unsuitable time frame. It clearly shows that the conditions of choice hinder the students to participate but not a lack of interest in the course.

The core part of this chapter analysed the attitude of the students of the 'conventional' course in comparison to the Dukenet Markstrat participants (only German participants for comparative sample sizes), in regarding the international orientation, horizontal/vertical individualism/collectivism, personality traits according to the NEO PI-R factors and study attitude and motivation. Finally, the impact of the Dukenet Markstrat programme is measured in terms of skill acquisition, increase of international interest and study attitude. Most interesting is the fact that the parallel group is more motivated, more international oriented when questioned before the course. However, when evaluating the course afterwards the Dukenet Markstrat participants have a significantly higher learning effect and seem to gain a larger amount of experiences which have a direct influence on their acquired skills. Since the methods and settings of the courses differ in their practical application, it seems that simulations lead to a learning experience that impacts more directly on the individual.

A final element of this chapter was the evaluation of the course components and the degree of acquired skills. Here, the Dukenet Markstrat participants in their own judgement experience a higher learning effect through the course components.

The overall hypothesis 'Dukenet Markstrat participants differ from non participants in their attitude and behaviour' was tested with seven sub-hypotheses (six with this survey and one with the sample of the year 2007). The table 88 shows a summary of the sub-hypotheses and their results.

Hypothesis		Confirmed/discarded
H2.1.	Dukenet Markstrat participants differ in their interest and motivation to participate in courses with an international orientation.	Confirmed
H2.2.	Dukenet Markstrat participants are more internationally interested and can better imagine to work abroad.	Rejected
H2.3.	Dukenet Markstrat participants are more group (horizontal collectivism) and competition (vertical individualism) oriented.	Rejected
H2.4.	Dukenet Markstrat participants differ in their psychological traits according to the Neo PI-R (Openness, extroversion, conscientiousness, agreeableness and emotionally stability).	Rejected
H2.5.	Dukenet Markstrat participants increase their interest in an intentional career and working abroad as a consequence of this experience to a greater degree than students attending a 'conventional' university course.	Confirmed
H2.6.	Dukenet Markstrat participants see greater benefits of the attended course in skill acquisition as compared to students in a 'conventional' university course.	Confirmed
H.2.7.	Dukenet Markstrat has a positive impact on students' study attitude.	Confirmed

Table 88:   Summary of hypotheses H2.1.-H2.7.

To summarise, Dukenet Markstrat students do not differ in their psychological traits from non participants. Nevertheless, they have different interests and motivations to participate in courses with international orientation. Regarding the factors in which they vary from other students, these can be summed up as differing options (time frame, opportunity for international contacts and course content). These three factors, which influence the observed differences, actually have nothing to do with the motivational aspects of students. Since the course content as well as the time frame are given and non flexible factors, they do not reflect on the internal motivation of students. Additionally, students can count on meeting more international students abroad in a programme with seven participating countries than at the home university.

The Dukenet Markstrat programme has a positive effect on the international orientation, due to the fact that students participate in mixed groups and experience intercultural encounters themselves. Once the experience has been positive (due as well to the overall concept of the Dukenet Markstrat IP of having enough time for social interactions), participants become more internationally interested. As regards skill acquisition, the learning environment is different from 'conventional' university courses and due to the 'serious game' nature of simulations, learning is more easily perceived as a competition game and not as pure learning and university study.

It seems as Dukenet Markstrat fulfils the promise to enable learning by doing and learning with enjoyment, which clearly has a larger and more positive educational effect.

6.2.3. Summary of hypothesis II: Dukenet Markstrat participants differ from students who decide not to participate in the course

After the first overall hypothesis that the 'Dukenet Markstrat course enables students to acquire key qualifications' the second overall hypothesis 'Dukenet Markstrat participants differ from non participants in their personality traits' was tested in this section. The sub hypotheses were tested with the parallel course survey (2005 and 2006) and, in addition, with a parallel survey (2007).

The hypotheses tested show that:

- The Dukenet Markstrat participants do differ in their motivation to participate in international courses, but rather due to external fixed conditions (time frame, financial support) and
- They differ in their motivation for an international orientation, but
- They do not differ in their psychological traits, nor
- Are they more group or competition oriented

This basically means that most economic students – as they do not differ markedly from the present Dukenet Markstrat students could - if more positive conditions were given - profit from the following benefits of this course.

Compared to 'conventional' university courses. Dukenet Markstrat participants:

- See a larger benefit in skill acquisition in the Dukenet Markstrat programme
- Increase their international interest and motivation
- In addition the specific educational setting offered by Dukenet Markstrat leads to a more realistic self evaluation of students
- It should also be underlined that Dukenet Markstrat succeeds in accommodating students with different levels of competence so that they all acquire the skills that are fostered by the programme
- In sum this brief one week experience is a first step in organised intercultural learning by linking practical application of marketing skills in a computer based simulation game to a common highly enjoyable international encounter of students and lecturers in economics from different European nations

In a final analysis we will now look at the long term effects of Dukenet Markstrat in the following subchapter.

6.3. Hypothesis III: Dukenet Markstrat participants are more internationally oriented

HIII: **'The Dukenet Markstrat programme increases the motivation for an international orientation and therefore has an influence on the labour mobility' - and later employment choices/careers'**

With increasing intercultural contact, the quality and learning of intercultural competence increases. The positive experiences made increase the motivation for further international activities. This influences the choice of jobs, the degree of international activity in seeking employment and fosters the necessary elements of an international job position by reducing language problems, reducing mobility barriers by increased knowledge about other cultures and, in general, enhancing experiences which lead to more openness for international options.

6.3.1. Survey of comparison: Longitudinal analysis

H3.0: **Former Dukenet Markstrat participants are more motivated and interested in an international career/orientation**
> *H3.1.* *Dukenet Markstrat participants rather seek an employment with international activity/character*
>
> *H3.2.* *Dukenet Markstrat participant have more international context/content in their job*
>
> *H3.3.* *Dukenet Markstrat participants have a higher degree of international activity in their current employment*

As final survey a longitudinal analysis was made. The approach was to show the general career path of graduates and former participants of the Dukenet Markstrat course. This means that the target group of this survey were students and graduates since the first year of Dukenet Markstrat, dating back to the year 1999. The following institutions were asked to participate (University of Kassel, Avans Hogeschool, University of Applied Sciences - Seinajöki, Université de Savoie, University of Southern Denmark, Université Occidental de Bretagne, Università degli Studi di Trento).

Since the author's home institution is the University of Kassel, the data protection officer of the university was asked to examine and confirm the procedure for contacting former

participants as well as a comparison sample. All representatives of the institutions participating in Dukenet Markstrat were asked to forward the author's request letter for participation in the study including the authorised letter of the data protection officer and to add a personal covering letter as well. Each representative sent a feedback on the number of recipients addressed and letters returned. At the University of Kassel and the University of Savoie all recipients were addressed by email whereas in other locations the postal services were used for reaching out to former Dukenet Markstrat participants and the comparison sample.

In contrast, the majority of Dukenet Markstrat participants were addressed directly by email having given permission to publish their email address in the Dukenet Markstrat yearbook. Due to the different size of the classes and departments from the different universities, the number of recipients as well as the rate of respondents was quite different. The survey was conducted between November 2006 and January 2007.

All together, 6 567 students and graduates were addressed. From a total of 553 former Dukenet Markstrat participants 421 were reached (due to a correct email address). Altogether 140 Dukenet Markstrat participants filled out the questionnaire which gives a response quote of 33,25%. In contrast, 5 406 non participants for a comparative sample were addressed thus probably reaching 4 798 (the remaining 608 could not be reached due to obsolete addresses, changed names through marriage or other reasons). Only 447 non Dukenet Markstrat respondents filled out a questionnaire leading to a response quota of 9,37% which is low but quite common and representative for written surveys (around 10% to 20% response rate).

6.3.1.1. Socio-demographic background

The socio-demographic background of the participants of the survey will be compared between Dukenet Markstrat participants and non participants as well as, at some points, between students and graduates.

From a sample of 587 respondents, 140 are former Dukenet Markstrat participants. Half of them (50%) are still studying whereas only 33,3% of the non participants are still students. Both groups have a higher percentage of females (56,5% of the Dukenet Markstrat participants and 61,3% of the non participants that form the comparison group) than males.

The following table 89 will describe the background of the respondents, while distinguishing between Dukenet Markstrat participants and non participants.

Criteria		Dukenet Markstrat participant	Comparison group
Total number		140	447
Student		50%	33,3%
Graduate		50%	66,7%
Gender	Female	56,5%	61,3%
	Male	43,5%	38,7%
Average age		27,75 years	28,86 years
Status	Single	69,3%	54%
	Engaged	25,5%	30%
	Married	5,1%	14,1%
	Divorced	0	1,6%
	Widow	0	0,2%
Amount of children	None	96,6%	88,9%
	1	1,7%	6,7%
	Two	1,7%	2,8%
	More than 2	0	1,6%

Table 89:   Longitudinal analysis: Background of former Dukenet Markstrat participants and a comparison sample from the same economics department

As expected, the Dukenet Markstrat participants are, on the average, younger (27,8 years old), rarely married (5,1% in contrast to 14,1% of the non participants) and, in their majority have no children (96,6% have none) as table 89 shows. When the socio-demographic background is compared with the data of the representative graduate survey[45] by Teichler and Schomburg from the year 2006, there are no significant differences between the group of respondents in this study and an international graduate sample (table 90).

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[45] Higher education and graduate employment in Europe, 2006. The graduate survey has only collected some socio demographic data which is comparable.

		Graduates		
		Graduate Survey (Teichler & Schomburg 2006)	Dukenet Markstrat group	Comparison group
Total number		36 694	70	298
Gender	Female	32-59%	52,2%	60,1%
Father highest level of education	Compulsory education or less	45%	34,3%	33,4%
	Completed (upper) secondary education	24%	28,4%	37,9%
	Higher education diploma/degree	32%	37,3%	28,6%
Mother highest level of education	Compulsory education or less	53%	27,9%	34,9%
	Completed (upper) secondary education	29%	47,1%	43,2%
	Higher education diploma/degree	19%	25%	21,9%

Table 90: **Longitudinal analysis: Socio-economic background of former Dukenet Markstrat participants and a comparison sample from the same economics departments as well as of the European CHEERS survey**

The socio demographic analysis shows that the sample is quite comparable and representative in comparison to the international graduate survey by Teichler and Schomburg (2006).

Even though we have not succeeded in reaching all former Dukenet Markstrat participants as well as comparison sample of students or graduates from the same universities, we can assume that our sample is quite comparable in their background to other graduates having studied in an European context.

The next subsection will focus on the international experience, the English language proficiency and the multicultural background of our research samples.

6.3.1.2. International experience

In response to the question whether the respondents have been abroad during the studies, the table 91 shows that more than the half of them has been abroad during their study time (57,4%).

For a clearer picture a comparison will be made between only the graduates of the sample and the international graduate survey by Teichler and Schomburg (2006).

	Graduate			
	All	**Dukenet Markstrat**	**Non participants**	**CHEERS survey**
Spent time abroad during the studies	58,4%	70%	55,7%	22%

Table 91: Longitudinal analysis: Comparison of Dukenet Markstrat, non participants and CHEERS graduates who had been abroad during their studies

The rate of sojourns abroad is clearly higher for the economic majors in our sample than for the graduates in the CHEERS survey. In comparing only the graduates, it is evident that the percentage of Dukenet Markstrat participants having spent time abroad during their studies is much higher than in the other groups. Especially in direct comparison to the international graduate survey, three times the percentage of Dukenet Markstrat participants has spent time abroad. Compared to those graduates from the same economic departments, around 14 % more former Dukenet Markstrat students have spent time abroad during their studies.

6.3.1.3. Language proficiency

The following table 92 analyses the language proficiency in English, comparing the results of Dukenet Markstrat and non Dukenet Markstrat participants coming from the same universities.

English proficiency	**All**	**Dukenet Markstrat participant**	**Non Participant**
Native speaker	2,0%	3,6%	1,6%
Excellent	50,1%	61,4%	46,5%
Intermediate	45,5%	35%	48,8%
Beginner	2,4%	0	3,1%

Table 92: Longitudinal analysis: English language proficiency in comparison

The table 92 shows that half of the sample rates their English language level as 'excellent' or as 'intermediate'. Only a minority is native speaker or a beginner (2,4%). When comparing Dukenet Markstrat participants vs. non participants it shows clearly that the repartition for the non participants is similar with the whole sample, but that the Dukenet Markstrat participants rate themselves primarily as 'excellent' with (61,4%) a lower rate of 'intermediate' (around one third) and no beginners.

This could be due to the fact that Dukenet Markstrat participants have spent, as been demonstrated, more time abroad.

Comparing only the graduates of our sample with the graduate survey, the following table 93 shows:

		Graduate			
		All	**Dukenet Markstrat**	**Non participants**	**Survey**
English proficiency	Excellent	53,5%	65,7%	50,7%	60%

Table 93: **Longitudinal analysis: English language proficiency of graduates in comparison**

The percentage of excellent English speakers is much higher for the Dukenet Markstrat participants in comparison to the non participants with a degree in economics from our sample as well as to the general graduate survey by Teichler and Schomburg (2006) and all the economic graduates of our combined sample. This is probably due to the fact that Dukenet Markstrat participants have spent more time abroad during their studies or in their job and, therefore,have profited from a higher frequency of language application and experience.

6.3.1.4. Multicultural background

The table shows that the majority of our sample has multicultural friends (78,1%) and nearly half of them live in a multicultural community. The percentage of multicultural friends is a bit higher for Dukenet Markstrat participants (table 94).

Have mixed cultural	All	Dukenet Markstrat participant	Non Participant
Family	25,5%	21,9%	26,7%
Friends	78,1%	82,%	76,9%
Community	49,1%	55,1%	47,3%

Table 94: **Longitudinal analysis: Multicultural background of Dukenet Markstrat and non participants in comparison**

As already stated in section 1.1.3., data from Germany shows an increasing rate of foreigners within the total amount of households. This is similar to tendencies in other European nations and would explain the high rate of multicultural contacts among respondents in our sample.

Since the majority has spent time abroad it is now interesting to see which reasons motivated them to go abroad or in contrast hindered them to do so.

6.3.1.5. Motivation: Reasons to go abroad

All respondents having been abroad were asked for the reasons for a stay abroad. Only the answers marked 'very important' and 'important' are displayed in the table 95.

Reasons for a stay abroad	Dukenet Markstrat participants N=94			Non Participants N=243		
(scale: 1=very important to 5=not at all important)	Very important and important	Mean	SD	Very important and important	Mean	SD
Career purposes	87,2%	1,72	0,921	82,3%	1,97	1,008
Study purposes	75,5%	2,03	0,967	72%	2,19	1,059
Personal relationships that motivated to go abroad	63,8%	2,52	1,389	51%	2,78	1,435
Not happy in the home country	22,3%	3,68	1,370	16%	3,84	1,208
Language improvement	89,4%	1,61	0,895	**90,9%**	**1,58**	**0,856**
Interest in other culture	**93,6%**	**1,55**	**0,798**	86,4%	1,78	0,886
General interest to go abroad	85,1%	1,68	0,751	72,4%	2,05	1,045
Development of personality	89,4%	1,63	0,733	82,7%	1,84	1,004
Positive experience made earlier	69,1%	2,11	1,196	58%	2,58	1,479
Country of interest	56,4%	2,55	1,232	48,1%	2,73	1,275
Other reasons	13,8%	3,8	1,241	10,7	4,14	1,227

Table 95:   Longitudinal analysis: Reasons to go abroad in comparison between Dukenet Markstrat and non participants

Apart from language improvement, the average mean of reasons stated as being 'very important' for a stay abroad, the Dukenet Markstrat participants score consistently higher in all reasons. Their primary reason for a stay abroad is the 'interest in other culture', in contrast, the non participants primarily went abroad for their language improvement, followed by the interest in other cultures and people and the development of personality.

The Dukenet Markstrat participants have the same reasons but in a different order with the 'interest in other cultures' dominating as first priority and then followed by the 'development of personality' and the 'language improvement' equally.

All respondents who had not been abroad were asked for their reasons not to go abroad. Since the all Dukenet Markstrat participants had spent time (although rather short) abroad during the Dukenet Markstrat programme they were excluded from the question.

Degree of reasons which influenced respondents not to go abroad (1=to a very high extent- 5=not at all) (N=204)	Non Participants		
	To a very high extent and high extent	mean	SD
No suitable time to go	50%	2,79	1,392
Insufficient financial means	46,6%	2,99	1,547
Personal relationships that hindered	43,1%	3,05	1,551
Part time job which didn't allow to go	32,8%	3,49	1,587
Insufficient language competence	17,6%	3,76	1,210
Other reasons	23,5%	3,77	1,434
Afraid to go into unknown situations	20,1%	3,88	1,330
General disinterest in activities abroad	7,4%	4,36	0,980
No country of interest available	4,9%	4,52	0,949
earlier experience was not positive	4,4%	4,57	0,893
Limited interest in new cultures	3,4%	4,57	0,865

Table 96: **Longitudinal analysis: Reasons for respondents not to go abroad during their studies**

The table 96 shows clearly that the most influential factor not to go abroad is the time frame 'no suitable time to go'. The second most important factor is 'insufficient financial means' which hinder a stay abroad. Least important is 'limited interest for other cultures' or the fact that 'earlier experience was not positive'. Under the category 'other reasons' a number of conditions are stated why the respondents would or could not leave. This is either due to a family/partner, own personal reasons or questions of health or the intention to still go abroad but presently not far enough in their studies.

6.3.1.6. Dukenet Markstrat participation and evaluation

The next group of questions analysed Dukenet Markstrat participation and evaluation. The students having participated in Dukenet Markstrat over the 10 past years, took part in the following years.

Year and institution of participation	Number of students	Percent
1997, Annecy (France)	5	3,6%
1999, Leon (Spain)	4	2,9%
2000, Quimper (France)	11	7,9%
2001, 's-Hertogenbosch (Netherlands)	8	5,7%
2002, Nykobing Falster (Denmark)	7	5,0%
2003, Kassel (Germany)	18	12,9%
2004, 's-Hertogenbosch (Netherlands)	16	11,4%
2005, Seinäjoki (Finland)	24	17,1%
2006, Annecy (France)	32	22,9%
2007, Slagelse	15	10,7%
Total	140	100,0%

Table 97: **Longitudinal analysis: Number of Dukenet Markstrat participants in the long term survey**

6.3.1.6.1. Evaluation: Dukenet Markstrat course

The participants were asked to indicate the degree of learning effect of the Dukenet Markstrat course.

Skills improved (1='to a very high extent, 5='not at all') (N=140)	Mean	SD
I benefited from the intercultural exchange and way of learning	**1,86**	**0,824**
The link between theory and practical application became more evident	**1,96**	**0,812**
I was encouraged to again choose a course with international orientation	2,05	1,055
The intercultural encounter had a positive impact on my personality (way of seeing things)	2,06	0,969
My interest for an international career/orientation increased	2,22	1,004
My English language skills improved through the course	2,34	0,965
I could then imagine working abroad	2,46	1,075
The course content had a learning effect on my skills in computing, holding presentations, writing reports	2,64	1,080
I still have contacts to participants	**3,28**	**1,399**

Table 98: Longitudinal analysis: Skill improvement in the view of former Dukenet Markstrat participants

The table 98 shows, very positive average over all learning effects (1,86 - 2,64) a part from the fact whether they still have contacts to other participants. Again, the intercultural aspect 'I benefited from the intercultural exchange and way of learning' is clearly the skill, which is most positive evaluated, followed by a clarification of the relationship between theory and practice.

6.3.1.6.2. Most positive experience

When asking them which were the most positive experiences that they made during the course and what was the largest learning effect, as open questions, the answers show clearly:

The **most positive experiences** made are seen in international/intercultural encounter/exchange/interaction with a percentage of 33,6% mentions (table 99).

'The most positive experience was discovering other cultures I wouldn't have known otherwise'.

(French participant, 2007 in Slagelse)

Working in a multicultural/international team is the second most positive experience with 17,3% of responses, followed closely by making new friends (16,4%). The repartition of answers over the year of participation did not show any significant changes in distribution.

'Developing and/or enlarge abilities being group leader of an international group, working efficiently under time pressure and cooperate with 'foreign' people, meeting nice people to spend time with'.

(German participant, 2005 in Seinajöki)

Most positive experiences made (N=110)	Percentage
International/cultural exchange/encounter/interaction	**33,6%**
Multicultural/national team work	**17,3%**
Making friends	**16,4%**
Communication with other students	8,2%
Other	7,3%
Improvement of the English language	6,4%
Parties, fun and social events	6,4%
I don't remember	2,7%
Learning about culture and cultural differences	1,8%
Total	100,0%

Table 99:   Longitudinal analysis: Most positive experience of former Dukenet Markstrat participants

Regarding the **largest learning effect** (table 100), one quarter of the respondents state the fact 'to work in a multicultural team' (25,7%). As shown in the previous subsubsections, the participants face problems in a group with assigned members. It is difficult to work with people from different countries and cultures, who have different working styles, views and way of communication. According to one respondent, the mixed groups force to learn to work in a team work over the whole week (from storming to norming) with the common objective of becoming market leader. After the week, most of the groups have managed to get along with their team and this result is a very personal strongly felt experience which expresses itself in the ratings of former participants.

'The possibility to challenge in a very multicultural environment; to learn how to get on well with my team while there is a lot to do in a little time...'.

(Italian participant, 2005 in Seinajöki)

Another large learning effect is the 'improvement of the English language' (17,1%). Since the course is taught in English and only few participants have English as their native language, it is a barrier to communicate in a foreign language. On the other hand, the participants have no alternative than speaking English which will naturally improve their competence over the period of one week's use. Therefore, the learning effect is again considered quite large.

'Being in a team with foreign people and having to speak English to understand and to be understood…'

(Italian participant, 2003 in Kassel)

Third major learning effect is the 'cultural aspect' (14,3%) with the confrontation of differences in personality, behaviour, attitudes, work style, point of view and values. Once having been open to other cultures and people, a general understanding and appeal to one's self tolerance for differences will help to follow the work objective and decrease problems of interaction. This learning process is given in the context of the course structure.

Largest learning effect (N=105)	Percent
Working in a multicultural team	**25,7%**
Improvement of the English language	**17,1%**
Culture; cultural differences and views	**14,3%**
Other	13,3%
Use and improvement of marketing skills	10,5%
Application of theory and practice	9,5%
Decision making skills	5,7%
Communication and presentation skills	3,8%
Total	100,0

Table 100: Longitudinal analysis: Largest learning effect of former Dukenet Markstrat participants

The largest effect is here as well 'working in a multicultural team' with 25,7%., followed by 'improvement of the English language' (17,1%) and 'cultural differences and views' (14,3%).

The following citations will emphasise the personal learning effects the participants had:

'…developing tolerance for different ways of thinking'.

(German participant, 2003 in Kassel)

'…it greatly contributed to broaden my enthusiasm in developing an international career'.

(Italian participant, 2003 in Kassel)

'I learned more in this week than I could imagine to learn in a whole semester at the university, personal aspects, I became more self confident…I learned not to take everything as serious as before'.

(German participant, 2006 in Slagelse)

'Team leading. That really influenced me a lot. Now I am leading a project in AIESIC Latvia and it is mainly because of my experience during the Markstrat program'.

(Latvian participant, 2005 in Annecy)

All in all, we can conclude that the learning effects of graduates and former Dukenet Markstrat participants confirm the evaluation of students already outlined in detail in subchapter 6.2. The next subsubsections (6.3.1.7.1.-6.3.1.7.3.) focus on career aspects such as employment factors, specifically, which factors are seen as important for future jobs, how important the opportunity to work abroad is considered, the current employment status of the respondents etc., in order to find out whether these preferences differ between Dukenet Markstrat participants and non participants.

6.3.1.7. Hypothesis testing: Dukenet Markstrat participants are more motivated and interested in an international career
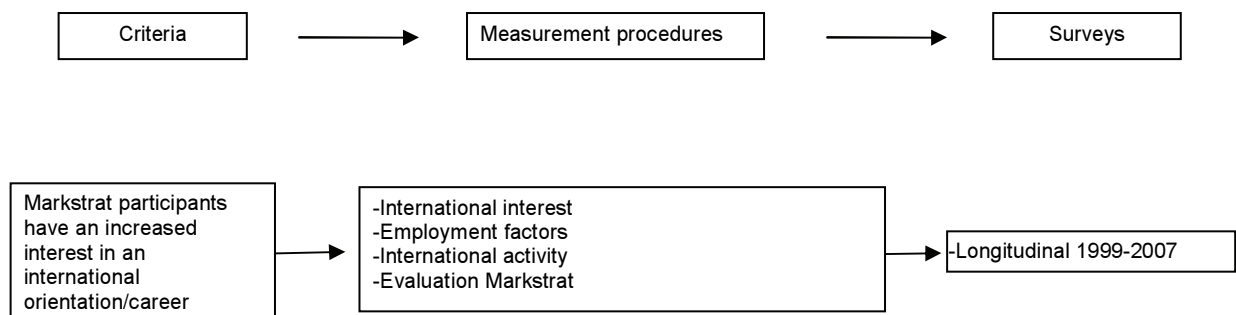

Fig. 25: Measurement procedures for hypothesis III

HIII: 'The Dukenet Markstrat programme increases the motivation for an international orientation and therefore has an influence on the labour mobility' - and later employment choices/careers'

With increasing intercultural contact, the quality and learning of intercultural competence increases. Positive experiences made increase motivation for further international activities. This influences the choice of jobs, degrees of international activity in employment and fosters the positive sides of an international job by reducing language problems, mobility barriers and leads to increased knowledge about other cultures as well as other positive benefits of international experiences.

H3.0: **Former Dukenet Markstrat participants are more interested in and pursue an international career more actively**

> *H3.1. Dukenet Markstrat participants have different priorities in their career aspirations and desired job factors*
>
> *H3.2. Dukenet Markstrat participants with higher preference seek an employment with international activity/character*
>
> *H3.3. Dukenet Markstrat participants have a higher degree of international activity in their current employment*

For the analysis of these three hypotheses, the sample of 587 respondents was generally divided between Dukenet Markstrat and control group and often with a differentiation between students and graduates. The third hypothesis 'Dukenet Markstrat participants have a higher degree of international activity in their current employment' is the only one which considered only graduates since the intention was to verify the current employment situation of graduates. Due to the fact that these questions referred to the current employment status, area and degree of international activity no students could serve as respondents. The number of graduates which were studying (again) was minimal (less than 2%) and was also not included in the sample.

For reason of comparison, the sample was compared with the results of the CHEERS survey, conducted by Teichler and Schomburg (2006), on higher education and graduate employment in Europe. Since the CHEERS questionnaire only analysed the responses of graduates, and a number of questions were used also for comparison purposes in our longitudinal survey, the analysis can only be limited to graduates of the participating European economics departments in Dukenet.

The background of our sample of former economic students has already been analysed in 6.3.1.1. and does not differ from the CHEERS sample. The CHEERS sample comprised 24 186 respondents in total, in contrast to our longitudinal survey with 368 persons who participated in an online survey. For some questions only the sample of graduates with a similar study focus (business, management and economics) was taken, reducing it to a total of 215 respondents[46].

The following introductory analysis tests whether the sample is comparable and representative with existing longitudinal graduate surveys.

---

[46] If the data was accessable. For some questions only the total sample was given in the Cheers survey without a differentiation between the study focus of the respondents.

CHEERS comparison of graduate sample

The importance of choice factors for a first job can only be compared between the graduates of our sample (364 respondents) and the results of the CHEERS survey which assessed the responses of graduates. Since not all questions of this survey were included in our questionnaire only seven can be compared. The following table 101 shows the percentage of graduates rating as 'very important' and 'important' these aspects of their first job.

How important are the following factors for your first job?	Graduates		CHEERS survey	
'very important' and 'important'	%	Ranking	%	Ranking
Good social climate	**89,8%**	**1**	**91%**	**1**
Good career prospects	84,9%	2	67%	5
Opportunity to pursue continuous learning	83,5%	3	81%	2
Job security	68,1%	4	75%	3
Enough time for leisure activities/good work life balance	63,2%	5	74%	4
High income	**61,3%**	**6**	**61%**	**6**
N	**364**		**21486**	

Table 101: Longitudinal analysis: Comparison of factors rated important for the first job in the CHEERS and present survey

As the table 101 shows, the responses of the economics graduates in our longitudinal survey are comparable to the CHEERS survey. Both groups or all graduates agree on 'good social climate' as the most important factor and 'high income' as the least important one. As already stated, the samples are comparable; nevertheless, we need to mention that the CHEERS sample comprises graduates from different fields of study, in contrast to our longitudinal survey, which focused on business and economics graduates from those universities which participated in Dukenet Markstrat.

Another interesting factor is now to see what they estimate to be important factors for an employer from recruiting aspects. The following comparison is again based on the CHEERS survey but focusing only on respondents of respective study majors.

How important do you rate the following factors for an employer?	Graduates		CHEERS survey	
'very important' and 'important'	%	Ranking	%	Ranking
Personality	**93,6%**	**1**	**93,8%**	**1**
Computer skills	83,7%	2	82,5%	2
Field of study (business, economics, engineering...)	81,4%	3	81,2%	3
Practical/work experience acquired during course of study?	76,0%	4	74,3%	4
Foreign language proficiency	71,5%	5	68,2%	5
Main subject/specialisation (marketing, finance...)	66,8%	6	65,3%	6
Experience abroad	56,5%	7	53,8%	7
Recommendations/references from third persons	40,3%	8	41,4%	8
Reputation of the institution of higher education	35,5%	9	34,2%	9
Final exam results	**28,8%**	**10**	**27,4%**	**10**
N	361		215	

Table 102: Longitudinal analysis: Comparison of factors considered important for the employer in the CHEERS and present survey

As the table 102 shows, the graduates' longitudinal survey is comparable to the CHEERS survey. By comparing respondents from our sample and the CHEERS survey, we have attempted to check if their backgrounds, expectations and judgements on employment differ. Even though the return rate – as in most studies of this kind - was not high, we are justified, in view of these comparisons in characterising our sample as representative.

Introductory analysis of expectations on type of employment

The following introductory question will demonstrate that there are no or only marginal differences between the status of being student or graduate, Dukenet Markstrat participant or not, as concerns expectations and current employment.

The question concerned the current employment situation asking for which type of employment they were or are seeking for after their graduation (table 103).

Students	Dukenet Markstrat participants	Non participants
After graduation, what type of employment were you looking for?	Percentage	Percentage
Full time employment	**66,7%**	**71,1%**
To be self employed	20,3%	22,1%
Part time employment	4,3%	3,4%
None of the above	4,3%	2,7%
To be self employed in the region of my partner/spouse/parents	4,3%	,7%
N	79	149

Table 103: Longitudinal analysis: Type of employment sought after graduation: student sample

Comparing the employment priorities of students (table 103), there are hardly any differences between the Dukenet Markstrat and the non participants in the comparison group. The majority of both groups seek a full time employment (71,1% and 66,7%), followed by one fifth with the intention to be self employed.

The same question was analysed with the graduates from both groups.

Graduates	Dukenet Markstrat participants	Non participants
After graduation, what type of employment were you looking for?	Percentage	Percentage
Full time employment	**83,6%**	**79,1%**
To be self employed	11,9%	11,0%
Part time employment	3,0%	4,8%
None of the above	0	3,8%
To be self employed in the region of my partner/spouse/parents	1,5%	1,4%
N	**67**	**292**

Table 104: Longitudinal analysis: Type of employment sought after graduation: graduate sample

Here again (table 104) even more clearly, both groups seek a full time employment (79,1% and 83,6%), again followed by the intention to be self employed, hereby accounting for little more than 10% of all respondents.

When asking the respondents for their current employment status, responses show that among students there is a proportion of about 10% employees:

Students	Dukenet Markstrat participants	Non participants
What is your current status?	Percentage	Percentage
Self employed	2,9%	6,7%
Employed full time	4,3%	4,7%
Employed part time	1,4%	0,7%
Student	**91,4%**	**87,9%**
N	**70**	**150**

Table 105: Longitudinal analysis: Current employment status of students

For the graduates, in both groups the majority has succeeded in getting full time employment (73,8% and 67,1%) as table 105 shows. In contrast to the questions what they are seeking for, the rate of self employment of the former Dukenet Markstrat participants is by 2% proportionally less than a). desired in table 104 and b). about 2% more than in comparison with the non participants. In addition more former Dukenet Markstrat participants, as compared to non participating graduates, are continuing their

studies whereas a similar low percentage (about 6%) are unemployed or employed part time (about 4%).

Graduates	Dukenet Markstrat participants	Non participants
What is your current status?	Percentage	Percentage
Employed full time	**67,1%**	**73,8%**
Student	12,9%	8,1%
Self employed	10,0%	8,1%
Unemployed	5,7%	6,0%
Employed part time	4,3%	4,0%
N	70	298

Table 106: Longitudinal analysis: Current employment status of graduates

The next subsubsection analyses the first hypothesis on the basis of the whole sample comprising students and graduates, since the question was considered important for both groups.

6.3.1.7.1. Employment factors

> *H3.1. Dukenet Markstrat participants have different priorities in their career aspirations and desired job factors*

In order to test the hypothesis whether Dukenet Markstrat participants have different career priorities, the whole sample composed of students and graduates was taken (N=587). The first step was to analyse the longitudinal survey with a differentiation between students and graduates and whether these two groups differ in their choices, due to their status. In order to rank the priority for the choice of the first job, the respondents were asked which factors are most important for them (table 107).

How important are the following factors for your first job?	Student			Graduate		
(1='very important' to 5='not at all important')	N=218			N=364		
	Mean	SD	Ranking	Mean	SD	Ranking
Good social climate	**1,53**	**0,601**	**1**	**1,75**	**0,782**	**1**
Good career prospects	1,68	0,704	2	1,85	0,816	3
Opportunity to pursue continuous learning	1,77	0,834	3	1,84	0,841	2
Enough time for leisure activities/good work life balance	2,07	0,890	4	2,36	1,017	6
High income	2,12	0,766	5	2,34	0,849	5
Job security	2,17	0,911	6	2,23	1,013	4
Opportunities to work abroad	**2,39**	**1,124**	**7**	**2,69**	**1,269**	**7**

Table 107: Longitudinal analysis: Comparison of students and graduate ranking of importance of factors for the first job

Students and graduates have identical favours as they prioritise first the 'good social climate' and as least the 'opportunity to work abroad' (table 107).

When analysing the same question distinguishing between Dukenet Markstrat and non participants, the following table 108 shows interesting results.

How important are the following factors for your first job?	Dukenet Markstrat			Non Participant		
(1='very important' to 5='not at all important')	N=139			N=443		
	Mean	SD	Ranking	Mean	SD	Ranking
Opportunity to pursue continuous learning	**1,40**	**0,779**	**1**	1,84	0,856	3
Good career prospects	1,65	0,711	2	1,83	0,796	2
Good social climate	1,71	0,640	3	**1,65**	**0,753**	**1**
High income	2,12	0,829	4	2,30	0,820	6
Opportunities to work abroad	2,31	1,119	5	**2,66**	**1,245**	**7**
Enough time for leisure activities/good work life balance	2,34	1,014	6	2,22	0,969	5
Job security	**2,40**	**1,027**	**7**	2,14	0,952	4

Table 108: Longitudinal analysis: Comparison of the importance of factors for the first job between Dukenet Markstrat and non participants

The Dukenet Markstrat participants prioritise clearly 'the opportunity to pursue continuous learning' followed closely by 'good career prospects', whereas the non participants stay with the overall results 'good social climate' (1,65).

More interesting is the fact that the least important factor for the non participants is the 'opportunity to work abroad' (2,66), in contrast to the participants which state 'job security' as least important factor (2,40). Even 'enough time for leisure activities' (2,34) is less important to them, in contrast to the 'opportunity to work abroad'.

Although it was not possible to select random samples of former Dukenet Markstrat students and a comparison group of economic majors from the same universities, it seems justified to use inferential statistics to estimate if the observed differences between these two purposive samples could be generalized to the whole population. This seems all the more reasonable as our samples were quite similar to a European sample of recent graduates studied by Teichler and Schomburg (2006).

| | | t-test for Equality of Means | | | |
		T	Df	Sig. (2-tailed)	Mean Difference
Job security	Equal variances assumed	2,739	580	**,006**	,258
	Equal variances not assumed	2,633	217,608	,009	,258
Good social climate	Equal variances assumed	,846	580	,398	,060
	Equal variances not assumed	,921	268,125	,358	,060
Opportunity to pursue continuous learning	Equal variances assumed	-1,228	579	,220	-,101
	Equal variances not assumed	-1,290	245,635	,198	-,101
High income	Equal variances assumed	-2,205	579	**,028**	-,176
	Equal variances not assumed	-2,192	229,132	,029	-,176
Opportunities to work abroad	Equal variances assumed	-2,944	578	**,003**	-,349
	Equal variances not assumed	-3,112	251,564	,002	-,349
Enough time for leisure activities/good work life balance	Equal variances assumed	1,255	580	,210	,120
	Equal variances not assumed	1,225	220,325	,222	,120

Table 109: Longitudinal analysis: Mann-Whitney test for comparison of means between Dukenet Markstrat and non participants regarding job factors

The independent sample test (table 109) shows high significance for the factors 'opportunity to work abroad' with p=0,003, followed by 'job security' (p=0,006), 'good career prospects' (p=0,016) and 'high income' (p=0,028). The analysis shows that Dukenet Markstrat participants have different criteria for their employment in comparison to non participants.

Another interesting factor is now to see what they estimate to be important factors for an employer from recruiting aspects.

Therefore, the following analysis is based on the whole sample to better compare the attitude of students vs. graduates and later between Dukenet Markstrat and non participants. In order to see whether students and graduates have different impressions of which criteria are most important for employers for a job application, they were asked to rank certain aspects. As expected, both groups agree that the factor 'personality' (between 1,46 and 1,48) is the dominating factor for an employer and the 'final exam results' the most unimportant one. The comparison shows a different ranking for both groups (table 110).

More interesting is the result of the second most important point, where students believe it to be the 'foreign language proficiency' (1,67) whereas the graduates state the 'knowledge of computer skills' (1,88). The same applies for the third point, where students see the 'practical work experience' during their studies, in contrast to the graduates which agree on the 'field study'.

To summarise, there are differences in the impressions of employment criteria.

Chapter VI │ Results

How important do you rate the factors for your first employer	Student			Graduate		
(1='very important' to 5='not at all important')	N=216			N=361		
	Mean	SD	Ranking	Mean	SD	Ranking
Personality	**1,46**	**0,561**	**1**	**1,48**	**0,654**	**1**
Foreign language proficiency	1,67	0,733	2	2,10	1,176	5
Practical/work experience acquired during course of study?	1,69	0,810	3	2,00	0,985	4
Computer skills	1,75	0,695	4	1,88	0,812	2
Field of study (business, economics, engineering...)	1,84	0,687	5	1,98	0,850	3
Main subject/specialisation (marketing, finance...)	1,93	0,690	6	2,26	0,949	6
Experience abroad	2,03	0,899	7	2,54	1,249	7
Recommendations/references from third persons	2,40	**0,971**	8	2,91	1,248	8
Reputation of the institution of higher education	2,51	0,965	9	2,96	1,053	9
Final exam results	**2,60**	**0,969**	**10**	**3,12**	**1,071**	**10**

Table 110: Longitudinal analysis: Comparison of students' and graduates' ranking of factors important for employers

The t-test shows that the groups are different with a significance of p=0,000.

If a division is made between Dukenet Markstrat participants and non particpants, the table 111 below shows that both groups agree on the importance 'personality' but have a different order of priorities. The Dukenet Markstrat participants opt as second priority for 'foreign language proficiency' (1,74) and only as third choice for 'computer skills' (1,75). In contrast, the comparative group ranks as second priority 'computer skills' (1,90) and as third the 'field of study' (1,99). Regarding the factor 'experience abroad', there are differences in the ranking. The Dukenet Markstrat participants consider experience abroad as being more important for employers (2,20) than those who did not participate in the Dukenet Markstrat (2,54).

How important do you rate the factors for your first employer	Dukenet Markstrat			Non Participant		
(1='very important' to f='not at all important')	Mean	SD	Ranking	Mean	SD	Ranking
Personality	**1,43**	**0,650**	**1**	**1,49**	**0,611**	**1**
Foreign language proficiency	1,63	0,757	2	2,03	1,112	4
Practical/work experience acquired during course of study?	1,70	0,779	3	1,95	0,972	3
Computer skills	1,72	0,661	4	1,86	0,801	2
Field of study (business, economics, engineering...)	1,85	0,743	5	1,95	0,810	3
Main subject/specialisation (marketing...)	1,99	0,733	6	2,19	0,910	5
Experience abroad	2,01	1,000	7	2,45	1,184	6
Recommendations/references from third persons	2,60	1,218	8	2,76	1,163	7
Reputation of the institution of higher education	2,61	1,031	9	2,84	1,042	8
Final exam results	2,92	1,085	10	2,93	1,058	9
N	137			440		

Table 111: Longitudinal analysis: Comparison between Dukenet Markstrat and non participants of factors important for employer

To summarise, both groups agree on 'personality' as first and 'final exam results' as least important. Nevertheless, there are differences in the rating of factors of importance for the first employer.

A t-test was calculated:

		t-test for Equality of Means			
		t	Df	Sig. (2-tailed)	Mean Difference
Field of study (business, economics, engineering...)	Equal variances assumed	-1,264	575	,207	-,098
	Equal variances not assumed	-1,322	244,874	,187	-,098
Main subject/specialisation (marketing, finance...)	Equal variances assumed	-2,340	574	**,020**	-,201
	Equal variances not assumed	-2,623	272,046	,009	-,201
Final exam results	Equal variances assumed	-,073	575	,942	-,008
	Equal variances not assumed	-,072	222,451	,943	-,008
Practical/work experience acquired during course of study?	Equal variances assumed	-2,750	574	**,006**	-,250
	Equal variances not assumed	-3,082	282,812	,002	-,250
Reputation of the institution of higher education	Equal variances assumed	-2,272	572	,023	-,231
	Equal variances not assumed	-2,285	229,750	,023	-,231
Experience abroad	Equal variances assumed	-3,914	575	**,000**	-,438
	Equal variances not assumed	-4,275	264,934	,000	-,438
Foreign language proficiency	Equal variances assumed	-3,998	575	**,000**	-,406
	Equal variances not assumed	-4,858	333,190	,000	-,406
Computer skills	Equal variances assumed	-1,871	575	,062	-,141
	Equal variances not assumed	-2,068	271,217	,040	-,141
Recommendations/ references from third persons	Equal variances assumed	-1,369	575	,172	-,157
	Equal variances not assumed	-1,336	221,169	,183	-,157
Personality	Equal variances assumed	-,832	575	,406	-,050
	Equal variances not assumed	-,806	218,433	,421	-,050

Table 112: Longitudinal analysis: Independent sample test between Dukenet Markstrat and non participants regarding the importance of factors for employers

The test shows clearly that Dukenet Markstrat participants differ from non participants in the perception of factors being important for employers. 'Experience abroad' and 'foreign language proficiency' (each with p=0,000), followed by 'practical work experience' (p=0,006) and 'main subject specialisation' (p=0,020) show highly statistical significant results. As confirmed in hypotheses H2.1. and H2.5., regarding the interest for international courses and increase in international motivation, Dukenet Markstrat participants place a higher priority on these factors than the parallel group.

Since there were differences found in the career prospects and in the ranking of employment factors the hypothesis is confirmed that Dukenet Markstrat participants have different career aspects.

The hypothesis 3.1. 'Dukenet Markstrat participants have different career aspects' - is confirmed.

For the following test of two hypotheses only the responses of graduates were analysed to better verify their interests and intentions in contrast to their realisation (N=368).

6.3.1.7.2. Motivation: Reason for international interest and activity

H3.2. Dukenet Markstrat participants rather seek an employment with international activity/character

When regarding the opportunity to work abroad and making a differentiation between Dukenet Markstrat and non participants, it shows that 53,6% of the Dukenet Markstrat participants regard this point as 'very important' and 'important', in contrast to not even half of the non participants with 44,7% (table 113).

Opportunities to work abroad	Dukenet Markstrat participants	Non participants
	Percentage	Percentage
Very important and important	53,6%	44,7%
Neither nor to not at all important	46,4%	55,3%
Total	N=69	N=293

Table 113: Longitudinal analysis: Comparison of importance of opportunities to work abroad

The cross tabulation shows a high significance for chi square with 0,033 (table 114).

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,459(a)	4	,033
Likelihood Ratio	10,801	4	,029
Linear-by-Linear Association	8,551	1	,003
N of Valid Cases	580		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 12,37.

Table 114: Longitudinal analysis: Importance of working abroad for former Dukenet Markstrat and non participant graduates

When differentiating between 'been actually abroad' vs. only 'considered and looked for an employment abroad', there is a difference between Dukenet Markstrat and non participants. One third of the non participants has considered working abroad but only a minority looked for an employment abroad. In comparison, 42,5% of the Dukenet Markstrat participants has been or is still working abroad, in contrast to 34,5% of the non participants (table 115).

Since graduation have you...	Dukenet Markstrat participants	Non participants
P=0,034	Percentage	Percentage
Actually had regular employment abroad	**25,5%**	**20,1%**
Actually been sent abroad by your employer on work assignment	**17%**	**14,4%**
Actually received an offer to work abroad (but didn't take it)	2,1%	10,8%
Looked for employment abroad	27,7%	41,2%
Considered working abroad	27,7%	13,4%
Total	N=47	N=194

Table 115: Longitudinal analysis: Comparison of seeking employment abroad by former Dukenet Markstrat and non participant graduates

The difference between the two groups, as concerns seeking employment abroad, is statistically significant (Chi²=0,034). Dukenet Markstrat participants prefer or rather look for an employment abroad, in comparison to non participants, as the analysis shows.

The hypothesis 3.2. 'Dukenet Markstrat participants rather seek an employment with international activity/character' – is confirmed.

When regarding the reasons why the respondents did not want to go abroad, the two groups had different priorities. The ones, not having participated in Dukenet Markstrat, listed their 'satisfaction in the home country' as primary reasons to stay at home, followed by 'personal relationships'. The Dukenet Markstrat participants would not go, due to 'personal relationships', followed by their career possibilities being better at home than abroad and the willingness to go, but not finding a suitable time frame.

Reasons for not wanting to go abroad To a very high extent and to a high extent	Dukenet Markstrat participants				Non Participants			
	%	Mean	SD	Ranking by importance %	%	Mean	SD	Ranking by importance %
Personal relationships/duties which didn't allow me to go abroad	62%	2,60	1,578	**1**	49,4%	2,81	1,537	**2**
More competence and responsibility or better position available in home country	56%	2,70	1,474	**2**	33,3%	3,32	1,412	**3**
No suitable time to go abroad/didn't fit into my time schedule	52%	3,10	1,446	**3**	30,3%	3,38	1,396	**4**
No financial attraction or support	46%	3,08	1,353	**4**	21,2%	3,55	1,277	**7**
Totally satisfied/happy in home country	40%	2,90	1,329	**5**	49,8%	2,82	1,386	**1**
No vacancies free for a suitable position	36%	3,12	1,409	**6**	24,7%	3,53	1,308	**5**
Other personal reasons	24%	4,02	1,505	**7**	23,8%	3,81	1,467	**6**
Generally no interest in activities abroad	14%	4,26	1,157	**8**	10,8%	4,12	1,153	**10**
Limited interest in new cultures and people	10%	4,46	1,034	**9**	2,2%	4,52	0,812	**13**
(Estimating) insufficient language competence	8%	4,16	1,057	**10**	14,7%	3,92	1,220	**8**
Afraid to go abroad in 'unknown' situations	6%	4,46	0,930	**11**	12,1%	4,17	1,140	**9**
Earlier experience made abroad was not positive	2%	4,58	0,758	**12**	3,5%	4,67	0,784	**12**
No country/city of interest available	2%	4,52	0,839	**13**	4,3%	4,44	0,920	**11**
N	50				231			

Table 116: Longitudinal analysis: Reasons for not wanting to go abroad in comparison

The table 116 shows that there are only minimal differences in the reasons for not wanting to go abroad (slightly different order of ranking). They all agree that 'personal relationships' and 'good career possibilities' are the primary reason not to go, and, not at all, a 'limited interest in new cultures and people' nor were 'earlier experiences negative' and influential. It shows clearly that the circumstances of the employee are the dominant factors for not wanting to go abroad.

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
No suitable time to go abroad/didn't fit into my time schedule	Equal variances assumed	-1,282	279	,201	-,281
	Equal variances not assumed	-1,253	70,159	,214	-,281
No vacancies free for a suitable position	Equal variances assumed	-1,973	279	**,050**	-,408
	Equal variances not assumed	-1,880	68,481	,064	-,408
More competence and responsibility or better position available in home country	Equal variances assumed	-2,814	279	**,005**	-,625
	Equal variances not assumed	-2,737	69,808	,008	-,625
No financial attraction or support	Equal variances assumed	-2,333	279	**,020**	-,470
	Equal variances not assumed	-2,248	69,181	,028	-,470
Totally satisfied/happy in home country	Equal variances assumed	,361	279	,718	,077
	Equal variances not assumed	,371	73,921	,712	,077
Personal relationships/duties which didn't allow me to go abroad	Equal variances assumed	-,870	279	,385	-,210
	Equal variances not assumed	-,855	70,571	,395	-,210
(Estimating) insufficient language competence	Equal variances assumed	1,278	279	,202	,238
	Equal variances not assumed	1,402	79,958	,165	,238
Generally no interest in activities abroad	Equal variances assumed	,795	279	,427	,143
	Equal variances not assumed	,793	71,621	,430	,143
Limited interest in new cultures and people	Equal variances assumed	-,478	279	,633	-,064
	Equal variances not assumed	-,410	62,705	,683	-,064
Earlier experience made abroad was not positive	Equal variances assumed	-,713	279	,477	-,087
	Equal variances not assumed	-,728	73,449	,469	-,087
Afraid to go abroad in 'unknown' situations	Equal variances assumed	1,662	279	,098	,287
	Equal variances not assumed	1,894	84,145	,062	,287
No country/city of interest available	Equal variances assumed	,585	279	,559	,083
	Equal variances not assumed	,621	76,753	,536	,083
Other personal reasons	Equal variances assumed	,897	279	,371	,206
	Equal variances not assumed	,882	70,593	,381	,206

Table 117: Longitudinal analysis: Reasons which hindered not wanting to go abroad

The table 117 shows that the groups differ in some aspects such as 'more competence at home' (p=0,005), 'no financial attraction or support' (p=0,020) and 'no vacancies free' (p=0,05). Nevertheless, the table 117 shows again that the main reasons for not wanting to go abroad are factors which are more or less independent of the motivation, but belong to the content of conditions.

In contrast, the respondents were asked which and to which degree the pull and push factors influence their decision to work abroad.

Here it becomes obvious that the groups have slightly different pull factors for a motivation to work abroad (table 118).

Reasons for wanting to go abroad To a very high extent and to a high extent	Dukenet Markstrat participants				Non Participants			
	%	Mean	SD	Ranking by importance %	%	Mean	SD	Ranking by importance %
Interest in the other culture, people	**88,6%**	1,69	0,843	**1**	74,5%	2,14	1,081	**3**
Career purposes	85,7%	1,81	0,921	**2**	**77,2%**	2,06	1,108	**1**
Development of personality	84,3%	1,81	1,011	**3**	74,8%	2,17	1,132	**2**
Language improvement	81,4%	1,93	0,968	**4**	74,2%	2,17	1,146	**4**
Generel interest in activities abroad	78,6%	1,96	1,083	**5**	64,8%	2,36	1,138	**7**
More competence and responsibilty area/tasks	75,7%	2,09	1,126	**6**	66,4%	2,28	1,118	**6**
Possibilty of a higher position abroad	72,9%	2,06	0,961	**7**	64,1%	2,35	1,172	**8**
Better financial options	70,0%	2,04	1,028	**8**	67,1%	2,28	1,134	**5**
Country/city (location) of interest = (climate, relationships)	64,3%	2,33	1,139	**9**	61,7%	2,47	1,178	**9**
Positive experiences made abroad earlier	58,6%	2,37	1,332	**10**	57,7%	2,60	1,338	**10**
Personal reasons/relationships motivated to go abroad	51,4%	2,64	1,319	**11**	52,7%	2,65	1,363	**11**
Not totally satisfied /happy in the home country	**37,1%**	3,01	1,302	**12**	**37,2%**	3,12	1,289	**12**
Other personal reason	14,3%	3,87	1,296	**13**	16,8%	3,88	1,348	**13**
N	70				298			

Table 118: Longitudinal analysis: Reasons for wanting to go abroad in comparison

The non participants see the primary reasons for a stay abroad in their 'career purposes', whereas the Dukenet Markstrat participants are driven by the 'interest in other cultures and people' (Chi²=0,009). Additionally, the latter in general have a lower arithmetic mean, thus evaluating the stated reasons as more important than the other group (1,69-3,87 vs. 2,06-3,88). The analysis (table 118) shows clearly that the former Dukenet Markstrat participants are, generally, interested in other cultures and see a higher value in their development of personality and language proficiency. Chi² shows a significance in the repartition for the 'interest in other cultures and people' (p=0,009) and in the 'general interest in activities abroad' (p=0,030) in table 119 and 120.

interest in other cultures and people	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13,483(a)	4	,009
Likelihood Ratio	14,355	4	,006
Linear-by-Linear Association	10,411	1	,001
N of Valid Cases	368		

a 2 cells (20,0%) have expected count less than 5. The minimum expected count is 1,90.

Table 119: Longitudinal analysis: Comparison of interest in other cultures and people between former Dukenet Markstrat and non participants

General interest activities abroad	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,687(a)	4	,030
Likelihood Ratio	10,297	4	,036
Linear-by-Linear Association	6,969	1	,008
N of Valid Cases	368		

a 1 cells (10,0%) have expected count less than 5. The minimum expected count is 3,61.

Table 120: Longitudinal analysis: Comparison of general interest in activities abroad between former Dukenet Markstrat and non participants

The t test was calculated.

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Career purposes	Equal variances assumed	,795	279	,427	,143
	Equal variances not assumed	,793	71,621	,430	,143
Possibilty of a higher position abroad	Equal variances assumed	-1,723	366	,086	-,246
	Equal variances not assumed	-1,931	120,642	,056	-,246
More competence and responsibilty area/tasks	Equal variances assumed	-1,936	366	,054	-,292
	Equal variances not assumed	-2,187	122,094	,031	-,292
Better financial options	Equal variances assumed	-1,274	366	,204	-,189
	Equal variances not assumed	-1,268	103,389	,208	-,189
Not totally satisfied /happy in the home country	Equal variances assumed	-1,592	366	,112	-,236
	Equal variances not assumed	-1,692	111,982	,093	-,236
Personal reasons/relationships motivated to go abroad	Equal variances assumed	-,621	366	,535	-,107
	Equal variances not assumed	-,617	103,167	,539	-,107
Language improvement	Equal variances assumed	-,027	366	,979	-,005
	Equal variances not assumed	-,027	106,409	,978	-,005
Interest in the other culture, people	Equal variances assumed	-1,638	366	,102	-,243
	Equal variances not assumed	-1,818	118,958	,072	-,243
Generel interest in activities abroad	Equal variances assumed	-3,269	366	**,001**	-,452
	Equal variances not assumed	-3,807	128,144	,000	-,452
Positive experiences made abroad earlier	Equal variances assumed	-2,662	366	**,008**	-,399
	Equal variances not assumed	-2,745	107,744	,007	-,399
Development of personality	Equal variances assumed	-1,272	366	,204	-,226
	Equal variances not assumed	-1,276	104,247	,205	-,226
Country/city (location) of interest = (climate, relationships)	Equal variances assumed	-2,421	366	**,016**	-,357
	Equal variances not assumed	-2,595	113,262	,011	-,357
Other personal reasons	Equal variances assumed	-,908	366	,364	-,141
	Equal variances not assumed	-,928	106,509	,356	-,141

Table 121: Longitudinal analysis: Factors which are important and influence the decision to go abroad

The analysis (table 121) shows that they do differ significantly in their 'generel interest in activities abroad' (p=0,001), their 'positive experience made earlier' (p=0,008) and the 'country of interest' (p=0,016). As the comparison of mean has already shown, Dukenet

Markstrat participants have a higher interest for activities abroad and have made positive experiences abroad earlier which influence the decision and motivation wanting to go abroad again.

As the results have shown, Dukenet Markstrat participants differ in their international interest and priorities of employment factors. The next subsubsection analyses the last hypothesis testing the degree of international activity in their current employment.

6.3.1.7.3. Degree of internationalisation

The hypothesis H3.3. assumes:

> *H3.3. Dukenet Markstrat participants have a higher degree of international activity in their current employment*

The final group of questions concern the current employment status and degree of internationalisation of current employment. They were asked for their area of employment, type of employment, percentage of work abroad, percentage of communicating in foreign languages.

The results are split into Dukenet Markstrat and non participants. Since the question allowed multiple answers, the three responses were added together, building a new sample of 421 and 87 responses. There are indeed small differences in the current major work assignment, where the Dukenet Markstrat participants are primarily employed in the area of marketing, in contrast to the non participants being located to a higher degree in sales. Interesting is the fact that none of the Dukenet Markstrat participants is working in the area of law, which could be explained by the fact that law is primarily national issue.

What is your current major area of work assignment (e.g., R&D, sales...)	Dukenet Markstrat participants	Non participants
	Percent	Percent
Marketing	**35,6%**	17,6%
Sales	20,7%	**22,6%**
Finance	16,1%	18,1%
Others	13,8%	17,1%
Organisation/assistance	10,3%	16,2%
Revision	2,3%	4,5%
R&D	1,2%	**1,7%**
Law	**0%**	2,4%
Total responses	87	421

Table 122: Longitudinal analysis: Comparison of major area of work assignment

The further analysis concentrates on the degree of internationalisation of the company and the tasks associated with this.

International activity of the company	Dukenet Markstrat participants	Non participants
	Percent	Percent
International activity	65,6%	54,8%
Only in the European area	10,9%	10,8%
No international activity	14,1%	20,1%
Only in one country	9,4%	14,3%
N	70	279

Table 123: Longitudinal analysis: International activity of the company in comparison

As the table 123 shows, only a minority of companies are purely nationally active (14,1%-20,1%). The majority clearly has an international activity (65,5%-54,8%). Nevertheless, Dukenet Markstrat participants are more often employed in companies with international activity.

When defining international activity as 'international activity' and 'only in the European area' in contrast to 'no international activity' and 'only in one country' chi-square test shows no significant results but a trend in the expected direction (p=0,09).

International activity of the company	Dukenet Markstrat participants	Non participants	Total
International activity	49	183	232
Only in the European area	15	96	111
Total	64	279	343
Chi-square test p=0,091			

Table 124: Longitudinal analysis: International versus no international activity in comparison

Half of the former Dukenet Markstrat participants (50%) and slightly more (54,6%) non participants spent less than 25 % of their work time in an international context. One fifth of fomer Dukenet Markstrat participants (20%) and about one fourth (25,9%) of non participants spent more than 75% of their work time in an international context, as the following table 125 shows.

What percentage of work time do you consider to have an international context	Dukenet Markstrat participants	Non participants
	Percent	Percent
0,5%-25%	50,0%	54,6%
26%-50%	23,3%	12,7%
50%-75%	6,7%	6,8%
>75%	20,0%	25,9%
N	60	251

Table 125: Longitudinal analysis: Percentage of work time in international context

It seems that in a globalised economy nearly all position contain a large element of international activity so that no difference was evident between former Dukenet Markstrat participants and the comparison group. This is one more reason to support an international orientation in economic studies as all graduates seem to need international competence.

Again the percentage of time was divided into 'low percentage of time' (<50%) and 'high percentage of time' (>50%) with an international context (table 126)

International activity of the company	Dukenet Markstrat participants	Non participants	Total
Low % international context	44	169	213
High % international context	16	82	98
Total	**60**	**251**	**311**
Chi-square test p=0,369			

Table 126:   Longitudinal analysis: Comparison of high versus low international context

The observed differences between former Dukenet Markstrat and non participants are not statistically significant, and, in fact, do not even show a trend (p=0,4). Nearly half of the sample corresponds with clients and colleagues in a foreign language. The amount of correspondence varies between 0,5 hour and more than 100 hours per week.

How much time do you spend corresponding with clients, colleagues in a foreign language? (written and oral in hours/per week)	Dukenet Markstrat participants	Non participants
	Percent	Percent
None	**45,8%**	**47,3%**
0,5-25	32,2%	24,2%
26-50	13,6%	16,4%
51-75	5,1%	3,9%
76-100	3,4%	7,4%
>100	-	0,8
N	59	256

Table 127:   Longitudinal analysis: Comparison of time spent on corresponding in a foreign language

Even though there is a slightly larger number of non participants, as compared to former Dukenet Markstrat participants who spend no time at all corresponding in a foreign language, this does not reach statistical difference (Chi²=0,429).

Regarding the foreign languages which are mainly used, the respondents gave multiple answers. For this question there was no differentiation made between Dukenet Markstrat vs. non Dukenet Markstrat since the assumption is that the languages used in business communication do not vary according to their former participation in courses. Analysing

the first three answers, the first language of communication is English with 40%, followed by French and German.

In which languages do you communicate?	Frequency	Percent
English	255	39,5%
French	139	21,5%
German	92	14,2%
Others	73	11,3%
Italian	56	8,7%
Spanish	31	4,8%
Total	646	88,9%

Table 128: Longitudinal analysis: Languages used in business communication

More than a third of the employees have a job in which they went on a business journey. As the table 129 shows, the activity of Dukenet Markstrat participants is slightly higher than of non participants.

Did you undertake business/professional journeys abroad WITHIN the last 12 months?	Dukenet Markstrat participants	Non participants
	Col %	Col %
Yes	**41,5%**	**36,4%**
No	58,5%	63,6%
N	45	286

Table 129: Longitudinal analysis: Comparison of business / professional trips abroad

The results of this sample - as concern correspondence, international activities of the companies were the graduates are employed and even the frequency of business trips abroad - confirm the high degree of globalised/international business of which our sample of graduates is a part.

The results show that former Dukenet Markstrat participants do have a higher degree of international activity, even if the difference is only very small. There is a trend towards a greater extent of international activity ($p=0,09$). Since the data in all other areas is in the same direction of greater international activity, although the level of this activity is not much higher, we still consider the hypothesis as preliminarily confirmed but this must be tested more rigorously in future research.

The hypothesis 3.3. 'Dukenet Markstrat participants have a higher degree of international activity in their current employment' – can preliminarily be considered confirmed.

6.3.1.8.   Summary of the longitudinal survey

The respondents were described in their socio-demographic background and international experiences, language proficiency and multicultural environment. A differentiation between Dukenet Markstrat participants and non participants was made, showing that there are no significant differences in their background, except for some facts such as the status, where the Dukenet Markstrat participants are less bound (married or engaged) and have no children. These differences can be possibly attributed to the fact that the percentage of non participants is three times as large and that the majority of Dukenet Markstrat participants belong to more recently held programmes, hence they were at that time students and are mainly still studying.

The sample was divided into students and graduates in order to compare data with the CHEERS survey (which questioned 36 694 graduates, however, without distinguishing between economics and other graduates). The data shows that there are hardly any differences in the socio-demographic background of graduates of these two samples, allowing us to conclude that the sample of the longitudinal survey of former Dukenet Markstrat participants and a comparison group from the same departments of economics is comparable and representative.

Regarding the international experience of graduates, the longitudinal survey has a far larger percentage (3,5 times as many) of respondents having been abroad (58,4% vs. 22%) as the CHEERS study. This could be due to the fact that the CHEERS survey did not only focus on graduates that were economic majors. Since international experience is considered more important in the business sector, as compared to other areas of social sciences or engineering, this could be the results of differing push and pull factors.

The reasons for going abroad were analysed with a differentiation between former Dukenet Markstrat and non participant students. Here the Dukenet Markstrat participants opt for 'interest in other cultures', whereas the non participants want to go primarily due to 'language improvement'. Reasons for not wanting to go abroad are attributed to 'unsuitable time to go' and 'limited financial means'.

In a further step, the Dukenet Markstrat participants were evaluating the Dukenet Markstrat course. Most improved is 'the link between theory and practice became more evident' (arithmetic mean of 1,96, scale 1='to a very high extent'). Most positive experience is the 'intercultural encounter' and the 'multicultural team work'. The largest learning effect is 'working in a multicultural team' and the 'improvement of the English language'.

The core part of this last section 6.3.1. concentrated on the hypothesis testing in analysing to which degree the Dukenet Markstrat participants have an increased motivation for an international career and a higher degree of international task elements in their current job. A descriptive comparison illustrated the current employment status and desires as to aspects of employment.

The priorities of factors for a job recruitment were analysed showing that students and graduates do not differ, both being in favour of a 'good social climate'. The same question was re analysed with a differentiation between Dukenet Markstrat and non participant showing that there are differences in their priorities. Dukenet Markstrat participants favour most the 'opportunity to pursue continuous learning' whereas non participants stick to the 'good social climate'. When asking them for an estimation of what they believe is important for the employer, they all agree on 'personality'. Independent of a distinction between former Dukenet Markstrat or non participant, student or graduate and, in comparison with the CHEERS survey, they all evaluate 'personality' as the most important and 'final exam results' as least important factor considered by employers.

In regard to whether Dukenet Markstrat participants prefer employment with an international activity, they choose 'opportunity to work abroad' as more important (61,6%) than the non participants (46,8%). After graduation 42,5% of the former Dukenet Markstrat vs. 34,5% of the non participants have worked (regularly) abroad. Again, the groups differ in the reasons for wanting to go abroad. The non participants are primarily interested due to 'career purposes', in contrast to the Dukenet Markstrat participants who are 'interested in the other culture and people'. In their reasons for staying at home, the groups differ as well, since the non participants were 'totally satisfied in the home country', whereas the Dukenet Markstrat participants had 'more competence and responsibility' or 'better position available in the home country'.

Before analysing the degree of internationalisation, the graduates were asked to state what their current major area of work is. The answers differ, therefore making different job profiles between the groups recognisable.

As concerns the degree of international activity of the company in which they are employed, the Dukenet Markstrat participants have lower rates of 'no international activity' or 'only in one country'. More Dukenet Markstrat participants undertake business journeys abroad (41,5% vs. 36,4% in comparison). However all in all (use of foreign languages, degree of activity involving an international context) it is clear that globalised/international business plays a large role in the jobs of former Dukenet Markstrat as well as non participant economic graduates.

To summarise, the hypotheses were approved as the table 130 below shows:

Hypothesis	Confirmed/discarded
H3.1. Dukenet Markstrat participants have different priorities in their career aspects and job factors	Confirmed
H3.2. Dukenet Markstrat participants rather seek and employment with international activity/character	Confirmed
H3.3. Dukenet Markstrat participants have a higher degree of international activity in their current employment	Confirmed

Table 130: Summary of hypotheses H3.1.-H3.3.

6.3.2. Summary of hypothesis III: Dukenet Markstrat participants are more motivated and interested in an international career

The final analysis based on a longitudinal survey, shows clearly that former Dukenet Markstrat participants have a different career history and interests than a comparison group of non participants.

The hypotheses stated that:

- Dukenet Markstrat participants have different priorities in their career aspects (opportunity to pursue continuous learning)
- Rather seek and search for employment with an international character, and
- Have a higher degree of international activity in their current employment

The final analysis based on a longitudinal survey, shows clearly that former Dukenet Markstrat participants have a different career history and interests than a comparison group of non participants.

6.4. Summary of testing hypotheses and results

The three main overall hypotheses were tested and showed the following findings:

1. **The first hypothesis that postulates that the Dukenet Markstrat programme enables students to acquire key qualifications - was confirmed.**
   1. The Dukenet Markstrat programme offers positive conditions which enables students to acquire key qualifications through course activities
   2. The conditions for acquiring the key qualification 'intercultural competence' are positive for a learning process according to Thomas' model

3. The course permits all students independent of their pre conditions to improve their skills

4. The course leads to positive learning effects but not to the extent that it has a strong impact on study attitudes

2. The second hypothesis that participants in the Dukenet Markstrat programme differ from non participants in terms of attitudes, previous experience or pre conditions - was rejected.

1. The Dukenet Markstrat participants do have a higher interest and motivation to participate in courses with an international orientation

2. The Dukenet Markstrat participants are not more internationally interested or can better imagine to work abroad, when they are asked before the course

3. The Dukenet Markstrat participants are not more group or competition oriented (which are components of the course programme)

4. The Dukenet Markstrat participants do not differ in their psychological traits from comparable students of economics

We can, therefore, conclude that - since there are no marked differences between students that opt for the Dukenet Markstrat course and other economic students except for a greater interest in courses with an international orientation - all students could benefit from this type of course.

Regarding the course impact which can be measured by a comparison of changes between the beginning and the course end for Dukenet Markstrat students and a control group:

5. Dukenet Markstrat participants increase their international interest through a Dukenet Markstrat participation

6. Dukenet Markstrat participants clearly see a larger benefit in skill acquisition through Dukenet Markstrat course components

7. The Dukenet Markstrat course has a positive impact on students' attitudes, in that they see a closer link between theory and practice and between their studies and the world of work

Since these positive changes can be documented for all types of students, no matter what their prerequisites Dukenet Markstrat can be considered as a threshold course for intercultural learning as well as for acquiring key qualifications. By this we mean that, in the context of a international university course, first steps are taken to acquire key skills, specifically, intercultural competence and positive experiences in using a foreign language

as means of communication as well as contacts with students from other nations, which lead to an increased international orientation that is highly desirable in a global economy.

3. **The third hypothesis that participation in the Dukenet Markstrat programme increases the motivation for an international orientation in employment - was confirmed.**
   1. Dukenet Markstrat participants have different career priorities for their employment
   2. Dukenet Markstrat participants seek an employment with an international character and activity with a higher preference
   3. Dukenet Markstrat participants have a higher degree of international activity in their current employment

We are not assuming that these differences, when comparing former Dukenet Markstrat students to non participants from the same European universities, are only due to having attended this course. Obviously, a brief one week course, such as the Dukenet Markstrat which in some case was attended more than nine years ago, cannot be expected to have such long lasting effects. However, it seems likely that through the heightened interest in an international career, which is encouraged by Dukenet Markstrat and documented by the responses of former participants, these graduates continue on an outward bound path which can lead to different employment as compared to non participants. It is for these reasons that we consider Dukenet Markstrat to be an ideal course that encourages an international orientation in economic students, no matter what their background.

To summarise, the programme through its components offers optimum conditions to acquire key qualifications and opens the path to a more international orientation. All students, independent of their previous backgrounds, experience positive learning effects. As our analysis of the situation at the University of Kassel shows, there are a number of barriers which limit the participation of students in this important experience. In order to overcome these barriers, Dukenet Markstrat should be better promoted and supported by institutions and departments by assuring a better flow of information and offering a financial contribution by the home university.

'Finis coronat opus'-the end crowns the work'.

Latin proverb

CHAPTER SEVEN

RECOMMENDATION AND OUTLOOK ON FURTHER RESEARCH

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Summary

The goal of this thesis has been to evaluate an innovative educational programme for economic and business students from several European countries in order to acquire marketing skills in a computer based simulation 'serious game'.

The reason for the author's interest in this topic is based on the high priority for intercultural competence assigned by international management, business and personnel recruitment (1.1.1.), recent reforms in higher education and skill training for employment (1.1.2.), global trends in migration and transnational elites (1.1.3) as well as my own personal seven years experience as a student, tutor and finally lecturer participating in the international Dukenet Markstrat programme.

Economics and business studies have increasingly focussed on global business and its requirements (2.1) and the necessary reforms in higher education (2.2) to meet these changes in a globalised world. Theories detailing elements of intercultural competence as well as favourable conditions for acquiring these skills have been developed (2.3) and resulted in a range of options for students in international programmes offered in institutions of higher learning (3.1). However, as the example of the University of Kassel shows, students perceive a number of barriers for not studying or experiencing a field placement abroad (3.2). If intercultural competence is such an important skill area, universities must understand how barriers to go abroad can be reduced (3.3), as presently only a very small number of students are seizing the given opportunities.

As an analysis of the Dukenet Markstrat IP (3.4) shows, this project contains a number of elements which reduce barriers and help students acquire key qualifications, specifically intercultural competence, that can be explained by the contact hypothesis as well as action theory beyond the original goal of learning to apply theoretical knowledge in a marketing simulation.

This empirical study, carried on throughout a period of three years and surveying attitudes and perceptions of students and lecturers from seven European institutions of higher learning as to the impact of Dukenet Markstrat, is based on quantitative as well as qualitative data in order to capture all the elements that characterise the international programme developed by Dukenet.

Specifically, attitudes and opinions of students from three consecutive international Dukenet Markstrat encounters were compared at the beginning and the end of the week in a quantitative analysis (5.2.1). In order to study whether students that opted for Dukenet Markstrat differed from other economics and business students that attended a 'conventional' university course, another quantitative study was undertaken in two consecutive years (5.2.2). In addition, a small group of students that had attended Dukenet Markstrat as well a comparable 'conventional' university course were interviewed following a qualitative approach (5.2.3). Opinions of all the lecturers, representing the different international institutions of higher learning, were analysed using a quantitative as

well as a qualitative strategy (5.2.4). Finally, in order to study long term effects of participating in the international Dukenet Markstrat program, former students from five European universities were contacted and their present job situation compared between Dukenet Markstrat and non Dukenet Markstrat students and graduates (5.2.5).

Conclusion

The results of these different sub studies showed clearly that Dukenet Markstrat leads to improvement in key qualifications - specifically intercultural competence - and that students profit from the course no matter what their background or initial level is. Participants who presently opt for the Dukenet Markstrat programme do differ from other economic students in their motivation to choose international courses. But obstacles seem more due to external fixed conditions (time frame, financial support) so that, if these barriers were removed, more students could profit from this type of course. The impact of the Dukenet Markstrat IP, even many years after graduation, reflects the international interest of former participants through their current employment. The Dukenet Markstrat programme, therefore, can serve as a method to lower the threshold and reduce anxieties for international encounters and eventually an international career.

It is obvious that a one week course that is selected by students themselves cannot lead to large effects, as the data shows. However, all these effects - even the long term results are in a positive direction of improving key qualifications and reinforcing an international orientation. Dukenet Markstrat can be considered as a productive first step in intercultural orientation of economic students which can launch the desire to work abroad in the future.

The course therefore offers optimum conditions to acquire key qualifications that are necessary in a globalised world economy even though presently only a minority of students are receiving an international orientation in the course of their studies.

Recommendations

What consequences and recommendations can be drawn from these results? These seem to concern three major areas:

1. Innovations in the curriculum of economic and business studies at the university level that include a continuum of course options ranging from relatively brief low threshold international encounters, such as Dukenet Markstrat, to reduce barriers towards a broader international orientation of all students

2. Setting up a support framework for courses in higher education that offer the necessary financial help as well as an information flow that permits students to be

aware of options that lead to an international career

3. Fostering an educational concept that enables <u>active learning of students</u> by using case studies and simulations for all subject areas in economic and business studies in order to encourage the application of theoretical knowledge by practical application

Details of concrete steps in these three areas, resulting from the validated effects of students' learning through the international Dukenet Markstrat programme, could be worked out at the level of each university in order to change the present situation where only a small minority of students is actually seizing those opportunities offered for international studies. It goes without saying that such a task cannot be attempted in a general conclusion from the empirical studies that make up the evaluation of Dukenet Markstrat effects on students. Innovations of this kind must be based on a broad consensus. The author suggests that those lecturers and students that have continually participated in Dukenet Markstrat should be asked to share their experiences and ideas in order to improve teaching and learning in economics departments of institutions of higher learning. It goes without saying that specific models must be developed at the level of each university that take into account the specific situation of the respective departments of economics and business studies.

An example for specific conclusions

This thesis has shown that key qualifications and especially intercultural competence are needed and can be acquired through a learning process at the university level. The conditions for acquisition are decisive for the learning process and institutions of higher educations have the possibility to support students in the acquisition of key qualifications. Support for students is especially needed in the following areas:

a) Information quality and flow

b) Financial help and

c) Degree of international orientation and infrastructure of institutions

As the results have shown, interactive learning scenarios foster a greater learning outcome and should be implemented more regularly in the syllabus of the institutions.

The author is aware of the fact that it might seem unusual to present results of an additional small study in a concluding chapter. However, the following is an attempt to apply the lessons learned from the Dukenet Markstrat programme to the 'conventional university setting' with which some of the advantages of Markstrat have been compared in this thesis.

Due to the nature of business games, providing sufficient technical support and equipment can be a burden for institutions of higher learning. However, even in a large university such as Kassel with about 1 600 students of economics where there is competition for limited resources, there are possibilities of promoting interactive educational settings for students in order to overcome some of the barriers analysed in this study.

As an example of positive implementation, the Faculty of Economics and Management at the University of Kassel has included a 'serious' game at the master level as a compulsory course since winter term 2007/2008. The course is intentionally scheduled at the beginning of the semester as an introductory programme aiming to group students at the master level before their beginning with this study phase. This type of interactive setting, offered by using the serious game method in addition to acquiring specific skills and knowledge, has the advantage of getting to know fellow students and make friends in order to continue to work together during the following three semesters. This is especially important for foreign students in Germany which increase their contacts with local students in an interactive and cooperative setting.

In addition, placing a course of this type at the beginning of a term has a number of advantages which can all be booked under the label 'institutional support' and makes use of resources that would otherwise not be available:

1. Students have not yet settled into a course routine and are free to participate in an intensive programme
2. Rooms and computer facilities are more freely available at the beginning as compared to the middle or end of the term
3. Lecturers are still 'fresh' and more willing to innovate after the summer break
4. Students are eager to make new contacts at the beginning of a new phase of studies (master's programme)

The first two courses following this model and applying the conclusions from the Dukenet Markstrat programme were analysed, based on a sample of 24 students under the aspect of study skills, advantages and disadvantages of business simulations as courses and positive learning effects. Detailing the results of this evaluation would mean a whole new study, so only some of the highlights are shared in order to illustrate that even - under difficult circumstances - the recommendations given above can be applied. The results show that:

1. Students in the two consecutive interactive courses based on a business simulation 'General Management' by Tata interactive systems gave hight average ratings to all aspects of the course contents (degree of learning effect 1='very

much' to 4='not at all') ranging between an average of 1,52 (SD=0,6) (interdependency between theory and practice) and 2,33 (SD=0,9) (marketing).

2. In addition, on the average, the students rated this type of course as 'a very good educational instrument' ($\bar{x}$ =1,46; SD=0,5) and 'better in comparison to conventional courses' ($\bar{x}$ =1,33; SD=0,5) which clearly confirms that interactive settings, which promote active student learning clearly is seen as highly positive by the students.

3. Last not least, students agreed totally ($\bar{x}$ =1,00) to the following statements 'the team work with students from different countries was maybe difficult in the beginning but finally very nice ' ($\bar{x}$ =1,52; SD=0,9)) and 'We enjoyed the course' ($\bar{x}$ =1,13; SD=0,3) which characterise the course atmosphere.

Also the comments of the students showed that active working together with other students was an important aspect of computer based simulations that stimulate continuing to work in this way in other courses:

'I liked the course very much. I made new contacts and have now continued to work together with these co students in other courses'.

'Up to this phase of my studies, I had not had much of a chance to work in teams. It was especially this aspect which I enjoyed most'.

'In the beginning working together in a group with students I did not know was quite difficult but after a while manageable and stimulating'.

It seems that students perceive 'serious games' as a valuable educational instrument in the curriculum of their studies. Furthermore, this example from the University of Kassel proves that simulations using active learning can be implemented even at compulsory levels into the students' curriculum generating positive effects for students at different levels.

Our evaluation has shown that the Dukenet Markstrat programme offers a number of conditions that lower the threshold for an international orientation of students and promotes the learning of key skills, specifically of intercultural competence. As a conclusion, we hope that this model of active learning will expand to other courses, just as the preceding example has shown.

Verba docent, exempla trahunt

-Words teach, but examples lead

(Roman proverb)

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ANNEXE

_____

A.1.   Questionnaires

Since the questionnaires are similar in their groups of questions, the following table 131 gives an overview of the items in the questionnaire according to the specific survey:

X='included in the survey'	Cross-sectional 2005 & 2006	Parallel course 2005 & 2006	Cross-sectional NEO 2007	Parallel course NEO 2007
Educational background	Pre, post or both			
Name of institution	X, both	X, post	X, post	X, post
Country	X, both	X, post	X, post	X, post
Type of institution	X, both	X, post	X, post	X, post
Major studies	X, pre	X, post	X, post	X, post
Major specific semester	X, pre	X, post	X, post	X, post
Phase of study	X, pre	X, post	X, post	X, post
Degree expected	X, both	X, post	X, post	X, post
Senior secondary school final exam grades (English and Mathematics)	X, both	X, post	X, post	X, post
Motivational background				
Dukenet Markstrat: prescribed course	X, pre		X, post	
Possibility to credit the Dukenet Markstrat course	X, pre	X, post	X, post	
Type of credits to receive for the course	X, pre	X, post	X, post	X, post
Reasons for participation	X, pre	X, post	X, post	X, post
Heard about Dukenet Markstrat		X, post		X, post
Content is known		X, post		X, post
Possiblity to take the course		X, post		X, post
Applied for the course		X, post		X, post
Reason for not participating		X, post		X, post
International background	X, pre	X, post	X, post	X, post
Experience abroad	X, pre	X, post	X, post	X, post
Country, duration, activities abroad	X, pre	X, post	X, post	X, post
Course evaluation				
Course level and requirements	X, pre	X, post	X, post	X, post
Skill improvement through course activities	X, pre	X, post	X, post	X, post
Most positive experience	X, pre	X, post	X, post	X, post
Largest learning effect	X, pre	X, post	X, post	X, post
Suggestions, improvements, critical comments	X, pre	X, post	X, post	X, post
Dukenet Markstrat results (position, group development, medal awarded)	X, pre		X, post	
Future				
Motivation towards degree, study focus, international interest, link	X, both	X, post	X	X, post

between theory and practice				
Degree of support and offer for international exchange by institution	X, pre	X, post	x	X, post
Intention to spend time abroad later	X, both	X, post	X	X, post
Planning time abroad this year (location, duration, form of exchange)	X, both	X, post	X	X, post
Additional observations or comments	X, both	X, post	X	X, post
Personal attitudes and behaviour				
Questions on horizontal/vertical individualism and collectivism	X, both	X, post		
Neo PI-R dimensions			X, post	X, post
Socio-demographic background				
Gender	X, both	X, post	X, post	X, post
Year of birth	X, both	X, post	X, post	X, post
Citizenship (current and at birth)	X, post	X, post	X, post	X, post
Level of education (father, mother, partner)	X, post	X, post	X, post	X, post
Student's living residence	X, post	X, post	X, post	X, post
Mulitcultural background	X, post	X, post	X, post	X, post
Language proficiency	X, post	X, post	X, post	X, post
English language proficiency	X, post			
Telephone for questions		X, post		X, post
Additional comments	X, both	X, post	X, post	

Table 131: Overview of items per questionnaire and related survey

A.1.1. Elements of horizontal/vertical individualism and collectivism

The following table 132 gives an overview about the items used for the group of questions relating to attitudes and behaviour based on the Brüch's dimensions of horizontal/vertical individualism and collectivism (the questions were assigned in mixed order in the questionnaire).

No.	Question	Dimension
a).	I like to be straightforward in discussions with other people	VI
d).	Excellence on the job is very important for me	VI
g).	Winning is everything	VI
m).	Competition is a law of nature	VI
o).	Without competition society would not evolve	VI
u).	Some people emphasize winning; I am not one of those	VI
dd).	I like working in a competitive environment	VI
f).	Even if I don't like it, I would do what my family wants me to do	VC
i).	We should let our parents live in our home, when they get older	VC
t).	Usually I sacrifice my own interests for the good of others in my group	VC
p).	If parents get a special award, their children should also feel honoured	VC
y).	Children should learn that duty comes before pleasure	VC
bb).	Before I embark on a longer voyage I discuss this with most members of my family and many friends	VC
b).	It is important to be in harmony with my group	HC
e).	My happiness strongly depends on the happiness of the people who are around me	HC

k).	It is important to me to have a good relationship with my neighbours	HC
r).	I am happy when I can work together with others	HC
x).	I really like to spend time in the company of others	HC
cc).	The welfare of my colleagues at work is very important to me	HC
h).	Privacy is important for me	HI
n).	I like being unique and to be different from other people in quite a number of ways	HI
s).	I often choose my own path and do things my way	HI
v).	I believe that in some way I am unique	HI
aa).	If I am successful it has usually to do with my aptitudes (talents)	HI

Table 132: Items and dimensions of horizontal/vertical individualism and collectivism

A.1.2. Elements of performance orientation

The following table 133 shows the items selected for the evaluation of performance orientation, based on Modick, included in the group of questions regarding personal attitudes and behaviour. 'ZBL (+)' refers to performance orientation in the future with a positive effect (Zukunftsbezogene Leistungsmotivation).

No.	Question	Dimension
c).	I think it is important to achieve more than others	ZBL (+)
j).	I often have goals that will take a long time to accomplish	ZBL (+)
l).	I usually work more than I intended to	ZBL (+)
q).	Some people feel I work harder than necessary	ZBL (+)
w).	A little competition can be helpful	ZBL (+)
z).	I think it is important to have friends that can support me in my work	ZBL (+)

Table 133: Items and dimension of performance orientation

A.1.3. Elements of Neo PI-R

The following table 134 shows the items of the Neo personality inventory- revised with 44 items and their relating dimensions (Extraversion, agreeableness, conscientiousness, neuroticism and openness). The items marked in italics have revised scores (1='I agree strongly' – 5='I disagree strongly') for the calculation of the final results (e.g., item number 5 'is reversed' does not correspond to the dimension 'extraversion' if all other questions are more positively formulated and would therefore influence the arithmetic mean).

No.	Question: I see myself as someone WHO (scale: 1='I disagree stronfly'- 5='I agree strongly'.	Dimension
1	is talkative	Extraversion
6	*Is reserved*	*Extraversion*
11	Is full of energy	Extraversion
16	Generates a lot of enthusiasm	Extraversion
21	*Tends to be quiet*	*Extraversion*
26	Has an assertive personality	Extraversion
31	*Is sometimes shy, inhibited*	*Extraversion*

36	Is outgoing, sociable	Extraversion
2	Tends to find fault with others	Agreeableness
7	Is helpful and unselfish with others	Agreeableness
12	*Starts quarrels with others*	*Agreeableness*
17	Has a forgiving nature	Agreeableness
22	Is generally trusting	Agreeableness
27	*Can be cold and aloof*	*Agreeableness*
32	Is considerate and kind to almost everyone	Agreeableness
37	*Is sometimes rude to others*	*Agreeableness*
42	Likes to cooperate with others	Agreeableness
3	Does a thorough job	Conscieniousness
8	*Can be somewhat careless*	*Conscieniousness*
13	Is a reliable worker	Conscieniousness
18	*Tends to be disorganized*	*Conscieniousness*
23	*Tends to be lazy*	*Conscieniousness*
28	Perseveres until the task is finished	Conscieniousness
33	Does things efficiently	Conscieniousness
38	Makes plans and follows through with them	Conscieniousness
43	*Is easily distracted*	*Conscieniousness*
4	Is depressed, blue	Neuroticism
9	*Is relaxed, handles stress well*	*Neuroticism*
14	Can be tense	Neuroticism
19	Worries a lot	Neuroticism
24	*Is emotionally stable, not easily upset*	*Neuroticism*
29	Can be moody	Neuroticism
34	*Remains calm in tense situations*	*Neuroticism*
39	Gets nervous easily	Neuroticism
5	Is original, comes up with new ideas	Openness
10	Is curious about many different things	Openness
15	Is ingenious, a deep thinker	Openness
20	Has an active imagination	Openness
25	Is inventive	Openness
30	Values artistic, aesthetic experiences	Openness
35	*Prefers work that is routine*	*Openness*
40	Likes to reflect, play with ideas	Openness
41	*Has few artistic interests*	*Openness*
44	Is sophisticated in art, music, or literature	Openness

Table 134: Items and dimensions of the NEO PI-R with 44 items

A.1.4. Question guide for the qualitative interview with double participants

The following questions show the quideline of the qualitative interview with students having participated in the Dukenet Markstrat programme and a 'conventional' comparative course.

1. Why did you choose both courses?
    a) How many courses did you take this semester?
    b) What was your motivationand what were the push and pull factors?

2. Which experiences and learning effects did you get from?
    a) Dukenet Markstrat
    b) International Management
    -To what degree were your expectations fulfilled?
    -Which disappointments did you experience?

3. Does the course have an influence on your professional career planning?
    - If yes to what degree?

4. How should education and teaching be modified to prepare for an international career?
    a) Which reasons could hinder students to participate in Dukenet Markstrat?
    b) Which support and incentives would be important to increase the motivation to participate?
    c) Which of the courses you attended increases the international interest to a greater extent?

A.2.1. Precourse attendance questionnaire: Cross-sectional and parallel group

QUESTIONNAIRE

How to fill out the questionnaire

Please write directly <u>INTO</u> the word document and send it back as attachment.

How long does it take to fill out the questionnaire?

I have developed a high standardised questionnaire, which mainly expects you to mark boxes which refer to your relevant answers. Therefore it should not take longer than 15 minutes.

How to answer the questions?

Mark the boxes corresponding best to your answers. If questions are itemised, please mark the most appropriate answer like this → ☒

In some questions I have employed answer scales from 1 to 5
(e.g. 1=very good to 5=very bad)

If you would like to correct your answer, mark the wrong one black and mark and underscore the right one → ☐ ☐ ■ ☒ ☐

In some cases I only ask you for numbers, e.g. 0 2 / 9 9
And in others I have left space for you to write an answer (…………….)

If you are asked for numbers and your answer should be "zero", please fill in 0 0

Your comments and additional information are welcome

This questionnaire is part of my thesis. It will be send to students in more than 6 countries in those partner institutions that have participated in Dukenet Markstrat. Since I have not covered all possible questions which might be relevant for the surveys I appreciate your additional information and comments.

I.   Educational background

Information about the student's status.

1.1.   Name of your Institution:...

1.2.   Country: ....

1.3.   Type of Institution:
☐ University
☐ Business School (IUT, IUP, Handelsskole, Hogeschool)
☐ Other, please specify

1.4.   Major studies
☐ Marketing
☐ Finance
☐ Business administration
☐ International management
☐ other:...

1.5.   Major specific semester(Fachsemester): ....

1.6.   Phase of studies
☐ Core studies (Hauptstudium)
☐ Final year
☐ Internship (BPS)

1.7.   Phase of studies (e.g. final year, core studies): ....

1.8.   Degree expected (Diploma, MBA):...

1.9.   A-level grades in: English: Mathematics:

II. Motivational background

Reasons and motivations for participation in the Dukenet Markstrat course.

2.1. Was the Markstrat a prescribed course?

☐ Yes

☐ No

2.2 IF Markstrat was a course on voluntary basis, can you credit the course for your studies?

☐ Yes

☐ No

2.3 What credit will you receive for the course?

☐ Participation certificate

☐ Credit points

☐ Exam pre-requisite (obligation)

☐ Other

☐ Don't know

2.4 How important were the following factors for you?

		Very Important				Not at all important
		1	2	3	4	5
a).	Obtention of Markstrat Certificate	☐	☐	☐	☐	☐
b).	Importance of experience abroad for future job	☐	☐	☐	☐	☐
c).	Relevance for my CV	☐	☐	☐	☐	☐
d).	Interest in a different culture and country	☐	☐	☐	☐	☐
e).	Opportunity for international contacts	☐	☐	☐	☐	☐
f).	Interest in the specific country chosen for the Markstrat seminar	☐	☐	☐	☐	☐
g).	My friends (students) also opted for the seminar	☐	☐	☐	☐	☐
h).	"Green light" from parents and partner	☐	☐	☐	☐	☐
i).	Positive experience with the teacher of my institution	☐	☐	☐	☐	☐
j).	Acquiring computer based skills (simulation, presentation)	☐	☐	☐	☐	☐
k).	Interest in the contents of the course	☐	☐	☐	☐	☐
l).	Information, recommendations of former participants	☐	☐	☐	☐	☐
m).	Affordable cost of contribution for the seminar	☐	☐	☐	☐	☐
n).	English as language of communication	☐	☐	☐	☐	☐
o).	Time frame: Markstrat fit in my time schedule	☐	☐	☐	☐	☐
p).	others	☐	☐	☐	☐	☐
	please specify					

III.   International background

Information about the students experiences and time abroad

3.1.   Did you spend time abroad during the last 5 years

☐ No   → **please continue with question IV.**

☐ Yes

3.2.   If you stayed abroad, please state the countries, the duration and activities for each period abroad)

	Reason	Year of participation	Amount of times	Duration weeks or months		
1.	School exchange			ca	weeks /	Months
				ca	weeks /	Months
2.	Language improvement			ca	weeks /	Months
				ca	weeks /	Months
3.	Semester abroad			ca	weeks /	Months
				ca	weeks /	Months
4.	Internship abroad			ca	weeks /	Months
				ca	weeks /	Months
5.	Apprenticeship			ca	weeks /	Months
				ca	weeks /	Months
6.	(Part time) Job			ca	weeks /	Months
				ca	weeks /	Months
				ca	weeks /	Months
7.	Education programmes			ca	weeks /	Months
				ca	weeks /	Months
8.	others:			ca	weeks /	Months

IV. Future

4.1.   To what extent do the following statements apply?

I agree strongly   I disagree strongly

1 2 3 4 5

a).   I am strongly motivated to work towards a degree ☐☐☐☐☐

b).   The focus of my studies is very clear ☐☐☐☐☐

c).   I prefer courses with an international orientation ☐☐☐☐☐

d).   I am interested an international career ☐☐☐☐☐

e).   I can imagine working abroad ☐☐☐☐☐

f).   I would really like working abroad ☐☐☐☐☐

g).   I see a relationship between my studies and my job ☐☐☐☐☐

h).   I see close links between what I learn at university and my future job ☐☐☐☐☐

4.2   To what extent does your Institution support and offer international exchange?

Very much   Not at all

1 2 3 4 5

a).   Major specific semester(s) abroad (with credits, e.g. ERASMUS) ☐☐☐☐☐

b).   Courses in co-operation with other international institutions ☐☐☐☐☐

c).   Organised internships abroad ☐☐☐☐☐

d).   Language courses abroad ☐☐☐☐☐

e).   Meetings with foreign exchange students at your institution ☐☐☐☐☐

4.3   Do you intend to spend time abroad some time later?

☐ Yes

☐ No

4.4   Are you planning to spend time abroad (study, internship or job) this year

☐ No

☐ Yes, *please specify* ....

location (country, city): ....

duration (from which date to which date): ....

form of exchange (job, internship, semester): ....

Do you have any additional observations or comments?

....

....

....

....

VI.   Personal attitudes and behaviour

Attitudes towards work and life in general

6.1   To what extent to you agree with the following statements, concerning attitude and behaviour as well as motivation at work and in life?

	I agree strongly				I disagree strongly
	1	2	3	4	5

a). I like to be straightforward in discussions with other people ☐☐☐☐☐

b). It is important to be in harmony with my group ☐☐☐☐☐

c). I think it is important to achieve more than others ☐☐☐☐☐

d). Excellence on the job is very important for me ☐☐☐☐☐

e). My happiness strongly depends on the happiness of the people who are around me ☐☐☐☐☐

f). Even if I don't like it, I would do what my family wants me to do ☐☐☐☐☐

g). Winning is everything ☐☐☐☐☐

h). Privacy is important for me ☐☐☐☐☐

i). We should let our parents live in our home, when they get older ☐☐☐☐☐

j). I often have goals that will take a long time to accomplish ☐☐☐☐☐

k). It is important to me to have a good relationship with my neighbours ☐☐☐☐☐

l). I usually work more than I intended to ☐☐☐☐☐

m). Competition is a law of nature ☐☐☐☐☐

n). I like being unique and to be different from other people in quite a number of ways ☐☐☐☐☐

o). Without competition society would not evolve ☐☐☐☐☐

p). If parents get a special award, their children should also feel honoured ☐☐☐☐☐

q). Some people feel I work harder than necessary ☐☐☐☐☐

r). I am happy when I can work together with others ☐☐☐☐☐

s). I often choose my own path and do things my way ☐☐☐☐☐

t). Usually I sacrifice my own interests for the good of others in my group ☐☐☐☐☐

u). Some people emphasize winning; I am not one of those ☐☐☐☐☐

v). I believe that in some way I am unique ☐☐☐☐☐

w). A little competition can be helpful ☐☐☐☐☐

x). I really like to spend time in the company of others ☐☐☐☐☐

y). Children should learn that duty comes before pleasure ☐☐☐☐☐

z). I think it is important to have friends that can support me in my work ☐☐☐☐☐

aa). If I am successful it has usually to do with my aptitudes (talents) ☐☐☐☐☐

bb). Before I embark on a longer voyage I discuss this with most members of my family and many friends ☐☐☐☐☐

cc). The welfare of my colleagues at work is very important to me ☐☐☐☐☐

dd). I like working in a competitive environment ☐☐☐☐☐

VII. Socio demographic Background

7.1.　Gender:

☐ Male

☐ Female

7.2.　Year of Birth:

　　　year

7.3.　Citizenship:

a). Current citizenship:

b). Citizenship at birth:

7.4.　Parental and/or partner level of education

Father	**Mother**	**Partner**	
☐	☐	☐	Compulsory school or less
☐	☐	☐	Completed (upper) secondary school
☐	☐	☐	Higher education diploma/degree
☐	☐	☐	Not applicable, I do not have a partner

7.5.　Did/do you live…?

Time of Markstrat Participation	**Currently**	
☐	☐	with a partner?
☐	☐	with parents?
☐	☐	with other people? (i.e. sharing a flat)
☐	☐	as a single?

7.6.　Do you have…?

Yes	No	
☐	☐	a mixed cultural family?
☐	☐	mixed cultural friends
☐	☐	mixed cultural neighbourhood/community

7.7.   How do you rate your language proficiency?

Please mark with an ☒

	Native Speaker	*Excellent*	*Intermediate*	*Beginner*	*None*
a. English	☐	☐	☐	☐	☐
b. Spanish	☐	☐	☐	☐	☐
c. German	☐	☐	☐	☐	☐
d. French	☐	☐	☐	☐	☐
e. Italian	☐	☐	☐	☐	☐
f. other **(please specify)**	☐	☐	☐	☐	☐
g. other **(please specify)**	☐	☐	☐	☐	☐

A.2.2. Postcourse attendance questionnaire: Cross-sectional and parallel group

QUESTIONNAIRE

How long does it take to fill out the questionnaire?

I have developed a high standardised questionnaire, which mainly expects you to mark boxes which refer to your relevant answers. Therefore it should not take longer than 15 minutes.

How to answer the questions?

Mark the boxes corresponding best to your answers. If questions are itemised, please mark the most appropriate answer like this → ☒

In some questions I have employed answer scales from 1 to 5
(e.g. 1=very good to 5=very bad)

If you would like to correct your answer, mark the wrong one black and mark and underscore the right one → ☐ ☐ ■ ☒ ☐

In some cases I only ask you for numbers, e.g. ⓪②/⑨⑨
And in others I have left space for you to write an answer (…………….)

If you are asked for numbers and your answer should be "zero", please fill in ⓪⓪

Your comments and additional information are welcome

I. Background

Name: ……………………………………………………………………………………………….……….

Email: ………………………………………………………………………………………….…..………..

1.1.   Gender:
        ☐ Male
        ☐ Female

1.2.   Year of Birth:
        ……………………………………………………………………………………………….

1.3.   Name of your Institution:……………………………………………………………..……..

1.4.   Country: …………………………………………………………………………….…………

II. Evaluation Markstrat Course

Information about the content, organisation and framework of the Markstrat IP

4.1   To what degree do the following statements fit your impression of the course?

	I agree strongly			I disagree strongly
	1	2	3	4	5

a). The level of difficulty of the course corresponds to my knowledge
of Marketing ☐☐☐☐☐

b). My computing skills were adequate for the course: 1). Markstrat ☐☐☐☐☐

2). MS Office ☐☐☐☐☐

c). The work load given was manageable ☐☐☐☐☐

d). I was able to manage the time pressure of the course ☐☐☐☐☐

e). My mastery of the English language was adequate for the course ☐☐☐☐☐

f). My style of interaction fit into the group atmosphere ☐☐☐☐☐

d). I enjoyed playing the Markstrat course ☐☐☐☐☐

e). I would recommend the Markstrat course to others ☐☐☐☐☐

4.2   To what degree were the following skills improved through course activities?

	To a very High extent			Not at all
	1	2	3	4	5

a). The repeated learning situation made experience based improvement
possible (trial/error) ☐☐☐☐☐

b). I was able to judge risks better towards the end of the course ☐☐☐☐☐

c). The experiences I made in the course, will be useful for my future job ☐☐☐☐☐

d). My operational skills intensified ☐☐☐☐☐

e). My analytical skills were sharpened ☐☐☐☐☐

f). The link between economic theory and practical application became
more evident ☐☐☐☐☐

g). It improved my ability to co-operate with others ☐☐☐☐☐

h). We learned how to make decisions by consensus under time pressure ☐☐☐☐☐

i). Our group shared tasks equally ☐☐☐☐☐

j). My discussion and communication skills improved ☐☐☐☐☐

k). I learned to criticise unemotionally and to accept criticism from our group ☐☐☐☐☐

l). My English language improved through the course ☐☐☐☐☐

m). I was able to do my share of work completely and on time ☐☐☐☐☐

n). The course improved my skills in systematic strategic planning ☐☐☐☐☐

o). My ability to work with the Markstrat software improved over time ☐☐☐☐☐

4.3   What was the most positive experience you made during the course?

....

....

....

4.4   What was your largest learning effect?

....

....

....

4.5   Do you have any suggestions for improvement or critical comments?

....

....

....

4.6   Please indicate your Markstrat results:

    a). Position in group: ☐ Group president

                                            ☐ Vice president / Vice secretary

                                            ☐ IT Manager

                                            ☐ Team member

    b). Group development   ☐ Same position from beginning to end

                                            ☐ Weak position at the beginning, strong at the end

                                            ☐ Strong position at the beginning, weak at the end

    c). Medal awarded: ☐ Gold

                                  ☐ Silver

                                  ☐ Bronze

V.   Future

Information about the impact of the Markstrat IP regarding the study behaviour, choice of job and international interest.

5.1.   If you look back at the Markstrat course, to what extent do the following statements apply?

	I agree strongly				I disagree strongly
	1	2	3	4	5

a).   I was more motivated to work towards a degree, after the Markstrat course   ☐☐☐☐☐

b).   The focus of my studies became much clearer   ☐☐☐☐☐

c).   I would again choose a course with international components   ☐☐☐☐☐

d).   I prefer courses with an international orientation   ☐☐☐☐☐

e).   My interest for an international career has increased   ☐☐☐☐☐

f).   I can now imagine working abroad   ☐☐☐☐☐

g).   I would really like working abroad   ☐☐☐☐☐

h).   Markstrat has a positive impact on my career orientation   ☐☐☐☐☐

i).   I see a relationship between my studies and my job   ☐☐☐☐☐

j).   I see closer links between what I learn at university and my future job   ☐☐☐☐☐

5.2.   Do you intend to spend time abroad some time later?

☐ No

☐ Yes

5.3.   Looking back on your interactions with others in Markstrat how do you rate your English language proficiency? *Please mark with an* ☒

	Native Speaker	*Excellent*	*Intermediate*	*Beginner*	*None*
English	☐	☐	☐	☐	☐

VI.   Personal attitudes and behaviour

Attitudes towards work and life in general

6.1   To what extent to you agree with the following statements, concerning attitude and behaviour as well as motivation at work and in life?

	I agree strongly				I disagree strongly
	1	2	3	4	5

a). I like to be straightforward in discussions with other people ☐☐☐☐☐

b). It is important to be in harmony with my group ☐☐☐☐☐

c). I think it is important to achieve more than others ☐☐☐☐☐

d). Excellence on the job is very important for me ☐☐☐☐☐

e). My happiness strongly depends on the happiness of the people who are around me ☐☐☐☐☐

f). Even if I don't like it, I would do what my family wants me to do ☐☐☐☐☐

g). Winning is everything ☐☐☐☐☐

h). Privacy is important for me ☐☐☐☐☐

i). We should let our parents live in our home, when they get older ☐☐☐☐☐

j). I often have goals that will take a long time to accomplish ☐☐☐☐☐

k). It is important to me to have a good relationship with my neighbours ☐☐☐☐☐

l). I usually work more than I intended to ☐☐☐☐☐

m). Competition is a law of nature ☐☐☐☐☐

n). I like being unique and to be different from other people in quite a number of ways ☐☐☐☐☐

o). without competition society would not evolve ☐☐☐☐☐

p). If parents get a special award, their children should also feel honoured ☐☐☐☐☐

q). Some people feel I work harder than necessary ☐☐☐☐☐

r). I am happy when I can work together with others ☐☐☐☐☐

s). I often choose my own path and do things my way ☐☐☐☐☐

t). Usually I sacrifice my own interests for the good of others in my group ☐☐☐☐☐

u). Some people emphasize winning; I am not one of those ☐☐☐☐☐

v). I believe that in some way I am unique ☐☐☐☐☐

w). A little competition can be helpful ☐☐☐☐☐

x). I really like to spend time in the company of others ☐☐☐☐☐

y). Children should learn that duty comes before pleasure ☐☐☐☐☐

z). I think it is important to have friends that can support me in my work ☐☐☐☐☐

aa). If I am successful it has usually to do with my aptitudes (talents) ☐☐☐☐☐

bb). Before I embark on a longer voyage I discuss this with most members of my family and many friends ☐☐☐☐☐

cc). The welfare of my colleagues at work is very important to me ☐☐☐☐☐

dd). I like working in a competitive environment ☐☐☐☐☐

VII.   Additional Comments, critics, recommendations and/or improvements

A.2.3. Questionnaire: Lecturers

<div align="center">

QUESTIONNAIRE FOR THE LECTURERS

</div>

This questionnaire covers several areas:

- Information about the lecturers background and experience with Dukenet Markstrat (1)
- Information about the role of Dukenet Markstrat in the syllabus of the university where the lecturer is giving his courses (2)
- Information about the strategy of the university for encouraging an international orientation and career of its students (3)
- Observations of the lecturer as to the effects of the participation of the students in the Dukenet Markstrat course on language competence, social skills, marketing knowledge and international orientation (4)

Information about the lecturers' background and experience with Dukenet Markstrat (1)

1) Name : ....
2) Degree and Position at the University : ....
3) How long have you been teaching at the university? (current university):   ....years?
4) What are your areas of specialization and main teaching subjects?:................................
5) In how many Markstrat courses have you participated as a lecturer?...............................
6) And in which years?..
7) Are you the only lecturer that participates in Markstrat or do you take turns with other lecturers?...

Information about the role of Markstrat in the syllabus of the university where the lecturer is giving his courses (2)

1) Do students at your university opt for a major subject or specialty area such as financial controlling or marketing or do all students follow a prescribed syllabus with no options? (Please underline the characterisation that applies to your university studies)

2) If there are choices and specialisations in which year are the offered?

1st year ....

2nd year.. ....

3rd year.. ....

4th year.. ....

3) Is Markstrat a compulsory or elective course (Please underline the alternative that applies to you university?)

4) Are there other courses offered at your university that lead to the same credit hours as the Markstrat course?

    ☐ No

    ☐ Yes

5) If yes, what are these options? (please describe the nature of the course). ....

6) In what specialty area is 'Markstrat' an accredited course ? ....

7) How many credits are given for the course?...credit points

8) For which study year (semester) is the course scheduled? ....

9) About how many students from your university have participated in Markstrat in the last six years?

    ....1999/2000

    ....2000/2001

    ....2001/2002

    ....2002/2003

    ....2003/2004

    ....2004/2005

10) If the participation for the university was regular in Markstrat, what is the reason (are the reasons) for this?

    ....

    ....

11) If the participation of the university in the course was irregular, why was this so? ....

    .... '

12) What could be done, to assure a regular participation of students from your university in Markstrat? ....

    ....

    ....

Information about the strategy of the University for encouraging an international orientation and career of its students (3):

There are several strategies, for encouraging students to develop an international orientation and become interested in a career abroad.

1) Which of the following options are available at your university?

   a) proficiency courses in major foreign languages

      ☐ Yes

      ☐ No

(in the following languages……………………….type of certificate obtained…………….)

   b) Exchange programs with foreign universities

      ☐ Yes

      ☐ No

(with which universities in which countries)..

....

....

....

   c) Excursions and study trips accompanied by a lecture

      ☐ Yes

      ☐ No

(what is the destination of these study trips? How often are they offered during a students stay at the university?) ....

....

....

....

   d) Major specific semester(s) abroad (with credits, e.g. ERASMUS)

      ☐ Yes

      ☐ No

   e) Courses in co-operation with other international institutions

      ☐ Yes

      ☐ No

(What institutions, how frequent are these course of a students stay at the university? Is Markstrat the only course of this kind?) ....

....

....

f) Organised internships abroad?

☐ Yes

☐ No

(Who organises the internship? Which are the countries with which you cooperate?) ....

....

....

....

g) Language courses abroad?

☐ Yes

☐ No

(Which languages and countries? Organised by whom?)...

....

....

....

h) Meetings with foreign exchange students at your institution?

☐ Yes

☐ No

(What country do they come from? How long are they there?)..

....

....

....

i) Other, please specify:

....

....

....

If all these elements are important for an international orientation of students and for gathering experiences in working together and interacting with people of other nationalities, how would you rank the importance of Markstrat in relation to the other options your university offers?

Please write a 1, behind the option you consider most important for a future international career, 2 behind the second most important etc. Insert 'Markstrat' in your handwriting at the rank order you consider appropriate.

Please consider only those options you have marked 'Yes' and which actually exist at your university.

All in all, do you consider Markstrat to be very important or not so important at all, for an international orientation and career of your students? (1 = 'very important' to 5 = 'not at all important').

Observations of the lecturer as to the effects of the participation of the students in the Markstrat course on language competence, social skills, marketing knowledge and international orientation (4).

All students are of course different. But if you look back on this and the past years experience with Markstrat to what extent do the following statements apply to the majority of your students: (1 = 'Agree strongly' to 5 = 'Disagree strongly').

	I agree strongly			I disagree strongly
	1	2	3	4	5

a). The level of difficulty of the course corresponds to their knowledge of Marketing ☐☐☐☐☐

b). Their computing skills were adequate for the course: 1). Markstrat ☐☐☐☐☐

    2). MS Office ☐☐☐☐☐

c). The work load given was manageable ☐☐☐☐☐

d). The students are able to manage the time pressure of the course ☐☐☐☐☐

e). The students' mastery of the English language was adequate for the course ☐☐☐☐☐

f). The students enjoy playing the Markstrat course ☐☐☐☐☐

g). The students recommend the Markstrat course to others ☐☐☐☐☐

Looking back on the present and former Markstrat to what degree are the following skills improved through course activities?

	To a very High extent			Not at all
	1	2	3	4	5

a). The repeated learning situation improved to learn by experiences ☐☐☐☐☐

b). Students are able to judge risks better towards the end of the course ☐☐☐☐☐

c). The experiences students made in the course, will be useful for their future job ☐☐☐☐☐

d). Students' operational skills intensified ☐☐☐☐☐

e). Students' analytical skills were sharpened ☐☐☐☐☐

f). The link between economic theory and practical application became more evident ☐☐☐☐☐

g). Markstrat improves the ability to co-operate with others ☐☐☐☐☐

h). Students learn how to make decisions by consensus under time pressure ☐☐☐☐☐

i). In general groups share tasks equally □□□□□

j). Students discussion and communication skills improved □□□□□

k). Students ability to work with the Markstrat software improved over time □□□□□

l). Students learn to criticise unemotionally and to accept criticism from their group □□□□□

m). Students' English language improves through the course □□□□□

n). Students learn to do their share of work completely and on time □□□□□

o). The course improves their skills in systematic strategic planning □□□□□

p). Students ability to work with the Markstrat software improved over time □□□□□

1. All in all, what do you consider to be the most positive experience for students during the course?

....

....

....

2. In what do you see their largest learning effect?

....

....

....

3. Do you have any suggestions for improvement or critical comments?

....

....

....

How can I reach you if I have any further questions after Markstrat?

Phone: ....

Fax: ....

Email: ....

Thank you very much for your cooperation.

A.2.4. Questionnaire: New lecturers

QUESTIONNAIRE

How long does it take to fill out the questionnaire?

I have developed a high standardised questionnaire, which mainly expects you to mark boxes which refer to your relevant answers. Therefore it should not take longer than 15 minutes.

How to answer the questions?

Mark the boxes corresponding best to your answers. If questions are itemised, please mark the most appropriate answer like this →   ☒

In some questions I have employed answer scales from 1 to 5
(e.g. 1=very good to 5=very bad)

If you would like to correct your answer, mark the wrong one black and mark and underscore the right one →   ☐ ☐ ■ ☒ ☐

In some cases I only ask you for numbers, e.g.   ⓪② / ⑨⑨
And in others I have left space for you to write an answer (…………….)

If you are asked for numbers and your answer should be "zero", please fill in   ⓪⓪

Your comments and additional information are welcome

This questionnaire is part of my thesis. Other surveys have been sent to students in more than 6 countries in those partner institutions that have participated in Dukenet Markstrat. Since I have not covered all possible questions which might be relevant for the surveys I appreciate your additional information and comments.

I.   Educational background

Information about your status.

1.10.   Name of your Institution: ....

1.11.   Country: ....

1.12.   Type of Institution: ....

Other: ....

1.13.   Major subject you teach:..

1.14.   Do you voluntarily represent your institution?

☐ Yes

☐ No

II.   Motivational background

Reasons and motivations for participation in the Dukenet network.

2.2.   What were the primary reasons of your university for an application for the Dukenet?

....

2.3.   In which Dukenet activities will you/do you participate?

☐ Markstrat

☐ IP Eurosurvey

☐ Staff exchange

☐ Student exchange

☐ Project: virtual teams

☐ Project: café Oke

☐ Project: MAV

2.4.   Which benefits do you expect from Dukenet and how important are they for you?

	Very Important 1				Not at all important 5
Student exchange	☐	☐	☐	☐	☐
Staff exchange	☐	☐	☐	☐	☐
Bilateral /multilateral projects	☐	☐	☐	☐	☐
Bilateral/multilateral research	☐	☐	☐	☐	☐
Networking	☐	☐	☐	☐	☐
International encounter of colleagues	☐	☐	☐	☐	☐
Use of English language for students	☐	☐	☐	☐	☐
Certificate (markstrat) for students	☐	☐	☐	☐	☐
Student exchange	☐	☐	☐	☐	☐
Student exchange	☐	☐	☐	☐	☐
Other:					

2.5.   In which areas does your institution foster international activities?

    a)   Compulsory stay abroad specified in the study curriculum (internship or semester)

☐ Yes

☐ No

(if yes, for a duration of: weeks)

    b)   Proficiency courses in major foreign languages

☐ Yes

☐ No

(in the following languages   type of certificate obtained

    c)   Exchange programmes with foreign universities

☐ Yes

☐ No

(with which universities in which countries)

    d)   Excursions and study trips accompanied by a lecturer

☐ Yes

☐ No

(what is the destination of these study trips? How often are they offered during a students stay at the university?)

    e)   Major specific semester(s) abroad (with credits, e.g. ERASMUS)

☐ Yes

☐ No

    f)   Courses in co-operation with other international institutions

☐ Yes

☐ No

(What institutions, how frequent are these courses during a students stay at the university? Is Markstrat the only course of this kind?)

    g)   Organised internships abroad?

☐ Yes

☐ No

(Who organises the internship? Which are the countries with which you cooperate?)

h)   Language courses abroad?
      ☐ Yes
      ☐ No
(Which languages and countries? Organised by whom?)

i)   Meetings with foreign exchange students at your university?
      ☐ Yes
      ☐ No
(What country do they come from? How long are they there?)

j)   Other, please specify:

2.6.   Is or will Markstrat be a prescribed/compulsory course?
        ☐ Yes
        ☐ No

2.7.   What credits will the students receive for this course?
        ☐ Participation certificate
        ☐ Credit points, how many?   ECTS
        ☐ Exam pre-requisite (obligation)
        ☐ Other
        ☐ Not sure yet

2.8.   Please estimate the importance of factors for the students that influence their motivation?
        (as far as you can, even if you haven't participated yet)

	Very Important				Not at all important
	1	2	3	4	5
a). Gaining of Markstrat Certificatec	☐	☐	☐	☐	☐
b). Experience abroad	☐	☐	☐	☐	☐
c). Relevance for student's CV	☐	☐	☐	☐	☐
d). Interest in a different culture and country	☐	☐	☐	☐	☐
e). Opportunity for international contacts	☐	☐	☐	☐	☐
f). Interest in the specific country chosen for the Markstrat seminar	☐	☐	☐	☐	☐
g). Their friends (students) also opted for the seminar	☐	☐	☐	☐	☐
h). 'Green light' and 'go ahead' by parents and partner	☐	☐	☐	☐	☐
i). Positive experience with the accompanying teacher of the university	☐	☐	☐	☐	☐
j). Acquiring computer based skills (simulation, presentation)	☐	☐	☐	☐	☐
k). Interest in the contents of the course	☐	☐	☐	☐	☐
l). Information, recommendations of former participants	☐	☐	☐	☐	☐
m). Affordable cost of participation in the seminar	☐	☐	☐	☐	☐

    n).   English as language of communication   ☐☐☐☐☐

    o).   Time frame: Markstrat fits student's time schedule   ☐☐☐☐☐

    p).   others:

        please specify

2.9.   Did you have previous experience with computer simulation or online business games?

    ☐ Yes

    ☐ No

(if yes, what did you use:)

2.10.   How do you evaluate the pedagogical effectiveness of simulations vs. traditional courses?

    ☐ Better

    ☐ Same

    ☐ Worse

    ☐ Don't know, can't evaluate

2.11.   Which advantages do you see in simulations vs. traditional courses?

    ....

How can I reach you if I have any further questions?

 ....

Phone : ....

Fax: ....

A.2.5. Questionnaire: Longitudinal

Longitudinal survey about career perspective and international orientation

1. In which career phase are you currently?
O 1. student   O 2. graduate
La réponse est obligatoire.

Socio demographic background

2. Please indicate your Gender
O 1. female   O 2. male

3. Please indicate your year of birth [ ]

mm /yyyy (e.g. 10/1977)

Please tell me something about your cultural environment. Do you have:

	1	2
4. a mixed cultural family?	O	O
5. mixed cultural friends?	O	O
6. a mixed cultural community/neighbourhood?	O	O

yes (1), no (2).

7. What is your current status?
O 1. single   O 2. engaged   O 3. married
O 4. divorced   O 5. widow

8. How many children do you have? [ ]

If you dont have any, please mark "0" or leave the field empty

9. If I would like to contact you for additional research information could you please leave your email address for me?

[ ]

the information is on a volotary basis and will be kept anomiously. It would really help if there are questions of understanding!

Please indicate the HIGHEST level of education of:

	1	2	3	4
10. Your father?	O	O	O	O
11. Your mother?	O	O	O	O
12. Your partner?	O	O	O	O

compulsory school or less (1), completed (upper) secondary school (2), higher education diploma/degree (3), not applicable- I dont have one (4).

How do you rate your language proficiency in:

	1	2	3	4	5
13. English	O	O	O	O	O
14. Spanish	O	O	O	O	O
15. German	O	O	O	O	O
16. French	O	O	O	O	O
17. Italian	O	O	O	O	O
18. Finnish	O	O	O	O	O

native speaker (1), excellent (2), intermediate (3), beginner (4), none (5).

19. other language: please specify

[ ]

20. Level other language
O 1. native speaker   O 2. excellent   O 3. intermediate
O 4. beginner   O 5. none

History of Studies

21. Please indicate your studies and degrees, you are pursuing (student) or have obtained (graduates). (Study 1)

[ ]

Main studies and degree

22. Which degree level will/did you have obtained?
O 1. Under Bachelor degree level (Bac +2)
O 2. Bachelor level (Fachhochschule, Bachelor, Diplom I)
O 3. Master level (University Diploma II, Master of Arts/Science, Laurea, Maitrise)
O 4. Post degree level (Phd level, Doktorgrad)
O 5. other

23. When did you begin this study? [ ]

mm /yyyy(e.g. 08/1999)

24. When will/did you finish this study? [ ]

mm /yyyy(e.g. 08/1999)

25. Name of institution

[ ]

La réponse est obligatoire.

26. In which country?

[ ]

Where the is the institution located?

27. Do/did you have an additional study ?
O 1. yes   O 2. no
La réponse est obligatoire.
Aller à '34-Abroad' si 2nd study = "no"

28. Please indicate your 2nd area of studies and (expected) degree. Study 2

[ ]

29. What degree level will/did you obtain in your 2nd study?
- ○ 1. Under Bachelor degree level (Bac +2)
- ○ 2. Bachelor level (Fachhochschule, Bachelor, Diplom I)
- ○ 3. Master level (University Diploma II, Master of Arts/Science, Laurea, Maitrise)
- ○ 4. Post degree level (Phd level, Doktorgrad)
- ○ 5. other

30. When did you begin this study?

La réponse doit être comprise entre 01/1990 et 10/2006.

31. When will/did you finish this study?

La réponse doit être comprise entre 01/1990 et 10/2013.

32. Name of institution

La réponse est obligatoire.

33. In which country?

International background

34. Did you spend time abroad during your studies?
- ○ 1. yes   ○ 2. no

La réponse est obligatoire.
Aller à '55-student: a) desinterest culture' si Abroad # "yes"

35. Date of FIRST stay abroad

mm /yyyy(e.g. 08/1999). First time you spend time abroad during your studies.

36. In which country?

Please indicate your activities and duration abroad (IN TOTAL, e.g.if more than one semester abroad etc.):

	1	2	3	4	5
37. semester abroad	○	○	○	○	○
38. internship abroad	○	○	○	○	○
39. (part) time job abroad	○	○	○	○	○
40. educational program	○	○	○	○	○
41. language improvement	○	○	○	○	○
42. others (e.g. holidays)	○	○	○	○	○

1-2 weeks (1), 2-4 weeks (2), 1-3 months (3), more than 3 months (4), didn't apply (5).

Please indicate degree of reasons that influenced your decision to go abroad

	1	2	3	4	5
43. a). career purposes = relevance for cv, better employment chances	○	○	○	○	○
44. b). study purposes	○	○	○	○	○
45. c). relationships = friends, partner, parents teacher that motivated to go abroad	○	○	○	○	○
46. d). not totally satisfied/happy in the home country	○	○	○	○	○
47. e). language improvement	○	○	○	○	○
48. f). interest in other culture and people	○	○	○	○	○
49. g). generel interest in activities abroad	○	○	○	○	○
50. h). development of personality	○	○	○	○	○
51. i). positive experiences made abroad earlier	○	○	○	○	○
52. j). country/city (location) of interest = (climate, relationships)	○	○	○	○	○
53. k). other reasons	○	○	○	○	○

to a very high extent (1), to a high extent (2), neither nor (3), to a low extent (4), not at all (5).

54. If 'others',please specify

La question n'est pertinente que si Abroad = "yes"

Please indicate the degree of reasons that influenced your decision NOT to go abroad

	1	2	3	4	5
55. a). limited interest in new cultures and people	O	O	O	O	O
56. b). insufficient financial means or support	O	O	O	O	O
57. c). (estimating) to have not sufficient language competence	O	O	O	O	O
58. d). no suitable time to go abroad/didn't fit into my time schedule	O	O	O	O	O
59. e). personal relationships/duties which didnt allow me to go abroad	O	O	O	O	O
60. f). (part) time job that didn't allow to go abroad	O	O	O	O	O
61. g). generally no interest in activities abroad	O	O	O	O	O
62. h). earlier experience abroad was not positive	O	O	O	O	O
63. i). afraid to go abroad in "unknown" situations	O	O	O	O	O
64. j). no country/city of interest available	O	O	O	O	O
65. k). other personal reasons	O	O	O	O	O

to a very high extent (1), to a high extent (2), neither nor (3), to a low extent (4), not at all (5).

66. If 'others' please specify:

[   ]

La question n'est pertinente que si Abroad # "yes"

67. Apart from self organised activities abroad, some institutions offered internationally oriented courses abroad. Did you use these opportunities to partitcipate?

O 1. yes   O 2. no

To what extent does your Institution support and offer international exchange?

	1	2	3	4	5
68. a). Support for semester(s) abroad (DAAD, Erasmus, Socrates)	O	O	O	O	O
69. b). Support for internship(s) abroad	O	O	O	O	O
70. c). Language course(s) (at home or abroad)	O	O	O	O	O
71. d). Course offers with stay abroad	O	O	O	O	O
72. e). Exchange/network with international students	O	O	O	O	O
73. f). Excursions abroad	O	O	O	O	O

to a very high extent (1), to a high extent (2), neither nor (3), to a low extent (4), not at all (5).

74. Did you participate in the Markstrat course? Marketing simulation with Markstrat software (Annecy, Nykobing, Quimper, 's-Hertogenbosch, Kassel, Seinäjoki, Leon, Kristianstad?)

O 1. yes   O 2. no

La réponse est obligatoire.
Aller à '87-Occupation' si Participation Markstrat # "yes"

Markstrat participation

75. In which year and country did you participate in the Markstrat course? In:

- O 1. 1997, Annecy (France)
- O 2. 1998, Kristianstad (Sweden)
- O 3. 1999, Leon (Spain)
- O 4. 2000, Quimper (France)
- O 5. 2001, 's-Hertogenbosch (Netherlands)
- O 6. 2002, Nykobing Falster (Denmark)
- O 7. 2003, Kassel (Germany)
- O 8. 2004, 's-Hertogenbosch (Netherlands)
- O 9. 2005, Seinäjoki (Finland)
- O 10. 2006, Annecy (France)

La réponse est obligatoire.
La question n'est pertinente que si Participation Markstrat = "yes"

Please indicate the degree of learning effect that applies to you:

	1	2	3	4	5
76. a). The link between theory and practical application became more evident	O	O	O	O	O
77. b). My English language skills improved through the course	O	O	O	O	O
78. c). My interest for an international career/orientation increased	O	O	O	O	O
79. d). I could then imagine working abroad	O	O	O	O	O
80. e). I benefited from the intercultural exchange and way of learning	O	O	O	O	O
81. f). I was encouraged to again choose a course with international orientation	O	O	O	O	O
82. g). The course content had a learning effect on my skills in computing, holding presentations, writing reports	O	O	O	O	O
83. h). The intercultural encounter had a positive impact on my personality (way of seeing things)	O	O	O	O	O
84. i). I still have contact to participants	O	O	O	O	O

to a very high extent (1), to a high extent (2), neither nor (3), to a low extent (4), not at all (5).

85. What was the most positive experience you made during Markstrat

La question n'est pertinente que si Participation Markstrat = "yes"

86. What was your largest learning effect from Markstrat

La question n'est pertinente que si Participation Markstrat = "yes"

Employment opportunities

87. What is your current status ?
- ☐ 1. self employed
- ☐ 2. unemployed
- ☐ 3. employed full time
- ☐ 4. employed part time
- ☐ 5. student

multiple answers possible (e.g. working full time and studying)

88. After graduation, what type of employment were you /are you looking for?
- ☐ 1. Part time employment
- ☐ 2. Full time employment
- ☐ 3. to be self employed
- ☐ 4. to be self employed in the region of my partner/spouse/parents
- ☐ 5. none of the above

multiple answers possible

How important are/were the following factors for your first job?

	1	2	3	4	5
89. a). Job security	○	○	○	○	○
90. b). Good social climate	○	○	○	○	○
91. c). Opportunity to pursue continuous learning	○	○	○	○	○
92. d). High income	○	○	○	○	○
93. e). Opportunities to work abroad	○	○	○	○	○
94. f). Enough time for leisure activities/good work life balance	○	○	○	○	○
95. g). Good career prospects	○	○	○	○	○

very important (1), important (2), neither nor (3), not important (4), not at all important (5).

How important do you rate the following factors for your FIRST employer? (from your point of view)

	1	2	3	4	5
96. a). Field of study (business, economics, engineering...)	○	○	○	○	○
97. b). Main subject/specialisation (marketing, finance...)	○	○	○	○	○
98. c). Final exam results	○	○	○	○	○
99. d). Practical/work experience acquired during course of study?	○	○	○	○	○
100. e). Reputation of the institution of higher education	○	○	○	○	○
101. f). Experience abroad	○	○	○	○	○
102. g). Foreign language proficiency	○	○	○	○	○
103. h). Computer skills	○	○	○	○	○
104. i). Recommendations/references from third persons	○	○	○	○	○
105. j). Personality	○	○	○	○	○

very important (1), important (2), neither nor (3), not important (4), not at all important (5).

Graduate: Employement history

106. What was your first job position after graduation?

La question n'est pertinente que si Absolvent-student = "graduate"

107. For how many employers have you worked since graduation?
In full numbers e.g. 0,1,2,3...

108. What is your current major area of work assignment (eg. R&D, sales...)
- ☐ 1. Sales
- ☐ 2. R&D
- ☐ 3. Marketing
- ☐ 4. Finance
- ☐ 5. Revision
- ☐ 6. Organisation/assistance
- ☐ 7. Law
- ☐ 8. others

Multiple answers possible

109. If 'others', please specify :

110. How global ist your company and to what extent does it pursue international activities?
- O 1. International activity
- O 2. only in the European area
- O 3. only in one country
- O 4. no international activity

La question n'est pertinente que si Absolvent-student = "graduate"

111. What percentage of work time do you consider to have an international context?

Percentage of work time (%)

112. How much time do you spend corresponding with clients, partners, externals, in a FOREIGN LANGUAGE?

written and oral-in hours/per week

113. In which languages do you communicate?
- ☐ 1. english
- ☐ 2. french
- ☐ 3. spanish
- ☐ 4. german
- ☐ 5. italian
- ☐ 6. portuguese
- ☐ 7. danish
- ☐ 8. finish
- ☐ 9. swedish
- ☐ 10. norwegian
- ☐ 11. turkish
- ☐ 12. polish
- ☐ 13. russian
- ☐ 14. flamish
- ☐ 15. scottish
- ☐ 16. others

Vous pouvez cocher plusieurs cases (15 au maximum).
La question n'est pertinente que si Absolvent-student = "graduate"

114. If 'others', please specify:

La question n'est pertinente que si Absolvent-student = "graduate"

115. How much time do you spend corresponding with foreigners IN YOUR language?

Oral+written in hours per week

116. Did you undertake business/professional journeys abroad WITHIN the last 12 months?
- O 1. yes O 2. no

La question n'est pertinente que si Absolvent-student = "graduate"

117. How many weeks altogether?

In weeks (0,5-52)

118. Since graduation have you...
- O 1. considered working abroad
- O 2. looked for employment abroad
- O 3. actually received an offer to work abroad (but didn't take it)
- O 4. actually been sent abroad by your employer on work assignments
- O 5. actually had regular employment abroad
- O 6. none

La réponse est obligatoire.
Aller à '122-graduate: a) time' si Graduate: International interest = "considered working abroad" ou Graduate: International interest = "looked for employment abroad" ou Graduate: International interest = "actually received

119. How many times have you been working abroad?

(min 0-200)

120. For a total of how many months?

minimum 0,5 months

121. In how many different countries?

(min 0-50)

Please indicate degree of reasons that apply and influenced your decision NOT to go abroad, haven't been abroad (yet)

1 2 3 4 5

122. a). no suitable time to go abroad/didn't fit into my time schedule O O O O O

123. b). no vacancies free for a suitable position O O O O O

124. c). more competence and responsibility or better position available in home country O O O O O

125. d). no financial attraction or support O O O O O

126. e). totally satisfied/happy in home country O O O O O

127. f). personal relationships/duties which didnt allow me to go abroad O O O O O

128. g). (estimating) insufficient language competence O O O O O

129. h). generally no interest in activities abroad O O O O O

130. i). limited interest in new cultures and people O O O O O

131. j). earlier experience made abroad was not positive O O O O O

132. k). afraid to go abroad in "unknown" situations O O O O O

133. l). no country/city of interest available O O O O O

134. m). other personal reasons O O O O O

to a very high extent (1), to a high extent (2), neither nor (3), to a low extent (4), not at all (5).

135. m2). If 'others' please specify:

La question n'est pertinente que si Graduate: International interest # "actually been sent abroad by your employer on work assignments" ou Graduate: International interest # "actually had regular employment abroad"

How important are the following factors for you for a decision to work abroad?

	1	2	3	4	5
136. a). career purposes	O	O	O	O	O
137. b). possibilty of a higher position abroad	O	O	O	O	O
138. c). more competence and responsibilty area/tasks	O	O	O	O	O
139. d). better financial options	O	O	O	O	O
140. e). not totally satisfied /happy in the home country	O	O	O	O	O
141. f). personal reasons/relationships motivated to go abroad	O	O	O	O	O
142. g). language improvement	O	O	O	O	O
143. h). interest in the other culture, people	O	O	O	O	O
144. i). generel interest in activities abroad	O	O	O	O	O
145. j). positive experiences made abroad earlier	O	O	O	O	O
146. k). development of personality	O	O	O	O	O
147. l). country/city (location) of interest = (climate, relationships)	O	O	O	O	O
148. m). other personal reasons	O	O	O	O	O

very important (1), important (2), neither nor (3), not important (4), not at all important (5).

149. If 'others' please specify:

150. Do you have any critics about the questionnaire or comments you would like to make?

Terminer le questionnaire quelque soit la réponse.

151. Would you like to receive the results of the survey?
O 1. yes O 2. no

152. If "yes", please enter your email adress in order to receive the results.

153. Eingab edatum

B.1.   Tables: Statistical tests with reference to chapter VI

B.1.1. Cross-sectional: Paired sample test: study interest and attitudes of students at the beginning and end of the course

In order to verify the significance of difference of means in agreement to the statements before and after Markstrat, a paired samples test was calculated.

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	1_before- 1_after clear study focus, being motivated to study	-,50468	1,14198	,09686	-,69620	-,31315	-5,210	138	,000
Pair 2	2_before- 2_after prefers more courses with int. orientation, more interested in an int. career	,18705	,87077	,07386	,04101	,33309	2,533	138	,012
Pair 3	3_before- 3_after can now imagine and would like to work abroad	-,00827	,92397	,07837	-,16323	,14669	-,106	138	,916
Pair 4	4_before- 4_after sees more a relationship between theory (uni) and practice (job)	,00000	,98158	,08356	-,16523	,16523	,000	137	1,000

Table 135:   Annexe: Cross-sectional: Paired sample test- study interest and attitudes of students at the beginning and end of the course

The table shows a lower rate of agreement to having a 'clear study focus' and 'being motivated to study after the course' compared to before which is significant at the 0,000 level.

The increased preference for 'courses with international orientation' which is indicated by a significance level of 0,012 significance when comparing the mean agreement to this statement before and after the course supports the assumption that Dukenet Markstrat increases – to a limited degree- the international orientation of students.

As the paired sample test shows, this difference is statistically significant and indicates positive change due to the course, even though - just as in all the statements - the differences before and after are slight and all statements are on the highly positive side.

This also concerns a slight decrease in students' self rating of study focus and motivation which reaches statistical significance, but again, before and after the course the self attributed study focus and motivation of students remains high.

B1.2. Cross-sectional: Paired sample test: study interests and attitudes before and after the course for different groups of students

The t-test for paired sample test shows significant changes when comparing 'clear study focus' before and after Dukenet Markstrat. For all groups the mean increased after Dukenet Markstrat on disagreeing that the study focus has become clearer. For group 2 (outwardbound), group 3 (homebound with fluent language skills) and group 4 (homebound but low language skills) this change was significant $p < 0,05$. The change in mean of group 4 (homebound but low language skills) is statistically significant with $p = 0,023$.

N=142		Experienced	Outwardbound	Homebound with fluent language skills	Homebound but low language skills	In-experienced
1_before-1_after (study focus)	Mean	-,58333	-1,22222	-,74375	-,36702	-,07174
	t	-1,722	-2,817	-5,119	2,347	-,284
	df	12	8	39	46	22
	Sig.	,103	**,023**	**,000**	**,023**	,779
2_before-2_after (courses int. orientation)	Mean	-,02778	-,16667	,21250	,31915	,19565
	t	-0,111	-0,756	1,681	2,483	1,367
	df	12	8	39	46	22
	Sig.	,913	,471	,101	**,017**	,186
3_before-3_after (working abroad)	Mean	,11111	-,33333	,18750	-,07766	-,06522
	t	0,437	-1,414	1,533	-,514	-,0390
	df	12	8	39	46	22
	Sig.	,668	,195	,133	,609	,700
4_before-4_after (relationship uni and job)	Mean	,16667	-,44444	,06250	-,09574	,17391
	t	0,809	-1,512	,058	-,557	,0858
	df	12	8	39	46	22
	Sig.	,430	,169	,614	,580	,400

Table 136: Cross-sectional: Paired sample test- study interests and attitudes before and after the course for different groups of students

B1.3. Cross-sectional: Chi square analysis of changes in the self evaluation of English language competence before and after the course

The chi square test was used to confirm the significance of these changes .The change between self evaluation in English language competence before and after Dukenet Markstrat is highly significant.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	247,675(a)	9	,000
Likelihood Ratio	187,794	9	,000
Linear-by-Linear Association	109,235	1	,000
N of Valid Cases	148		

a 9 cells (56,3%) have expected count less than 5. The minimum expected count is ,49.

Table 137: Cross-sectional: Chi square analysis of changes in the self evaluation of English language competence before and after the course

B1.4. Cross-sectional: Chi square analysis of changes in the intention to spend time abroad before and after the course

Chi square shows a highly significant change (p=.000) in the frequency of the population regarding the intention to spend time abroad before and after the course.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15,616(b)	1	,000

Table 138: Cross-sectional: Chi square analysis of changes in the intention to spend time abroad before and after the course

B1.5. Lecturers' analysis: Comparison of lecturers' and students' evaluations

The lecturers' and students' evaluation was compared with the Mann-Whitney U test.

	Level of the course	Dukenet Markstrat	MS Office	Work load	Time pres-sure	Mastery of English	Playing	Recom-mend
Mann-Whitney U	298,500	341,000	261,500	202,000	300,500	299,500	277,000	323,000
Wilcoxon W	313,500	356,000	11737,500	217,000	315,500	11624,500	292,000	338,000
Z	-,829	-,406	-,487	-1,853	-,815	-,797	-1,100	-,634
Asymp. Sig. (2-tailed)	,407	,685	,626	**,064**	,415	,425	,271	,526

a Grouping Variable: group membership

Table 139: Lecturers' analysis: Comparison of lecturers' and students' evaluations

The results of the Mann-Whitney U tests confirm the findings where none of the differences in ranking between the two groups reach statistical significance.

B1.6. Lecturers' analysis: Mann-Whitney U-test- comparison of judgement of the extent of skill improvement by lecturers and students

	Improvement realistic self evaluation	Improvement link between theory and practice	Improvement teamwork	Improvement communicatio n	Improvement organisation
Mann-Whitney U	196,000	350,000	275,500	369,000	224,500
Wilcoxon W	211,000	365,000	290,500	384,000	11549,500
Z	-1,855	-,304	-1,057	-,111	-,869
Asymp. Sig. (2-tailed)	,064	,761	,291	,912	,385

a Grouping Variable: gruppenzugehörigkeit

Table 140: Lecturers' analysis: Mann-Whitney U-test- comparison of judgement of the extent of skill improvement by lecturers and students

However, as the statistical analysis shows the differences in evaluation of the learning effects of the course when comparing students and lecturers do not reach statistical significance - both groups agree on a very positive rating of the learning effects.

B1.7. Parallel course: Differences in factors for course participation

In order to examine in which aspects of importance the rate of agreement between students attending a 'conventional' course and those attending the Dukenet Markstrat programme differed, the t-test for equality of variances was calculated.

		t-test for Equality of Means			
		t	Df	Sig. (2-tailed)	Mean Difference
Relevance CV	Equal variances assumed	-1,395	193	,165	-,21301
	Equal variances not assumed	-1,247	67,734	,217	-,21301
Opportunity int. Contacts	Equal variances assumed	-3,473	195	**,001**	-,49891
	Equal variances not assumed	-2,864	64,449	,006	-,49891
Friends	Equal variances assumed	,844	195	,399	,16231
	Equal variances not assumed	,771	73,422	,443	,16231
Parents/partner agreed	Equal variances assumed	,193	192	,847	,04164
	Equal variances not assumed	,186	73,467	,853	,04164
Teacher	Equal variances assumed	,663	194	,508	,12925
	Equal variances not assumed	,639	77,640	,524	,12925
Course contents	Equal variances assumed	2,054	194	**,041**	,28571
	Equal variances not assumed	1,980	77,557	,051	,28571
Information	Equal variances assumed	-,664	194	,507	-,12245
	Equal variances not assumed	-,608	71,830	,545	-,12245
English as language	Equal variances assumed	,881	195	,380	,12544
	Equal variances not assumed	,919	91,636	,360	,12544
Time frame	Equal variances assumed	3,705	193	**,000**	,70345
	Equal variances not assumed	4,240	112,261	,000	,70345

Table 141: Parallel course: Differences in factors for course participation

The t-test shows significant differences between the two groups as concerns the importance for 'Dukenet Markstrat fit into my time table' (p=0,000), the 'opportunity for international contacts' (p=0,001) and some difference in 'Interest in the content of the course' (p=0,041) and. This means that the opportunity to meet other international students for the choice of the course attended as well as the importance of the time frame and course content differs between the two groups with the parallel group attending a 'conventional' university course giving greater weight to time frame and less for the opportunity of international contacts and the content of the course.

B1.8. Parallel course: Differences between Dukenet Markstrat and parallel students in the importance of international orientation and working abroad

The independent sample test was calculated to verify the findings.

		t-test for Equality of Means			
		t	Df	Sig. (2-tailed)	Mean Difference
Preference for courses int. orientation	Equal variances assumed	-,406	190	,685	-,06310
	Equal variances not assumed	-,371	74,095	,711	-,06310
Desire to work abroad	Equal variances assumed	,276	190	,783	,05085
	Equal variances not assumed	,260	77,389	,796	,05085

Table 142: Parallel course: Differences between Dukenet Markstrat and parallel students in the importance of international orientation and working abroad

The t-test shows no significant results.

B1.9. Psychological analysis: Mann-Whitney U-test- comparison of value systems of Dukenet Markstrat and parallel course students

The Mann Whitney U test was calculated to verify the comparison of means.

	Vertical individualism	Horizontal individualism	Vertical collectivism	Horizontal collectivism	Motivation performance orientation
Mann-Whitney U	3311,500	2013,000	2345,000	3122,000	3207,000
Wilcoxon W	14189,500	2509,000	3125,000	14297,000	4197,000
Z	-,640	-1,130	-1,863	-,482	-,152
Asymp. Sig. (2-tailed)	,522	,259	,062	,630	,879

a Grouping Variable: msparticipation

Table 143: Psychological analysis: Mann-Whitney U-test- comparison of value systems of Dukenet Markstrat and parallel course students

The U test confirms the comparison of means showing no statistical significance.

B1.10. Psychological analysis: Analysis of variance- comparison of values in the Neo PI-R of Dukenet Markstrat and parallel course students

In order to test for differences between the groups a one way analysis of variance (anova) was calculated.

		Sum of Squares	df	Mean Square	F	Sig.
Neuroticism	Between Groups	22,500	1	22,500	1,818	,196
	Within Groups	198,000	16	12,375		
	Total	220,500	17			
Extraversion	Between Groups	14,497	1	14,497	,493	,491
	Within Groups	558,645	19	29,402		
	Total	573,143	20			
Openness	Between Groups	5,000	1	5,000	,126	,727
	Within Groups	716,800	18	39,822		
	Total	721,800	19			
Agreeableness	Between Groups	24,316	1	24,316	1,295	,269
	Within Groups	356,827	19	18,780		
	Total	381,143	20			
Conscientiousness	Between Groups	3,200	1	3,200	,110	,744
	Within Groups	525,000	18	29,167		
	Total	528,200	19			

Table 144: Psychological analysis: Analysis of variance- comparison of values in the Neo PI-R of Dukenet Markstrat and parallel course students

As the table 144 shows there are no statistically significant differences between the two groups in all of the five personality dimensions measured by the Neo PI-R scales.

B1.11. Cross-sectional: Paired differences test for Dukenet Markstrat and parallel course students in international interest before and after the course

Dukenet Markstrat participants		Paired Differences							Sig. (2-tailed)
		Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
Pair	Variable				Lower	Upper			
3	Int. orientation before- int. orientation after	,82895	2,07085	,16797	,49708	1,16082	4,935	151	**,000**
4	Int. interest before – int. interest after	,66447	2,13437	,17312	,32242	1,00653	3,838	151	**,000**
5	Imagine working before- imagine working after	,55921	2,07710	,16848	,22634	,89208	3,319	151	**,001**
6	like working before- like working after	,51776	2,08263	,16892	,18400	,85152	3,065	151	**,003**

Table 145: Cross-sectional: Paired differences test for Dukenet Markstrat students in international interest before and after the course

For the Dukenet Markstrat participants changes in all four aspects of International orientation are highly statistical significant with (p=0.000 to p=0,003). This means, the Dukenet Markstrat participants have changed their international interest as a consequence of this programme.

This is not the case for the comparison sample who attended a 'conventional' university course. The following table 146 shows the paired sample test for the parallel course participants.

Parallel course		Paired Differences							Sig. (2-tailed)
		Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
Pair	Variable				Lower	Upper			
3	Int. orientation before- int. orientation after	,04000	,72731	,10286	-,16670	,24670	,389	49	,699
4	Int. interest before – int. interest after	-,22000	1,01599	,14368	-,50874	,06874	-1,531	49	,132
5	Imagine working before- imagine working after	-,26000	1,04608	,14794	-,55729	,03729	-1,757	49	,085
6	like working before- like working after	,10000	,67763	,09583	-,09258	,29258	1,043	49	,302

Table 146: Cross-sectional: Paired differences test for parallel course students in international interest before and after the course

This time the paired sample test shows no significant results.

B1.12. Cross sectional: Comparison of importance of factors learned in the course rated by Dukenet Markstrat and parallel group participants

The t-test for equality of means was calculated to verify the findings.

		t-test for Equality of Means			
		t	Df	Sig. (2-tailed)	Mean Difference
Experience useful	Equal variances assumed	-1,972	199	**,050**	-,32132
	Equal variances not assumed	-1,770	71,242	,081	-,32132
Operational skills	Equal variances assumed	-1,619	199	,107	-,26678
	Equal variances not assumed	-1,693	87,745	,094	-,26678
Analytical skills	Equal variances assumed	-3,837	200	**,000**	-,64724
	Equal variances not assumed	-3,490	72,441	,001	-,64724
Link between theory-practice	Equal variances assumed	-2,647	200	**,009**	-,47526
	Equal variances not assumed	-2,703	86,702	,008	-,47526
Ability to co-operate	Equal variances assumed	-,807	199	,420	-,13896
	Equal variances not assumed	-,866	92,049	,389	-,13896
Working under time pressure	Equal variances assumed	-3,137	200	**,002**	-,54211
	Equal variances not assumed	-3,271	89,985	,002	-,54211
Group shared tasks equally	Equal variances assumed	4,113	199	**,000**	,88010
	Equal variances not assumed	4,384	90,963	,000	,88010
Improve discussion	Equal variances assumed	-1,663	200	,098	-,28211

skills	Equal variances not assumed	-1,693	86,169	,094	-,28211
Ability to accept criticism	Equal variances assumed	-2,003	200	**,047**	-,36658
	Equal variances not assumed	-2,022	84,961	,046	-,36658
Language improved	Equal variances assumed	-1,135	200	,258	-,22342
	Equal variances not assumed	-1,199	92,129	,234	-,22342
Able to do share of work	Equal variances assumed	,340	200	,734	,05816
	Equal variances not assumed	,354	89,711	,724	,05816
Systematic planning skills	Equal variances assumed	-2,545	197	**,012**	-,39973
	Equal variances not assumed	-2,182	65,751	,033	-,39973

Table 147: Cross sectional: Comparison of importance of factors learned in the course rated by Dukenet Markstrat and parallel group participants

The results of the t-test shows significant findings with larger benefits of Dukenet Markstrat as compared to parallel group students for 'my analytical skills improved' (both with p=0,000), 'ability to work under time pressure' (p=0,002), 'link between theory and practice' (p=0,009), 'my systematic planning skills improved' (p=0,012), 'ability to accept criticism' (p=0,047) and 'experience is useful for my job' (p=0,05). No differences were observed for 'operational skills', 'ability to co-operate', 'improve discussion skills', 'language improved' and 'able to do share of work' between the two groups and 'sharing task equally' favoured the parallel course. All in all Dukenet Markstrat participants in their own judgement benefited in a larger number of skills through the course.

B1.13. Cross-sectional: Differences in study orientation of Dukenet Markstrat and parallel course students at the beginning of the course

		t-test for Equality of Means			
		t	Df	Sig. (2-tailed)	Mean Difference
Motivation degree_before	Equal variances assumed	2,182	202	**,030**	,68812
	Equal variances not assumed	3,310	196,991	,001	,68812
Clear study focus_before	Equal variances assumed	2,444	203	**,015**	,75161
	Equal variances not assumed	3,477	181,466	,001	,75161
Relationship study and job_before	Equal variances assumed	1,846	202	,066	,58394
	Equal variances not assumed	2,548	163,638	,012	,58394
Link theory and practice_before	Equal variances assumed	,866	203	,388	,26452
	Equal variances not assumed	1,129	147,006	,261	,26452

Table 148: Cross-sectional: Differences in study orientation of Dukenet Markstrat and parallel course students at the beginning of the course

The independent sample test shows significant differences for the 'motivation to study towards a degree' with p=0,030 and 'clear study focus' (p=0,015) in favour of the parallel group.

B1.14. Cross-sectional: Differences in study orientation of Dukenet Markstrat and parallel course students at the end of the course

An independent sample test was calculated to verify the findings.

		t-test for Equality of Means			
		t	Df	Sig. (2-tailed)	Mean Difference
Motivation degree_before	Equal variances assumed	,570	199	,569	,12137
	Equal variances not assumed	,591	86,564	,556	,12137
Clear study focus_before	Equal variances assumed	-1,214	200	,226	-,22026
	Equal variances not assumed	-1,066	69,104	,290	-,22026
Relationship study and job_before	Equal variances assumed	-1,484	199	,139	-,28719
	Equal variances not assumed	-1,472	80,198	,145	-,28719
Link theory and practice_before	Equal variances assumed	-2,223	200	**,027**	-,43711
	Equal variances not assumed	-2,155	79,480	,034	-,43711

Table 149: **Cross-sectional: Differences in study orientation of Dukenet Markstrat and parallel course students at the end of the course**

The only difference between Dukenet Markstrat and parallel group participants that reaches statistical significance is the 'link between theory and practice' after the course with p=0,027. The Dukenet Markstrat participants, now after the course, see a closer link between theoretical and practical work. Since business simulations, such as Dukenet Markstrat, try to provide a setting where theoretical knowledge leads to practical solutions the observed difference could be due to this aspect.

B1.15. Cross-sectional: Test for paired differences in study orientation before and after for Dukenet Markstrat and parallel course students

In order to verify the changes in study orientation in a comparison before/after a paired sample test was calculated for both groups.

Dukenet Markstrat participants		Paired Differences						df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t		
					Lower	Upper			
Pair 1	(More) motivated to study towards a degree	-,19276	2,46706	,20010	-,58813	,20260	-,963	151	,337
Pair 2	Clearer study focus	,32895	2,27796	,18477	-,03611	,69401	1,780	151	,077
Pair 3	See a relationship between study and job	,40132	2,21751	,17986	,04594	,75669	2,231	151	,027
Pair 4	See a closer link between theory (uni) & practice (job)	,58553	2,17586	,17649	,23683	,93423	3,318	151	,001

Table 150: Cross-sectional: Test for paired differences in study orientation before and after for Dukenet Markstrat students

After the course Dukenet Markstrat students see a significantly closer 'relationship between study and job' (p=0.027) and the 'link between theory and practice' (p=0.001) whereas the other changes before to after the course do not reach significance.

For the parallel course the changes are significant for 'motivation to study', 'clear study focus' and the 'relationship between theory and practice' all with p=0,000 however these changes in means are all in a negative direction which means that the rate of agreement to the statements diminishes. The following table 151 shows the results.

Parallel course students		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	(More) motivated to study towards a degree	-,70833	1,21967	,17604	-1,06249	-,35418	-4,024	47	**,000**
Pair 2	Clearer study focus	-,64000	1,20814	,17086	-,98335	-,29665	-3,746	49	**,000**
Pair 3	See a relationship between study and job	-,50000	,87519	,12632	-,75413	-,24587	-3,958	47	**,000**
Pair 4	See a closer link between theory (uni) and practice (job)	-,12000	,74615	,10552	-,33205	,09205	-1,137	49	,261

Table 151: Cross-sectional: Test for paired differences in study orientation before and after the course for parallel group students

C.1.   Letters

C.1.1. Letter of invitation to participate in the longitudinal survey

U N I K A S S E L
V E R S I T Ä T

Sarah KNIEL

Dipl. Ökonomin

University of Kassel · Faculty of Economics and Management

To

Faculty of Economics and Management
University of Kassel

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Email	kniel@wirtschaft.uni-kassel.de

Date   Kassel, 9. November 2006

Dear students and graduates,

You are being asked to participate in a longitudinal survey of the following partner institutions of higher education (DUKENET):

- Avans Hogeschool, 's-Hertogenbosch- the Netherlands,
- IUT de Quimper- Institute de l'Université de Bretagne Occidentale, Quimper- France
- IMUS (IUP de Savoie), Annecy- France
- Handelshøjskolecentret Slagelse, Denmark,
- Università degli Studi di Trento- Trento- Italy
- Bell College, Hamilton- Scottland
- Seinäjoki Business School, Seinäjoki- Finland
- Universität Kassel, Kassel – Germany

The survey analyses the career path of students and graduates of business studies from the above mentioned network of European institutions. A special focus will be on an international orientation during your studies as well as your work experience and specifically on your evaluation of the international Markstrat simulation.

In order to save time and expenses and make it easy for you to participate I ask you to please fill out the questionnaire online at:

http://www.sphinxonline.net/univ/diss/questionnaire.htm

Your response is needed in order to assure the future of international courses at the university level as the results of this research will capture your evaluation and the competencies you have acquired. Please answer each question and be as detailed as possible so that the data will be representative of your opinions and judgements. Filling out the questionnaire will not take longer than 15 minutes and I would very much appreciate your cooperation.

The results of this survey will be an important element of my PhD research thesis. As a participant, tutor and teacher of the international marketing simulation Markstrat for the past 6 years I consider the expected results of this research as important for understanding career paths and identifying key qualifications necessary for business studies.

ALL DATA will only be used for this research project and anonymity is assured. The questionnaire is filled out on a voluntary basis but the more students and graduates participate the better the sample will be and the results will be of a higher validity.

Please take the small amount of time necessary to participate in this survey which will also help assure international cooperation between the DUKENET partners in the future.
I will be happy to send you a short summary of the results when the data has been analysed and invite your comments and suggestions.
Sincerely

Sarah Kniel

C.1.2. Letter of data protection officer for the longitudinal survey

Die Beauftragte
für Datenschutz

Universität Kassel · D- 34109 Kassel

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Mönchebergstraße 19b
34125 KasselBearbeitung
Höhmann
24. August 2009

To whom it may concern,

As the commissioner for data protection, University of Kassel, Germany, it is my obligation to examine all research proposals as to the procedures which could inflict on the privacy rights of individuals. The University of Kassel follows guidelines established by the European Community laid down in eight principles of the data protection act of 1996.

The following research procedures by PhD student Ms. Sarah Kniel, MA in Economics and Management have been thoroughly studied and approved and confirmed as compliant with the data protection principles.

1. Individualized data will be collected for a defined and approved research topic:
    An analysis of marketing courses and their impact on international orientation and careers of students and graduates between 1999 - 2006.
2. Data will exclusively be used for the research purposes.
3. In an online survey the sample will be asked to respond to a questionnaire. The information given voluntarily:
-will NOT be used to support measures or decisions relating to any identifiable living individual.
-will NOT cause, or are likely to cause, substantial damage or substantial distress to any data subject.
The result s of the research, or any resulting statistics, will NOT be made available in a form that identifies the data subject.
Ms. Kniel guarantees that she has made security provisions for the data including the protection of the security of her work environment and the systems used.

The procedure of data collection is as follows:
A letter addressed to the individuals in the sample by Ms Kniel will be sent to the selected departments of business studies of six European nations.
The departments are asked to pass on this letter to their students and graduates without revealing their address to the PhD candidate.

This procedure guarantees that:
Ms Kniel has no direct knowledge of the personal addresses of the individuals in the sample.
The students and graduates in the survey are FREE to choose to participate and fill in the questionnaire or decline.

This research procedure complies with the principles of the data protection act and I have given Ms Kniel permission to proceed along these lines in order to gather research data in a German sample with students and graduates of the University of Kassel. I would welcome your approval to Ms. Kniel's requests in other European nations, as her strategy for data collection strictly follows the guidelines set up by the data protection act of 1996.

Sincerely

Anne Höhmann