Überwimmer et al. (Eds.)

CROSS-CULTURAL BUSINESS CONFERENCE 2023

PROCEEDINGS 2023

MARGARETHE ÜBERWIMMER
ROBERT FÜREDER
PIOTR KWIATEK

PROCEEDINGS

CCBC 2023

CROSS-CULTURAL BUSINESS CONFERENCE 2023

May 11th - May 12th, 2023

School of Business and Management, Steyr Campus

Intercultural or International Perspectives in

- Intercultural Perspectives in Global Business and Export management
- Intercultural Perspectives in Higher Education Research, Teaching and Learning
- Intercultural Perspectives in Marketing, Sales and Service Management
- Intercultural Perspectives in Human Resource Management
- Intercultural Perspectives in Innovation and Entrepreneurship

www.fh-ooe.at/gsm
www.global-business.at

IAUP
International Association of University Presidents

UNIVERSITY OF APPLIED SCIENCES UPPER AUSTRIA

Proceedings

Cross-Cultural Business Conference 2023

Thursday, 11th and Friday, 12th May 2023

Sessions

Intercultural Perspectives in Global Business and Export management

Intercultural Perspectives in Higher Education Research, Teaching and Learning

Intercultural Perspectives in Marketing, Sales and Service Management

Intercultural Perspectives in Human Resource Management

Intercultural Perspectives in Innovation and Entrepreneurship

Editors

Margarethe Überwimmer

Robert Füreder

Piotr Kwiatek

Bibliographic information published by the Deutsche Nationalbibliothek
The Deutsche Nationalbibliothek lists this publication in the Deutsche Nationalbibliografie; detailed bibliographic data are available in the Internet at http://dnb.d-nb.de.

Contact Address:
FH OÖ Forschungs- & Entwicklungs GmbH
Global Business Management / Global Sales and Marketing
Wehrgrabengasse 1-3
4400 Steyr/Austria
Tel.: +43 (0)50804-33000
Fax: +43 (0)50804-33099
www.fh-ooe.at/gsm

Content: The sole responsibility for the content of this publication lies with the authors. All pictures, graphs and tables have been provided by the authors for publication.
Layout: Marton Orban

ISBN 978-3-8440-9127-4

Shaker Verlag GmbH • Am Langen Graben 15a • 52353 Düren
Phone: 0049/2421/99011 - 0 • Telefax: 0049/2421/99011 - 9
Internet: www.shaker.de • e-mail: info@shaker.de

Cite as:
Überwimmer, Margarethe; Füreder, Robert; and Kwiatek, Piotr (2023), *Proceedings Cross-Cultural Business Conference 2023*, Düren: Shaker Verlag.

PREFACE

We live in times of multiple transformations, the most important of which are the digital respectively the AI transformation, the transformation of global networks, and the green transformation. For this very reason, scientists in particular are called upon to seek interdisciplinary discourse and to find solutions together. Above all, cross-cultural and economic topics are increasingly becoming the centre of attention in a variety of business and research areas. Therefore, it is crucial for both researchers and practitioners to continuously enhance and share their knowledge of their research areas and to establish international cooperation.

In order to give researchers a platform to discuss and publish their findings, the research group Global Business Management at the University of Applied Sciences Upper Austria, Campus Steyr is hosting the 12th Cross-Cultural Business Conference (CCBC). The special conditions as a response to the current challenges presented by the COVID-19 virus illustrate the importance of adapting to current trends, especially in digitalization and new forms of internationalization. The CCBC has become a symbol of international networking in the scientific community over the last few years. In order to facilitate this networking process, we are aware that unfortunately some of our international colleagues and friends are not able to join this year's conference.

The research group Global Business Management at the University of Applied Sciences Upper Austria performs research activities for the study programmes Global Sales and Marketing, addressing cross-cultural topics in an innovative global business setting. The 12th Cross-Cultural Business Conference serves as a platform for research and teaching co-operation in this specific field. Therefore, the CCBC 2023 sets out to deal with intercultural or international perspectives in Global Business and Export Management; Marketing, Sales and Service Management; Higher Education Research, Teaching and Learning; Innovation and Entrepreneurship, and Human Resource Management.

We would like to thank all conference participants for their valuable contributions. Furthermore, we would like to thank all reviewers for their valuable feedback to the authors. The willingness of all parties involved to overcome the current challenges enabled us to host this conference in Steyr despite the difficult situation.

We hope the conference and the successful cooperation under these particularly challenging circumstances will further strengthen our international partnerships and networks and serve as a platform for further research cooperation.

Sincerely,
The Cross-Cultural Business Conference Team

Dr. Gerald Reisinger
University President

Prof. Dipl.-Ing. Dr. Margarethe Überwimmer
Head of Studies
Global Sales and Marketing

Dr. Piotr Kwiatek
Deputy Head of Studies
Global Sales and Marketing

Prof. Ing. Mag. Robert Füreder
Global Sales and Marketing

Reviewers

Christian Stadlmann	AUSTRIA
Christopfer Kanitz	AUSTRIA
Daniela Wetzelhütter	AUSTRIA
Darko Pantelic	SWEDEN
Ekaterina Novikova	RUSSIAN FEDERATION
Klaus Mühlbäck	GERMANY
Laura Casati	AUSTRIA
Marcin Skurczynski	AUSTRIA
Markus Vorderwinkler	AUSTRIA
Pavel Strach	CZECH REPUBLIC
Peter De Boer	NETHERLANDS
Piotr Kwiatek	AUSTRIA
Rasa Tamuliene	LITHUANIA
Robert Füreder	AUSTRIA
Tetyana Blyznyuk	UKRAINE
Zdenka Konecna	CZECH REPUBLIC

TABLE OF CONTENT

OPENING KEYNOTE: "MANAGING CROSS-CULTURAL RELATIONSHIPS IN GLOBAL SALES AND MARKETING"

Ulrike Mayrhofer

Professor of International Business at IAE Nice Graduate School of Management and Director of the GRM-lab (Groupe de Recherche en Management), Université Côte d'Azur

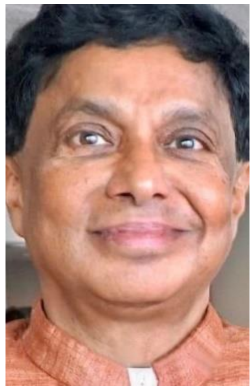
This keynote will focus on management practices to overcome cross-cultural challenges in global sales and marketing. Ulrike Mayrhofer will explain the multiple facets of cultures and how they shape cross-cultural relationships. She will develop the topics of intercultural communication, trust-building, decision-making, problem-solving and team management. The presentation will illustrate how cultural diversity can be managed successfully in global sales and marketing.

Ulrike Mayrhofer is Professor of International Business at IAE Nice Graduate School of Management and Director of the GRM-lab (Groupe de Recherche en Management), Université Côte d'Azur. Her teaching and research activities focus on international business, cross-cultural management, corporate strategy, and marketing. She has published numerous books (e.g., Constructive intercultural management. Integrating cultural differences successfully, Edward Elgar, 2021, with Christoph Barmeyer and Madeleine Bausch), book chapters and articles in journals such as European Management Review, International Business Review, International Studies of Management and Organization, Journal of Business Research, Journal of International Marketing and Journal of Organizational Change Management.

CLOSING KEYNOTE: "CROSS-CULTURAL DIMENSIONS TO APPLIED SCIENCES"

Ramu Damodaran

Deputy Permanent Observer of the intergovernmental University for Peace mission to the United Nations



International relations have traditionally been defined through diplomacy and relationships between governments. With the global endorsement of the sustainable development goals, these relations have been democratized to the people's level. Critical to their realization is the power of applied science exercised through a collaboration of cultures and experiences. Ramu Damodaran is Deputy Permanent Observer of the intergovernmental University for Peace mission to the United Nations. In his international civil service career, he served as the first Director of the United Nations Academic Impact initiative from 2010 to 2021 and was also secretary of the United Nations General Assembly's Committee on Information from 2011.

His thirty-three-year association with the United Nations began as a delegate of India and then with Secretariat assignments including the Departments of Special Political Questions, Peacekeeping, Global Communications, as well as the Executive Office of the Secretary-General. As a member of the Indian Foreign Service, where he was promoted to the rank of ambassador, he served as executive assistant to the Prime Minister of India between 1991 and 1994. He is Senior Fellow at the Centre for Social and Economic Progress in New Delhi, India, and a member of the Leadership Council of the Sustainable Development Solutions Network and of the Board of Directors of the New York chapter of the United Nations Association of the United States.

SESSION A

Intercultural or International Perspectives in Global Business and Export Management

INTERCULTURAL DIFFERENCES PERCEIVED BY SCHOOLS AND COMPANIES ON THE CZECH-AUSTRIAN BORDER

Martina Kuncová[1], Dagmar Frendlovská[1], Milan Jeřábek[2], Robert Füreder[3]
1: College of Polytechnics JIhlava, Czech Republic
2: Masaryk University, Czech Republic
3: University of Applied Sciences Upper Austria, Austria

INTRODUCTION

Representatives of the Department of Economic Studies of the College of Polytechnics Jihlava and members of the School of Business & Management, University of Upper Austria in Steyr cooperated in 2022 within the INTERREG project "ATCZ240 - Cross Cultural Communication Network" (CCCN, 2022) on the analysis of intercultural differences between the Czech Republic and Austria. The aim of the project was to improve intercultural knowledge and skills, to strengthen cooperation between selected regions, especially cooperation between secondary and higher education institutions and companies and their interconnection in the Vysočina Region and Upper Austria. The aim of this paper is to describe the main differences found within the project.

AT/CZ COMPARISON

The mutual relations between the Czech Republic (or today called Czechia) and Austria can be appropriately characterized by the motto "Divided - Separated - United", applied during the 2009 Lower Austrian Regional Exhibition, realized not only in Horn and Raabs, but also in an international or cross-border dimension in Telč (Karner, Stehlík 2009). A completely fundamental change in the framework conditions of political, social and economic life - smoothly underway, but with decisive milestones (Velvet Revolution, entry into the European Union and subsequently the Schengen area) affected more or less all areas of everyday working and private life. Border regions are being connected, contacts are being renewed, inves[illegible] bove all, n[illegible] aying an in[illegible] so-calle[illegible] given territ[illegible] 022).

Despite this mutual convergence, differences between countries are still evident. The fact that the Eastern European countries (including Czechia) are still worse off compared to Western Europe (which includes Austria) is well known and concerns especially the economic situation. If we compare selected indicators for both countries (Table 1), it is clear that Austria has a lower population, but about 32% higher GDP than the Czech Republic, and therefore average wages or expenditure on education are significantly higher, although employment is slightly lower (OECD, 2022; Kuncová et al., 2022). According to OECD (2022) data, the only factor where the Czech Republic has a better position and score is ICT value added as the difference between gross output of the ICT sector and intermediate consumption. With 5.7%, the Czech

Republic ranks 13th among OECD countries, while Austria ranks 28th. IMD World Digital Competitiveness Rankings (2022) based on knowledge, technology and future readiness ranks Austria among the top 20 countries (out of 64 compared), while Czechia is ranked only in the third ten. If we take a closer look at the sub-factors included in these 3 areas, we can see (Kuncová et al., 2022) that in the Knowledge category Austria significantly outperforms Czechia in the area of training & education (5th position for Austria, 45th for Czechia). In the Future readiness category, Austria performed best in the IT integration. Only in the Technology section a better ranking for the Czech Republic than for Austria is visible, but in both cases, it is roughly in the middle of the countries surveyed.

basic national statistics	Population (million inhabit.)	GDP (USD per capita)	Education spending (USD per capita)	GDP spending on R&D (% of GDP)	ICT Value Added (% of val.ad.)	Internet access (% of househ.)	Avg. Vages (USD)	Employment rate (% of working age population)
Austria	8.9	59393	20452	3.2	3.8	95	53132	73.3
Czec Repu								
AT/C								

RESU

Interc ess enviro kers (Über the link between intercultural competence and training, is obvious and has a significant impact in real business environments. In the framework of the INTERREG project (CCCN, 2022), representatives of the College of Polytechnics Jihlava and FH Steyr focused on a survey of the opinions of companies and of students and employees of selected secondary and higher education institutions in the Vysočina Region and Upper Austria.

The questionnaire surveys and interviews conducted with secondary and higher education institutions focused primarily on selected areas of internationalisation, practice-oriented learning and digitalisation. Respondents from both countries agreed on their close relationship to the foreign country Czechia or Austria) or the region (Highlands, Upper or Lower Austria) and their interest in going on excursions, internships or practices in the neighboring country. There is also a consensus on practically oriented teaching and cooperation between schools and companies, and there is a consensus on the perception of digitisation, the promotion of digital literacy and the use of online learning materials. The biggest barriers to mutual cooperation include a decrease in motivation to learn languages other than English, a lack of financial resources on the Czech side, or the low flexibility of the school system on the Austrian side, and the inability to include international projects in the curriculum.

The questionnaire surveys and interviews were also conducted with company representatives. The aim of the interviews was to find out the requirements placed by companies on graduates in terms of their readiness to enter the workplace and the cross-cultural differences between

Austria and the Czech Republic. Czech and Austrian companies positively perceive the arrival of graduates bringing "new energy" to the company. They put emphasis on their language skills, expect them to have a sufficient theoretical basis and the ability to master digital knowledge. They welcome that graduates are not afraid to try and apply new things. Czech companies appreciate the possibility of educating graduates according to their requirements, they prefer graduates who have not yet built up "unsuitable" habits from previous jobs. Austrian companies appreciate the connection of graduates to research organisations, see the need for deepening intercultural skills and the suitability of introducing new knowledge into the company with the possibility of influencing methods/theories.

CONCLUSION

The current Czech-Austrian relations can undoubtedly be considered "better than ever" (Honorary Consul of the Republic of Austria in Brno). It takes place at various levels, is implemented in a variety of topics, touches the general public and specific target groups, is initiated by a wide range of actors, distinguishing between activities of an institutionalised nature, but also completely informal and individual. On the other hand, there is no doubt that not all possibilities have been exploited yet, and there is room for broadening and deepening them. In addition to leisure activities (and shopping), which are cited as the main reasons for

ACKNOWLEDGEMENTS

This INTERREG project "ATCZ240 - Cross Cultural Communication Network" (CCCN, 2022) has been co-financed by the European Regional Development Fund.The paper was supported by the contribution of long-term institutional support of research activities by the College of Polytechnics Jihlava.

REFERENCES

CCCN (2022). "ATCZ240 - Cross Cultural Communication Network", INTERREG Project https://www.at-cz.eu/cz/ibox/po-4-udrzitelne-site-a-instiucionalni-spoluprace/atcz240_cccn

IMD World Digital Competitiveness Rankings (2022). "IMD business school". Retrieved May 1, 2022, from https://www.imd.org/centers/world-competitiveness-center/rankings/world-digital-competitiveness/

Jeřábek, M., Heintel, M. and Weixlbaumer, N. (2016). Transformation des Grenzraumes am Beispiel einer niederösterreichisch-südmährischen Region. MINO, Brno.

Karner, S. and Stehlík, M. eds. (2009). Österreich. Tschechien. Geteilt. Getrennt. Vereint. Niederösterreichische Landesausstellung, Schallaburg.

Kuncová, M., Berková, K., Frendlovská, D., Füreder, R., Überwimmer, M., & Haas, B. (2022). “Digital Competitiveness in the Czech Republic and Austria”. In Proceedings of the 14th International Scientific Conference COMPETITION, Jihlava: College of Polytechnics Jihlava, 105-115.

OECD (2022). “OECD Data”. Retrieved April 30, 2022 from https://data.oecd.org

Šindelář, M., Jeřábek, M. (2022). “Přeshraniční spolupráce s oblastí Weinviertel (Cross-border cooperation with the Weinviertel)”. Geografické rozhledy, No.31, Vol. 5, 38–41.

Überwimmer M., Füreder, R., Hammer, H., Frendlovská, D., Kuncová, M., Berková, K. and Haas, B. (2022). “Why are intercultural skills and their development still not considered as gamechangers in the professional world?”. In Proceedings of the CROSS-CULTURAL BUSINESS CONFERENCE 2022, Steyr, Austria, 139-150.

READY FOR CULTURAL LEARNING – OR NOT?

Robert Füreder

University of Applied Sciences Upper Austria, Austria

INTRODUCTION

The scientific world has done a lot of efforts and widely agreed on the importance of cultural understanding in a globalized business world. (Trompenaars and Hampden-Turner 2002; Lewis 2006; Hofstede and Minkov 2010), unfortunately the implementation in the business world and also in higher education system is still limited and needs to be improved. (Rohlfer and Zhang 2016). In international business trust is essential for building strong relationships with clients, partners, and employees from different cultural backgrounds. (Lewis 2006, van Hoorn 2015) Intercultural sensitivity is the ability to understand and appreciate cultural differences and adapt them. By demonstrating respect for cultural differences and adapting to them, individuals can build stronger relationships with people from diverse cultural backgrounds. This can lead to greater trust, improved communication, and increased business success. (Bennett, 2004)

This paper analyses the current cultural sensitivity and cultural preparation of employees working in international companies, using the example of Austrian and Czech companies. However, it also analyses the school and university system in the regions of Upper Austria (A) and Vysočina (CZ) to provide inputs for improving the existing situation. The analysis results of the stakeholder groups (companies and schools) serve as a basis for the development of intercultural training for these target groups. The aim of this project was to create a network in the two regions that on the one hand makes the analysis results available to the public and on the other hand has developed comprehensive training concepts for different target groups.

The result of the project are intercultural trainings for practitioners and training for high school students to sensibilize them to the important issues of intercultural sensitivity and to provide them tools to prepare for intercultural situations.

RESEARCH QUESTIONS

1. RQ1: Do the company representatives see a need in improving their intercultural knowledge?

METHODOLOGY

60 In-depth interviews were done during the whole project. 20 interviews with Managers of international companies that are based in Austria or Czech Republic. The prerequisites of the respondents were that they had a management position, (leading people) and have very close contact to the neighbouring country (AT or CZ). The interviews were done with Sales Managers, Managers of subsidiaries, or C-level managers.

In order to answer Research Question 3, 8 representatives of High schools and 2 from universities in the region Upper Austria and Vysočina Region were interviewed as part of the research. The directors of the schools or someone who is in charge about internationalisation were selected as interview partners. In addition, for each organisation 3 pupils / students were interviewed as well in order to get the perspective of the young generation as well.

All interviews were audiotaped, transcribed, the qualitative data from the interviews were subjected to thematic analysis. The data have been processed using MAXQDA. With regard to the qualitative research, the results are presented mainly with a verbal description of the findi[...] pany repres[...]

Key [...]

REF[...]

Benn[...] ative a[...] The H[...]

Hofstede Geert, Gert Van Hofstede and Michael Minkov (2010), "Cultures and Organizations – Software of the Mind – Intercultural Cooperation and Its Importance of Survival," New York: McGraw Hill.

Lewis, Richard D. (2006), "When Cultures Collide: Leading Across Cultures" Boston/London: Nicholas Brealey International.

Rohlfer, Sylvia, and Yingying Zhang (2016), "Culture studies in international business: paradigmatic shifts," European Business Review, 28 (1), 39 – 62.

Trompenaars, Fons, and Charles Hampden-Turner (2002), "Riding the Waves of Culture: Understanding Cultural Diversity in Business," 2nd ed. London: Brealey.

Van Hoorn, André (2015), "Individualist-Collectivist Culture and Trust Radius: A Multilevel Approach," Journal of Cross-Cultural Psychology, 46 (2), 269 – 76.

SESSION B

Intercultural Perspectives in Higher Education Research, Teaching and Learning

HOW DID COVID-19 CHANGE GEN Z MEMBERS' VALUE ORIENTATIONS AND BELIEFS? A CROSS-CULTURAL COMPARISON BETWEEN AUSTRIA AND CHINA

Yixuan Zhang[1], Andreas Zehetner[2]

1: University of International Business and Economics, People`s Republic of China
2: University of Applied Sciences Upper Austria, Austria

INTRODUCTION

The COVID-19 pandemic has likely profoundly impacted young people's lives, affecting their education, social lives, mental health, and future prospects in many ways. Many students have faced disrupted or remote learning, which has had an impact on their education and socialization. Also, the pandemic has limited the opportunities for young people to socialize and engage in leisure activities, leading to feelings of isolation and loneliness for some (Loades et al. 2020; Miller 2020). In addition, the pandemic has also taken a toll on the mental health of many young people, including increased stress, anxiety, and depression (Al Omari et al. 2020). In addition to these factors, it can be assumed that young people's value systems and attitudes have also changed. These impacts of COVID-19 on young people may vary depending on factors such as their socio-economic background, cultural background, access to technology, and local government's response to the pandemic. The response to the pandemic has varied widely from region to region (Laishram and Kumar 2021), with some countries adopting more stringent measures to slow the spread of the virus, while others have taken a more relaxed approach. These differences have created disparities in the impact of the pandemic, with some regions being hit harder than others, but also affecting young peoples' beliefs in different ways. The aim of this study is to investigate whether young representatives of two different cultures, who have also dealt with the pandemic in partially different ways, have adopted different developments in their value attitudes. Two research questions are derived from this problem.: "How did the pandemic change the values and believes of young people in Austria and China?", and: "Which differences between the two groups can be identified and explained?"

VALUE ORIENTATION THEORY

Kluckhohn and Strodtbeck's Value Orientation Theory (1961) is a cultural anthropological

of human beings. For example, some cultures may view humans as inherently good, while others may view humans as inherently flawed. Second, relationship with nature: the way in which individuals view the relationship between humans and nature, including the use of natural resources, environmental protection, and the balance between technology and the natural world. Third, time: the way in which individuals understand time and how they use it, including the value placed on past, present, and future, and the pace of life. Time includes also scheduling of tasks, which might follow a monochronic or a polychronic structure. Fourth, activity: the way in which individuals view work, leisure, and achievement, including the importance of productivity, creativity, and efficiency. Fifth, social relations: The way in which individuals understand and engage in social relationships, Sixth, space: understanding of the importance of individual freedom, space perceptions, community, and hierarchy. Each of these dimensions is shaped by cultural values, which in turn affect the behaviour and decision-making of individuals.

METHODOLOGY

To explore these questions and enrich with empirical data, essays were written by 40 students socialized in Austria and by 40 students socialized in China as part of a qualitative study. The topic was: "Please reflect on the last 3 years of your professional and student life (the "Covid" years). Please write an essay about your experiences, and what has changed compared to

grouped in an Austrian and a Chinese sample, and lastly, differences between the groups were analyzed.

FINDINGS

After a detailed analysis of 80 samples, we found that the pandemic has affected young people at all dimensions of value orientation, but to different degrees.

GENERAL FINDINGS

Human Nature: Young people's views have changed from "human nature is inherently good" to "people are mixed and complicated". On the one hand, they can see the nobility and brightness of human nature, as many volunteers are busy saving lives regardless of their own safety and sacrifice. On the other hand, they have also seen that not everyone follows the rules, and most people don't care how their actions affect others.

Relationship with Nature: Before the pandemic, many young people believed that "humans dominate nature". However, during the pandemic, they fully felt the power of nature. The destruction of nature by humans, in turn, hurt humans themselves. Therefore, they believe that nature has dominated human beings, and the most important thing is to live in harmony with nature. In addition, Covid led to a lot of appreciation for nature and a deeper need for it. They want to spend more time on going out and breathing the fresh air. Finally, some young people realize environmental issues and emphasize the emergency to protect nature. *Time*: Before the pandemic, young people always planned the future and imagined what to do in the future. The uncertainty brought by the pandemic made them start to live in the present and cherish every second of it. No one can predict what will happen in the future, which led to the view that grasping the present is the most important thing. *Activity*: In terms of schedule, young people have shifted from a more monochronic way of doing things to a polychronic working style. In particular, the reason for this shift is that as many lectures and meetings moved online, the possibilities increased to do several things at the same time. As far as the question of "doing or being" is concerned, most young people turn to support "doing-oriented thinking". It is more important to act as soon as possible because you never know if you will miss an opportunity because of the pandemic. *Social Relations and space*: As far as social relations are concerned, more and more young people are beginning to realize the power of the group. Before Covid, it was more about personal accomplishment. However, the pandemic changed the perspective that achieving a common goal of the whole group is more important; In addition, they support the flat hierarchies and a shift from a hierarchic-driven society to a more decentralized society; In terms of space, most young people think that people are more distant with each other. Strict lockdowns and quarantine measures lead to more feelings of isolation and loneliness.

became apparent for the polychronic. On the dimension of "doing or being", the Chinese group emphasizes immediate action, while the Austrian group values "existence". *Social Relations and space*: The most obvious difference in terms of social relations is that more Austrian young people tend to be individualistic, and there are observations of flat hierarchies and a more decentralized society in the Austrian dataset.

CONCLUSIONS AND IMPLICATIONS

The study indicates that the pandemic has impacted values and beliefs of young people, especially in the dimension of the relationship between humans and between humans and nature and in the dimension of time, which has moved from future to present orientation. Furthermore, the cultural backgrounds and social environments of the Chinese and Austrian groups have led to distinct differences in their beliefs regarding human nature and social relations. Implications for universities: young people's changed relationships with people and their changed perspective of time should be mirrored in teaching patterns and behaviour. Students need more social relationships; they are anchored in the present and they are becoming more polychronic. Teaching formats, the pace of learning, and perceived power distances should be amended accordingly. Implications for businesses: Companies hiring young people should consider their sensitivity to the relationship between nature and people and respond to their needs for closeness and clarity. At the same time, these young people are willing and able to work.

LIMITATIONS AND FUTURE WORK

A major limitation and at the same time an impetus for future research is the fact that cultural differences also exist independently of the pandemic and that it will be important in future work to examine the specific changes that have taken place as a result of the pandemic by comparing the two countries.

REFERENCES

Available on request.

MATHEMATICAL INTEGRATED STRATEGIES IN A CORE BUSINESS CLASS USING COGNITIVE SCIENCE METHODS AS AN INTERVENTION TACTIC TO INCREASE FUTURE STUDENT SUCCESS AT CONCORDIA UNIVERSITY OF WISCONSIN.

Erik W. Hollander, Adam Paape, Jeffrey P. Potratz
Concordia University Wisconsin, United States of America

INTRODUCTION

This research and work seek to demonstrate the need for early interventions of math in early coursework for traditional undergraduate students at Concordia University Wisconsin (CUW). What is being presented in this analysis is a continuation of re ovmedial work and findings from research in 2017 from The Effects and Impact of Remedial Mathematics Integrated into a core, entry-level Business Class using an Intervention Strategy to increase future student success at Concordia University Wisconsin. This project is seeking deeper knowledge, understanding, and actionable next steps from the previous proposed strategies to best improve the students' performance in STEM education and ensure the overall success of students in these fields.

The course Business Essentials (BUS 161) ran for the first time in the traditional undergraduate Fall 2015 semester. In the inaugural year, the course included general business essentials such as writing cover letters and resumes, preparing for interviews and informational interviews, and focusing on the basic fundamental foundations of business. This course allowed Concordia University Wisconsin (CUW) to differentiate itself from other institutions of higher education in that the University taught tangible skills to students for the real-world using a real-time approach of applicable use so they were in a position to have a better-than-average opportunity entering the workforce.

Over the course of the 2015 – 2016 school year, it was apparent in several of the statistics and accounting courses that incoming students were deficient in basic mathematical skills. Instead of working on higher level problems, theories, and applications, professors had to use class time to conduct and provide basic lessons on subjects such as algebra. Due to this unforeseen challenge, the instructors for the BUS 161 course created a math assessment to heighten these specific skills beginning in Fall of 2016. While the BUS 161 course is intended for freshman or first year students, all business students are required take this course as a part of the business core (required courses for all business students regardless of major in the BSB). The University anticipated that by the Fall 2020 semester, all previous business students will have taken the BUS 161 course, and therefore it will solely be a freshman (and potentially transfer students) only course.

The impact felt by math deficiency, possibly caused by gap years with no math, is felt in STEM disciplines. Chemistry colleagues at CUW give a placement exam to incoming students that contains both chemistry and math content. While student performance on the chemistry content is important, the chemistry department views math as so vital to chemistry success that students can make up for some chemistry deficiencies with a strong enough performance on the math portion to be placed into the traditional freshman chemistry course sequence and vice versa. This proposed study could help inform the project team's chemistry colleagues, and others like them in STEM disciplines who are impacted by math deficiencies, on how to help address the situation. This work is critically important as early results have demonstrated an increased ability for students to increase performance in other math related courses and to comprehend and apply what they have learned in other areas. It is the hope of the investigator that the findings from this research shall further promote students' interest in the areas of STEM fields both locally, regionally and nationally.

In this research the Investigators used data to better understand the resources needed for students to obtain higher GPAs in their college upper-level courses that incorporate math (i.e., statistics, economics, accounting, etc.). To do so the co-PI's conducted activities using a pre and post assessment with all students taking BUS 161. These assessments were integrated into the first five days of class in the BUS 161 course in the following order:

1) Day 1 – Pre-Assessment
2) Day 2 – Review of Pre-Assessment Questions
3) Day 3 – Review of Pre-Assessment Questions / Review of video problems
4) Day 4 – Review of Additional Video problems demonstrating same concepts
5) Day 5 – Post- Assessment

The review taking place on day two through day four includes mathematical discourse with student-to-student learning. Through the use of student feedback, the co-PI's focused on how (procedural) and why (conceptual) students may consider one approach versus another in solving these problems. The co-PI's worked through each problem in the assessment followed by other problem sets and videos to reinforce the procedural and conceptual approaches to solving these problems. This strategy allowed the investigator to obtain an understanding of what resources students needed to improve their math skills and also provided insight into the results of the math intervention prior to entering post-secondary education.

LITERATURE REVIEW

Fine, Duggan and Braddy (2009) found that higher education institutions nationwide are finding that large numbers of entering freshman students are not prepared for college-level course work, particularly college-level mathematics. For example, in Oklahoma, in Fall 2005, 32.6% of first-time freshman students in public higher education institutions and over 40% of the high school graduates from some other counties were enrolled in remedial mathematics courses (Fine, Duggan & Braddy, 2009). The investigators will know the math intervention is

Cooperation and Development (OECD) surveyed more than 150,000 people ages 16-65 in 24 different countries. The U.S. ranked 21 out of 23 countries in math and 17 out of 19 countries in problem solving (Beard, 2013). Although more U.S. students than ever attend college after high school, many of them are not well prepared during their high school years for college, as evidenced by high rates of postsecondary remediation and low rates of college completion (Roderick, Nagaoka, and Coca 2009; Turner 2004).

PREVIOUS WORK

In the Fall of 2016, a math assessment was developed that included five focus areas: Basic Math, Word Problems, Order of Operations, Linear Equations, and Geometry. These specific focus areas were selected to cover and align with applications student encounter in the workforce (i.e., actuaries, finance, etc.). These assessments were adapted and derived from the Complete Test Preparation Inc. (2017). However, in collaborating with our Education department a co-PI was informed that new methods and approaches have been developed as best practice in cognitive science that suggests how to develop, implement, and evaluate students in ways that are evidence based.

Table 1. Student Assessment Participation by Term.

In Fall 2016, 109 students were enrolled in BUS 161 with 109 students completing the pre/post-test math assessment. Students had 50 minutes to complete a 19-question pre-assessment with no assistance from phones, devices, or calculators. They were only provided a printed hard-copy of the assessment and writing utensil. For five days following this initial assessment, follow-up activities were provided with a walk-through of each problem with a concluding post assessment on day six during which time students were allowed 50 minutes to complete a similar 20 question assessment with no assistance from phones, devices, calculators; only the printed hard-copy of the assessment and a writing utensil were provided to students. As noted in Table 1, the subsequent terms of implementation of this assessment have been noted along with the number of participants completing the assessment in the BUS 161 course by term.

These teaching practices based on recent cognitive science research focused on implementation of retrieval practice, spacing, and interleaved practice. These approaches will likely decrease the short-term performance of learners, but this challenge and academic rigor for students will increase long-term learning (Rohrer & Pashler, 2010). Retrieval practice has been shown to consistently increase overall retention of information over traditional instructional practices (Agarwal et al., 2017; Eglington & Kang, 2018; Latamier et al., 2020; and Leggett et al., 2020). The central idea behind retrieval practice is for learners to routinely have opportunities to get information out of their heads, rather than simply being given information by an instructor. Examples of retrieval practice as highlighted by Agarwal and Bain (2019) in their book entitled, "Powerful Teaching: Unleash the Science of Learning," include the following:

- Brain dumps - students write down everything they can remember from the last time we talked about this concept.
- Two things - prompting students to recall two things from the current lecture or any other aspect of the course.
- Retrieve-taking - instead of students taking real-time notes during a class, they are prompted to not write anything down. After the planned class activity is completed, students are then allowed to write down everything they can recall.

Spacing is an instructional tool that takes advantage of the power of forgetting. Bjork and Bjork (2019) have shown that intentionally taking advantage of forgetting will allow a learner to better retain information when asked to retrieve that content at later times. The Bjorks note the following:

> "To the degree, therefore, that spacing or a change of contextual cues can make the retrieval of information studied earlier more involved and difficult, such spacing and contextual variation will also make the act of retrieval (provided it succeeds) more potent ir

Spacing … or weeks), … he retentio …

Interlea … od perform … ng togethe … ar concep … at blocked … ng during t … ng. Students learn to differentiate between similar concepts and procedures when practice is mixed in problem kind (Foster et al., 2019 and Rohrer, 2012). A major challenge for teachers of mathematics is the lack of textbooks that incorporate intentional interleaving of concepts (Rohrer and Hartwig, 2020). Teachers, therefore, need to create instructional routines and problem sets that take advantage of this powerful learning tool.

The goal with all of these instructional strategies (retrieval practice, spacing, and interleaved practice) is to overcome a false perception of learning through increased short-term performance, but rather to create deep learning that lasts for the long-term (Soderstrom and Bjork, 2015). This study compared data over five years, using a continuous longitudinal mixed methods design approach, whereby the PI collected the quantitative data followed by a short qualitative study. With this approach the investigators analyzed assessments from a quantitative perspective to assess conceptual and procedural understanding. The investigators conducted observations, group discussions, peer-to-peer learning and used evidence-based instructional practices to further promote the conceptual and procedural understanding for students. Included in the quantitative approach is the pre and post assessments as well as the comparable data by way of grade performance in the course for BUS 315 Statistics. At Concordia, the investigators are working to solve that issue by conducting research that will provide a potential solution to these issues by looking at (a) students previous conceptual and procedural learning, (b) baseline knowledge to mathematical concepts, (c) instructor instructional practices and (d) potential for faculty (Higher Ed and secondary) development.

KNOWLEDGE BASE FOR THE PROJECT

Assessment in higher education is not a new concept, yet there is a dearth of publications on the subject of assessments of students' post remedial coursework. While Hernandez (2012) discusses the relationship between assessment and student learning, Lagerlof (2008) suggests that there is relatively little evidence for a positive effect of remedial mathematics on student performance. As mentioned in the introduction, this concept has created numerous challenges for the students as they progress in their academic coursework at CUW, where students enrolled in a college-level statistics course struggled to successfully perform simple algebra equations. This, however, should not come as a surprise and is evidenced in Tolley, Blat, McDaniel, Blackmon, and Royster (2012):

> …substantial evidence that nationally almost half of college freshmen could benefit from some mathematics remediation. Although gaps may exist in other subject areas, "the transition in mathematics is by far the most serious and the most problematic" (Kajander & Lovric, 2005, p. 150). Research conducted in the mid- 1980s revealed that roughly 46% of college students required mathematics remediation (Adelman, 1999; Dell-Amen & Rosenberg, 2002). A decade later Wieschenberg (1994) found that 40% of approximately 600,000 students in his study failed their first attempt at freshman c … ts: 4 … in n … th li

This iss … on examin … of college- … es and the … ial mathem

> A … ts i … ial mathematics classes is growing in community colleges and four-year colleges across the U.S. (National Mathematics Advisory Panel, 2008). For example, as many as 80% of students in New York were required to take at least one remedial course, and 87% of incoming freshmen were failing at least one of three basic skills exams (Wright, 1998). Similarly, California campuses have enrolled as many as 90% of freshmen into remedial education (Hoyt & Sorensen, 2001).

The idea around assessment comes at a time when civil unrest has bubbled up amidst a global pandemic. As noted by Karp (2014) one of these that are still in play today (2020) relies on updated information for any national curriculum reform at a time when many school districts are facing significant budget cuts, providing less funding for education than was available five years ago, and the elimination of more than 300,000 teaching positions. Karp (2014) continues to note that over 4,000 public schools have been closed during this time when there is a dramatic increase in the cost of education and the debt burden, in addition to the difficulties of college access and students' ability to meet current standards.

While the student research foundation (2019) suggested in its findings that there has been an increase of 65% of students in American high schools taking AP Exams since 2008, the stark reality is that students generally satisfy their minimum requirements of math and science courses by their junior year. According to two local school districts, Nicolet School District and Mequon-Thiensville School District, one operating under a traditional semester model and the other in trimesters, both confirm that their current standards allow a student to test out of math and science sometime during their junior year of high school. This becomes a challenge for those seeking post-secondary education as they were not required to take math or science in their senior year and many do not take those required courses in a post-secondary setting in their first year. This creates a gap in knowledge, as experienced at CUW. This situation provides a significant opportunity to examine this further at CUW, in addition to other considerations for course sequencing at the district level.

In 2003 the Organization for Economic Cooperation and Development's (OEC) Program for International Student Assessment performed an international survey of 15-year-olds (Chaddock, 2004). In the U.S. 15-year-olds scored measurably better than their counterparts in only three of the 30 nations in the Organization for Economic Cooperation and Development (Chaddock, 2004). These results track findings that most U.S. high school students don't know enough mathematics to do well in college courses or in the work force. "Only 40 percent of high school graduates are prepared to earn a C or higher in a college level course, and these are also the same skills needed for the workplace," says Ken Gullette, a spokesman for ACT Inc. in Iowa City, a college entrance exam (Chaddock, 2004). Even the highest U.S. achievers in mathematics literacy and problem solving were outperformed by their peers in other industrialized nations. Many individuals are not exactly forthcoming in acknowledging their lack

assessment component. According to Soderstrom and Bjork (2015) the goal will all of these instructional strategies is to overcome a false perception of learning through increased short-term performance, but rather to create deep learning that lasts for the longer term.

STATEMENT OF THE PROBLEM

Currently, Wisconsin Department of Public Instruction (DPI) does not dictate curriculum, pedagogy, or delivery of content but does require specific areas of content are met at each grade level K-8 and through high school (2011). However, as noted previously, conversations with an Assistant Superintendent and an Assistant High School Principal revealed that their curriculum is designed in a sequence that allows students to "check-the-box" and satisfy this requirement during a student's junior year of high school. There is no requirement of any math or science course in a student's senior year. Both administrators noted this concept was consistent with other local schools.

The data from all CUW students who have took the pre and post assessments provide additional context to their previous academic performance to also take into consideration when analyzing these results. The students' current average cumulative GPA at CUW is 3.128, while the average high school GPA is 3.073 and the average ACT Math Score is 20. Additionally, the project team have a demographic breakdown of these participants representing what they identified as a "home" address noted in Table 2, which may play a role in non-Wisconsin resident students prior academic experiences and requirements.

[illegible]	[illegible]
KS	1
MD	1
MN	10
MO	7
MT	2
NV	5
NM	1
NY	1
OH	1
OR	2
TX	10
WI	435
Unknown	1
Canada	2
Total	**600**

Table 2: States Student Identify residence

Currently, this study is examining the current WI-DPI requirements for high school students that may impact those seeking and engaging in post-secondary education. With the majority of students attending CUW residing in Wisconsin, this research may demonstrate the need for expanded partnerships and collaboration to further examine this parallel impact in other states related to DPI. This is a snapshot of the observations and data the PI has obtained during their research. However, future collaborators do have the ability to take this information and dissect it further by breakdown of zip codes, high schools, and ACT scores (overall) and/or by math or science.

EXPECTED SIGNIFICANCE

It is clear that this topic has long been researched but the level of mathematical proficiency among the nation's K-12 students has decreased and the investigators have not found much literature beyond the short-term duration; a year or less of data and/or intervention. According to the Nation's Report Card (2015), which measures the standardized testing among 4th, 8th and 12th grade students, for male and female students (approximately 13,200) and for twelfth-grade students attending public schools, the average mathematical proficiency score in 2015 was lower compared to 2013; where math went from 153 in 2013 and to 152 in 2015. This may not be … into early … ntial challe … ncy, Public …

In bo … gher educa … well prepa … This perce … also low re … ator is wo … n to these … (b) baseline knowledge to mathematical concepts, (c) instructor instructional practices and (d) potential for faculty (Higher Ed and secondary) development. The preliminary data demonstrates a strong correlation to this hypothesis, which is that this intervention will increase these students' performance in future upper-level courses like finance, statistics, economics and accounting. Additional research will allow the investigators to further support a framework following evidence-based instructional practices to provide critical insights on effective practices, education, and training for STEM related faculty, programs and related courses.

Anecdotally, most incoming freshman do not initially take their most challenging (or perceived challenging) coursework, which generally includes courses that heavily utilize math or science. Due to a majority of the student population enrolled in BUS 161 from Wisconsin it comes as no surprise that many have had a gap of two years or more in some cases since they last took a math or science course in high school because the Wisconsin Department of Public Instruction does not require four years of math. This absence of consistent application of concepts has played a role in students falling behind in their capabilities to perform in those areas. Multiple instructors at CUW have first-hand experience with students not being prepared for courses that are heavily embedded with math such as economics, finance, accounting. More specifically, instructors in statistics courses are spending far too much time reteaching remedial math like algebra without ever getting to regression analysis. While this is most notable in a class like statistics, other course instructors in accounting and finance have noted similar experiences in which students are not prepared to work through the next level of mathematical applications, having forgotten much of what they were taught years prior. This causes unanticipated delays in the current coursework as well as struggles to grasp key concepts. The co-PI's discussed this situation with colleagues from the Chemistry department and discovered that they, too, had to reteach basic math skills to students before formal entry into their programs and have since instituted use of a mandatory placement assessment for incoming students. The investigators are looking to strengthen the preparation of students seeking to pursue STEM related program and related courses. The current model of student entry does not promote future success in these programs and courses. By following the evidence based instructional practices the investigators hope to improve the mathematical retention of the conceptual and procedural knowledge.

However, since the inception of the math intervention in Fall 2016 in the BUS 161 courses, instructors teaching statistics, finance, and accounting programs have experienced an increase in students' mathematical retention related to conceptual and procedural concepts having been a part of the intervention in the BUS 161 course. These same students have also performed better than those in the control group, who have not had the same intervention. CUW has had 40 students take BUS 315 before BUS 161 and not receive the intervention. This group is

students taking BUS 161 following BUS 315.

INTELLECTUAL MERIT

Math proficiency is among high school and postsecondary students is greatly lacking in the United States, which is negatively affecting their academic performance and retention at the postsecondary level, thereby reducing the likelihood that they will enter a STEM field. By improving instructional methods following evidence based instructional practices and evaluating high school curricular requirements, including scope and sequencing, high school students will gain improved retention of conceptual and procedural mathematical concepts to be better prepared to enter postsecondary education. While these efforts will impact students preparing to enter STEM related fields, programs and coursework, a consideration to the Wisconsin Department of Public Instruction regarding scope and sequencing may provide further impact that would also be measured to decrease the achievement gap.

BROADER IMPACTS

While the investigator focused looking at these areas: (a) students previous conceptual and procedural learning, (b) baseline knowledge to mathematical concepts, (c) instructor instructional practices and (d) potential for faculty (Higher Ed and secondary) development; there is much to gain from these efforts. The results from this study will be disseminated with other colleges and universities, secondary education (K-12 districts), DPI, WI-DPI and other internal/external stakeholders. These efforts take a serious look at the efforts over the past several years to increase participation in STEM program and coursework with a stronger focus on women and underrepresented groups participation. The impact of this work extends to the promotion of internal and future external collaboration, contribution to the knowledge in the field of education, focus on closing achievement gaps, promotion to follow evidence based instructional practices for faculty in higher education and secondary school districts (K-12), all with a goal of supporting STEM related education and careers. Furthermore, this work will promote students' ability to be more readily prepared for post-secondary education, specifically in STEM fields.

Having shared this information early on in the research at an International Business conference in Austria in 2017, it was clear then, as it still is now (2023), that this approach and experience is something that universities and school districts in secondary education (K-12) are experiencing at an international level. While the initial steps are to partner and collaborate with strategic the work of this project is an opportunity to better prepare students regardless of aspiration. The increased understanding to the importance of a more strongly aligned curriculum to promote continued learning is one that partners between academia and across many … for others … dary choic … rect benef … and minor …

REF…

Agarw … San

Agarw … are … 64–771. https://doi.org/10.1080/09658211.2016.1220579

Beard, K. (2013, Nov. 13). Behind America's Decline in Math, Science and Technology. U.S. News & World Report. Retrieved from: https://www.usnews.com/news/articles/2013/11/13/behind-americas-decline-in-math-science-and-technology

Bjork, B. and Bjork, E. (2019). Forgetting as the friend of learning: implications for teaching and self-regulated learning. Advances in Physiology Education, 43(2), 164–167. https://doi.org/10.1152/advan.00001.2019

Bok, D. (2005). (2005, December 18). Boston Globe. Are colleges failing? Higher ed needs new lesson plans.

Chaddock, G. R. (2004, December 7). Math + test = trouble for US economy. (Cover story). Christian Science Monitor, 97(8), 1.

Complete Test Preparation Inc. (2017). California High School Proficiency Test Math. Retrieved August 22nd, 2016 from: http://www.test-preparation.ca/chspe-math/

Cox, M. (2011). Texas A&M University. ProQuest Dissertations Publishing. The Effects of Behaviorist and Constructivist instruction on student performance in college-level remedial mathematics. Retrieved on March 30th, 2017 from: http://search.proquest.com.cuw.ezproxy.switchinc.org/docview/908998525?accountid=10249

Eglington, L. and Kang, S. (2018). Retrieval Practice Benefits Deductive Inference. Educational Psychology Review, 30(1), 215–228. https://doi.org/10.1007/s10648-016-9386-y

Fine, A., Duggan, M., & Braddy, L. (2009). Removing remediation requirements: Effectiveness of intervention programs. Primus : Problems, Resources, and Issues in Mathematics Undergraduate Studies, 19(5), 433-446. Retrieved from http://libproxy.usc.edu/login?url=https://search-proquest-com.libproxy1.usc.edu/docview/213432103?accountid=14749

Foster, N., Mueller, M., Was, C., Rawson, K., & Dunlosky, J. (2019). Why does interleaving improve math learning? The contributions of discriminative contrast and distributed practice. Memory & Cognition, 47(6), 1088–1101. https://doi.org/10.3758/s13421-019-00918-4

Hernandez, R. (October 2012). Higher Education. Springer Publishing, New York; Vol. 64, No. 4; pp. 489-502.

Karp, S. (2013/2014, Winter). The Problems with the Common Core. Rethinking schools. 28(2). https://rethinkingschools.org/articles/the-problems-with-the-common-core/

Kim, S. (2018, June). New Research Shows Declining Interest in STEM. Center for Digitial ning-

Lager edial

Latim cing iew.

Legge view 770.

Nation ents. https://www.nationsreportcard.gov/reading_math_2015/#mathematics?grade=4

Roderick M, Nagaoka J, Coca V. 2009. College readiness for all: The challenge for urban high schools. *Future of Children* 19(1):185–210. http://www.princeton.edu/futureofchildren/publications/docs/19_01_09.pdf. Accessed May 2015.

Student Research Foundation. (2019). Decoding the Fast-Changing World of AP Classes and Exams. https://www.studentresearchfoundation.org/blog/statistics-ap-classes-and-exams/

Rohrer, D and Pashler, H. (2010). Recent Research on Human Learning Challenges Conventional Instructional Strategies. Educational Researcher, 39(5), 406–412. https://doi.org/10.3102/0013189X10374770

Rohrer, D. (2012). Interleaving Helps Students Distinguish among Similar Concepts. Educational Psychology Review, 24(3), 355–367. https://doi.org/10.1007/s10648-012-9201-3

Rohrer, D., Dedrick, R., & Hartwig, M. (2020). The Scarcity of Interleaved Practice in Mathematics Textbooks. Educational Psychology Review, 32(3), 873–883. https://doi.org/10.1007/s10648-020-09516-

Soderstrom, B. and Bjork, R. (2015). Learning Versus Performance: An Integrative Review. Perspectives on Psychological Science, 10(2), 176–199. https://doi.org/10.1177/1745691615569000

Tolley, P. A., Blat, C., McDaniel, C., Blackmon, D., & Royster, D. (2012). Journal of STEM Education: Innovations and Research. Enhancing the mathematics skills of students enrolled in introductory engineering courses: Eliminating the gap in incoming academic preparation; p. 13(3), 74-86. Retrieved on March 30th, 2017 from http://search.proquest.com.cuw.ezproxy.switchinc.org/docview/1015211572?accountid=10249

Wisconsin Department of Public Instruction. (2011). Wisconsin Standards for Mathematics. https://dpi.wi.gov/sites/default/files/imce/standards/pdf/math-standards.pdf

SPLASH SALES COMPETITION – A NEW PEDAGOGICAL APPROACH FOR TEACHING COMPLEX TEAM SELLING WITH TECHNOLOGICAL AND HYBRID ELEMENTS

Karina Burgdorff[1], Rikke Carlé[1], Silvio Cardinali[2], Christian Stadlmann[3], Pia Hautamäki[4], Pauliina Airaksinen-Aminoff[4], Teppo Yrjonkoski[4], Piotr Kwiatek[3], Serena Galvani[2]

1: Aalborg University Business School, Denmark
2: Università Politecnica delle Marche, Italy
3:University of Applied Sciences Upper Austria, Austria
4: Tampere University of Applied Sciences, Finland

INTRODUCTION

Various studies (such as Peesker et al., 2022) highlight that new skills for sales professionals are required in the future to provide answers to the needs of digitalization (Hochstein et al., 2019), changes in the market environments (Mangus et al., 2020) and of B2B customers (Plouffe et al., 2016). Among others, the following gaps in competencies and capabilities for salespeople are discussed by scholars:

- Personal characteristics: Business acumen (Peesker et al., 2022); emotional intelligence, and cultural intelligence (Zehetner, 2019)
- Negotiation: complex selling and time pressure (digital and face-to-face), relational vs. transactional sales approach (Bolander, Bonney, & Satornino, 2014)
- Team player skills: multilevel selling, building the right team for negotiations (Lai & Yang, 2017)
- Sales analytics and technology: use and adoption of Data, BI, CRM (Guenzi & Nijssen,2020)
- Value-Based Selling: Strategic view over the customer's business (Böhm et al., 2020)

All these competencies listed above are individual practical and interpersonal skills, challenging to learn in traditional classroom teaching or lectures (Spiller, Kim, & Aitken, 2020). Therefore, training is needed to teach students how to sell using these skills. Having a sales competition is a way to allow students to practice their skills in a simulated environment to train specific skills. Therefore, a new teaching approach was developed in the framework of an international ERASMUS+ project, called SPLASH – Sales Platform Studies for Higher Education. This new approach – SPLASH Sales Competition enables learning in a simulated and hybrid environment.

EXISTING SALES COMPETITIONS

Investigating existing sales competitions, it can be highlighted that this pedagogical form is typical used in sales education. Sales Education Foundation (SEF) provides a yearly list of sales competitions internationally. The SEF list in 2023 shows a total of 26 sales competitions worldwide (https://salesfoundation.org/) which are open to students from other universities. Of the featured Sales Competitions on this site, twenty three out of all competitions are hosted in the US. One is hosted in Asia, four are only virtual, and only two are organized in Europe. All these competitions are primarily structured around sales role plays, in which students simulate sales situations. The notable exception is the RNMKRS competition (https://www.rnmkrs.org/), which is an artificial and application based virtual competition. In contests, students are given a case to prepare before the sales competition. On the competition day, students will role-play as salespeople going through a sales meeting setting. They are judged according to different criteria concerning their communication and selling skills by judges who are role-playing as buyers. Students will compete in teams of two or individually. All students are provided with feedback.

As sales competitions are popular because they provide a platform for active learning by doing, the SPLASH project's goal was to develop a new type of competition to provide some elements that are not included in other competitors. In reviewing existing sales competitions, the follow

- O ... cond E
- E
- E ... nts.
- M

NEW ... ES COMPETITION

The limitations of existing sales competition allowed room for rethinking the SPLASH Sales Competition and to include some new elements to provide a different and complementary sales competition in Europe. First, the developed SPLASH Sales Competition design includes the whole sales process, including preparation and evaluation. The focus is put on the Value-Based Sales Process (Töytäri et al., 2011). With this point of departure, a prerequisite for successful participation is that the students have received basic sales teaching and are familiar with the concepts of complex B2B selling and methods and activities associated with sales in a complex B2B environment. Second, the competition is hybrid, as online and face-to-face elements are included. The SPLASH sales competition is based on a sales process focusing on the early-buying phase. Therefore, both the online and in-person phases are executed and evaluated. The final pitch can be done in person or virtual or combined. Third, teamwork as part of the selling and evaluation process is incorporated throughout the entire process and competition. Teams of 3-4 people can either be formed with national or international participants (mixed teams). Additionally, the students also act as evaluators of other teams. This peer evaluations are having an important role and supporting students to learn about evaluating other students and how to give feedback. Fourth, the SPLASH Sales competition includes additionally the usage of Salesforce CRM, LinkedIn, and other technologies as part of the selling process. Students need to use these technologies throughout the entire process, e.g. to get in contact with their targeted customer. Additionally, the evaluation of the participants is based on sales technology, too as all the assessment is done in the CRM environment. Lastly, the playground of the competition is the real-life company, Hilti International, their existing customers and their solution business model, called "Fleet Management". Their representatives act as coaches, counterparts (i.e. buyers) and evaluators.

This new format allows professors and teachers to have the competition as part of the sales courses throughout the semester. The SPLASH Sales Competition was finally included in sales courses of four different universities in the spring semester 2023 and successfully tested with students from Aalbourg University (DK), Tampere University of Applied Sciences (FI), University of Urbino Carlo Bo (IT) and University of Applied Sciences Upper Austria (A). As the elements were developed in the framework of Erasmus-fundings, all teaching materials are available for free (http://www.saleseducation.eu/). This unique form is going to be integrated in the curriculum of various universities and is planned to be used as a fundamental part of educating students complex team selling approach with technological and hybrid elements in the B2

REF

Böhm ... s of sa ... l of Pe ... -97. htt

Bolan ... the rel ... tion, 36

Guenzi, P., & Nijssen, E. J. (2020). Studying the antecedents and outcome of social media use by salespeople using a MOA framework. Industrial Marketing Management, 90 (August), 346–59. https://doi.org/10.1016/j.indmarman.2020.08.005.

Hochstein, B., Bolander, W., Goldsmith, R., & Plouffe, C. R. (2019). Adapting influence approaches to informed consumers in high-involvement purchases: Are salespeople really doomed? Journal of the Academy of Marketing Science, 47(1), 118–37. https://doi.org/10.1007/s11747-018-0609-2.

Lai, C. J., & Yang, Y. (2017). The role of formal information sharing in key account team effectiveness: Does informal control matter and when. Journal of Personal Selling and Sales Management, 37(4), 313–31. https://doi.org/10.1080/08853134.2017.1393341.

Mangus, S. M., Jones, E., Folse, J. A. G., & Sridhar, S. (2020). The interplay between business and personal trust on relationship performance in conditions of market turbulence. Journal of the Academy of Marketing Science, 48(6), 1138–55. https://doi.org/10.1007/s11747-020-00722-6.

Peesker, K. M., Kerr, P. D., Bolander, W., Ryals, L. J., Lister, J. A., Dover, H. F. (2022). Hiring for sales success: The emerging importance of salesperson analytical skills, Journal of Business Research, 144, 17-30, https://doi.org/10.1016/j.jbusres.2022.01.070.

Plouffe, C. R., Bolander, W., Cote, J. A., & Hochstein, B. (2016). Does the customer matter most? Exploring strategic frontline employees' Influence of customers, the internal business team, and external business partners. Journal of Marketing, 80(1), 106–23. https://doi.org/10.1509/jm.14.0192.

Spiller, L. D., Kim, D.-H., & Aitken, T. (2020). Sales Education in the United States: Perspectives on Curriculum and Teaching Practices. Journal of Marketing Education, 42(3), 217–32. https://doi.org/10.1177/0273475319852756.

Töytäri, P., Brashear, A. T., Parvinen, P., Ollila, I., & Rosendahl, N. (2011), "Bridging the theory to application gap in value-based selling", Journal of Business & Industrial Marketing, 26 (7), 493-502. https://doi.org/10.1108/08858621111162299.

Zehetner, A. (2019). Emotionale Intelligenz und Verkaufsperformance. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-26472-7.

THE USE OF BLOCKCHAIN TECHNOLOGY IN EDUCATION: BENEFITS AND SOLUTIONS.

Konecna Zdenka, Jan Budik

Brno University of Technology, Czech Republic

ABSTRACT

This paper is devoted to digital technologies used in the process of education at HEI´s. There are presented research results coming out from a study aimed on investigating blockchain technology and its implementation in educational sector. The term “blockchain” was not widely known a few years ago and was mainly related with its usage in the financial sector, above all with cryptocurrencies. However, recently we can observe that blockchain technology gain more attention and its application as well in other areas. The education sector adjusted its processes to digitization quickly above all during the pandemic period. In our research, we have been keen on asking a question and finding answer, if blockchain technology have applications as well in education. We based our study on literature review and data from a survey, where online questionnaire were used. The findings discover awareness of blockchain technology, aspects and areas suitable for implementing blockchain technology in educational sector. Blockchain as a decentralized ledger can be perceived as a secure and reliable place with its clear applications as well in educational processes at HEI´s.

Keywords: Blockchain technology; sustainable education; digital education.

INTRODUCTION

Current research focused on modern technologies includes very often as well opportunities of blockchain technology. The term “blockchain” was not widely known a few years ago and was mainly related with its usage in the financial sector, above all with cryptocurrencies. However, recently we can observe that blockchain technology gain more attention and its application as well in other fields for example in healthcare (Kalla,et al., 2020; Franks, 2020; Guru et al. 2021), food supply chains (Kamilaris et al. 2019; Rogerson and Parry, 2020), agricultural supply chains … 022) or gov…

In our … r.

The … hain technology has the potential to revolutionize this sector. Blockchain can fundamentally modify how students and teachers collaborate and manage academic e.g., records. The distributed ledger technology of block-chain can significantly impact the education industry positively, regarding transparency and account-ability.

Perception and solutions of using blockchain in education have been identified and introduced in the paper. Literature review of blockchain technology in relation to educational sector were conducted for their ideas and contribution to the knowledge and to uncover research gaps and inconsistencies that could be addressed. Based on literature research and gained data from questionnaires the findings discover commonly shared views of benefits and limitations of applying blockchain technology in educational sector. Benefits result in promising solutions, including a transparent shared data platform, tracing data of students, streamline data recording and document management system. This research can expand existing knowledge related to educational sector and the experiences shared can serve as lessons learned for HEI´s to adopt the blockchain technology for better performing and offering their services in education

LITERATURE REVIEW

Blockchain was introduced as a new technology and began as a peer-to-peer database for recording Bitcoin cryptocurrency transactions in the year 2008 (Nakamoto, 2008).
This modern technology consists of a chain of blocks that allows to securely store all committed transactions using shared and distributed networks (Rani et al., 2021; Krichen et al., 2022). All transactions are carried out in a decentralized way, removing the need for any mediators to confirm and verify them (Fanning and Prakash, 2016; Krichen et al., 2021). Blockchain has some key characteristics such as (Krichen et al., 2021):
Decentralization: In the blockchain, a transaction can be performed between any two
entitie hain
can d the
centra

Persis must
be va
Anony ork.
Furthe /her
identi The
major
Audita the
distributed network because each transaction is confirmed and stored with a timestamp.

The education sector is undergoing technological transition. There are numerous challenges with this. Virtual classrooms are taking over from traditional classrooms. The real question is how might blockchain technology help educational institutions and students' study more effectively? (Steiu, 2022)
This topic can be answered in a variety of ways, however in this context we can observe three major segments that are followed in order to describe the advantages of blockchain solutions and benefits for educational process (Lushi, 2019; Steiu, 2022):
Educational institutions (e.g., universities, start-ups, and non-governmental organizations) that are searching for solutions to improve the efficiency and security of student data storage and management;
Learners who would benefit from more interesting, dependable, and long-term methods of accumulating, attesting, and sharing information;
Employers who want to assess the validity of students' talents and credentials in a trustworthy and secure manner.
It's worth emphasizing that the application of blockchain in academia is still in its early stages, which has an impact on the availability and quality of research on the subject. The majority of existing solutions employ blockchain as a secure system for validating and distributing personal student data and academic diplomas, along with educational organizations' databases.

METHODOLOGY

From a theoretical perspective, the potential of blockchain technology is recognized throughout the industry. However, very little research has gone beyond conceptual considerations of the benefits offered by blockchain technology for educational sector. This paper attempts to address benefits and challenges of blockchain implementation into the educational processes settled at higher educational institutions. The conducted data reflected the perception from the perspective of future users of blockchain technology in education, namely students on various study levels.

The study explicitly addresses the following research questions:

RQ1: What are the benefits of blockchain technology related towards educational sector?

RQ2: What are the challenges connected with implementation of blockchain technology into the educational sector?

Regarding data collection the questionnaires in online format were used as a method to answer the research questions. The research sample consisted of 147 students of business and management studies at bachelor, master and as well doctoral level. Regarding gender struct ... e of gende ...

Data ...

Full version available at https://www.global-business.at/

RES...

In the ... the first p... and limits ...

For ... ness and m... ined resea... of qualitative data gained from open questions.

When we have analyzed the benefits perceived by our respondents as it is demonstrated in Figure 1., than we can identify that the most valued is security followed by an appropriate/safe control of data access and identity authentication. With a certain amount of significancy/ as very worth are perceived support of learners' career decisions. On the other hand, among the least beneficial items are viewed costs that should be expended before and during implementing the technology into the already existing systems in the institutions, followed by enhancing students' assessment and trust.

Full version available at https://www.global-business.at/

Figure 2. Challenges of blockchain adopting

CONCLUSIONS

In conclusion, in our presented research results we have tried to find out the answer to the questions what kind of benefits and obstacles are perceived by our respondents like future users of blockchain technology in the high educational institutions. We have identified in the data that most beneficial are seen high security and like least effective are viewed low costs. The reason might be that there are a lot of open-source frameworks of information technology and price is not relevant benefit. At the second part of our research, we have identified challenges of blockchain viewed during its adoption process and as the most challenging has been perceived Privacy&Security and on the other hand like the least one has been mentioned Weakening traditional school credentials. So, we can say, that students think that Weakening traditional school credentials are not influenced by blockchain adoption. Our research has several limitations, which should be taken into account. The data were collected via online questionnaires with a certain number of respondents. For forthcoming research, it is advisable to enlarge the sample size in order to produce more comprehensive analysis. Moreover, the findings can be extended by considering of involving more HEI´s and as well from different countries in order to base the interpretation of outcomes on more robust sample as a basis for potential strategic decisions in implementing of new technologies into the institutional process

REFER

Fanning ... s,"
Th

Franks, ... ds
ma ... ol.
30

Guru, D ... on:
A Survey and future directions," Electronics, vol. 10, pp. 1216.

Kalla, A., T. Hewa, R.A. Mishra, M. Ylianttila and M. Liyanage (2020) "The role of blockchain to fight against COVID-19," *IEEE Engineering Management Review*, vol. 48, no. 3, pp. 85-96.

Kamilaris, A., Fonts, A. and F.X. Prenafeta-Boldú (2019) "The rise of blockchain technology in agriculture and food supply chains," *Trends in Food Science & Technology*, vol. 91, pp. 640-652.

Khan, H.H., M.N. Malik, Z. Konečná, A.G. Chofreh, F.A. Goni and J.J. Klemeš (2022) "Blockchain technology for agricultural supply chains during the COVID-19 pandemic: Benefits and cleaner solutions," *Journal of Cleaner Production*, vol. 347.

Krichen, M., Ammi, M., Mihoub, A. and M. Almutiq (2022) "Blockchain for Modern Applications: A Survey," Sensors 22: 5274.

Lushi, T. (2019) "Blockchain in Education: Possibilities for a Blockchain Based Study Management System for Higher Education Institutions," *International Conference at the Brno University of Technology*, Apr. 2019.

Nakamoto, S. (2008) "Bitcoin: A peer-to-peer electronic cash system," https://bitcoin.org/en/bitcoin-paper (accessed 17 November 2022).

Rani, N. Harshita and P. Prakash (2021) "Blockchain in Capital Markets: Applications, Possibilities and Challenges," *South Asian Journal of Management*, vol. 28, pp. 150-170.

Rogerson, M. and G.C. Parry (2020) "Blockchain: case studies in food supply chain visibility," *Supply Chain Management*, vol. 25, no. 5, pp. 601-614.

Raja Santhi, A. and P. Muthuswamy (2022) "Influence of blockchain technology in manufacturing supply chain and logistics," Logistics, vol. 6.

Steiu, M.- F. (2020) "Blockchain in education: Opportunities, applications, and challenges," *First Monday*, vol. 25, no. 9.

Wang, Y., Han, J.H. and P. Beynon-Davies (2019) "Understanding blockchain technology for future supply chains: A systematic literature review and research agenda", *Supply Chain Management*, vol. 24, no. 1, pp.62-84.

Zuo, Y. (2020) "Making smart manufacturing smarter—A survey on blockchain technology in Industry 4.0," *Enterp. Inf. Syst.*, vol. 15, pp. 1323–1353.

WITH OR WITHOUT THEM: SUPPORTING ACADEMICS IN THEIR INTERNATIONALISATION EFFORTS BY ASSESSING THEIR PROFESSIONAL DEVELOPMENT NEEDS

Lucie Weissova, Darko Pantelic
Jönköping University, Sweden

INTRODUCTION

Internationalisation of Higher Education (IoHE) has evolved over the past thirty years to become a key driver and a central component of policies and practices in modern higher education (HE) (de Wit 2020). More than 90% of higher education institutions (HEIs) worldwide have internationalisation activities mentioned in their institutional mission/strategic plans. Accepting international students for credit mobility or entire degree programmes has become a new reality for many universities (Marinoni 2019). This brings opportunities and challenges for academics teaching in international classrooms (Pantelic et al. 2021). For business schools, this is further intensified by the very nature of the contemporary business world where future business graduates are required to have the competences to effectively work across cultures, as well as collaborate across organisational boundaries with partners belonging to different cultures, serving customers across the globe. As academics report being “undersupported, underprepared, and underconfident” for the task of internationalising their teaching practices (Green & Whitsed 2013, p. 148), it appears that HEIs have forgotten to prepare academics for this very important task.

This study addresses the frequent calls for research focusing on the role of academics and the professional development (PD) that would support them in internationalisation (Ambagts-van Rooijen et al. 2021; Dafouz et al. 2020). Surprisingly, involving academics in this conversation and assessing their needs prior to HEIs’ immense investment into the design and delivery of new PDs has been greatly overlooked in the literature. Even though it should be the very first step in the development of any educational program (Siddiqui 2006).

THE NEED FOR PROFESSIONAL DEVELOPMENT

As HEIs start to acknowledge that the PD of academic staff for internationalisation cannot remain the responsibility of individual teachers, the design and delivery of appropriate PD are receiving attention at HEIs around the world (Garson et al. 2016; Lauridsen & Lauridsen 2017; Ryan et al. 2021; Zou et al. 2020). Nevertheless, Lauridsen and Lillemose (2015) described that s… PD itself c… pate and in…

COM…

The work with internationalisation of teaching and learning demands a whole-person transformation from academics (Green & Mertova 2016). Several authors and projects created a list of competences academics should possess for teaching in the international classroom (for more information see Dimitrov & Haque 2016; EQuiIP 2019; Teekens 2003; van der Werf 2012). Dimitrov & Haque created 'Intercultural Teaching Competence' (ITC) model to serve academics in developing their teaching practice across cultures. They describe ITC as "the ability of instructors to interact with students in a way that supports the learning of students who are linguistically, culturally, socially or in other ways different from the instructor or from each other, across a very wide definition of perceived difference and group identity" (Dimitrov et. al. 2014, p. 89). The model comprises foundational, facilitation, and curriculum design competences, in a total of 20 specific competences a successful educator should possess. In this study, the ITC model is used to assess the perceived importance of different competences among academics. This model was chosen for this study because it, among other things, draws on the research on the experience of international students in university classrooms (Arkoudis et al. 2013).

METHOD & RESULTS

Academics (university staff carrying out teaching responsibilities) at a middle-size Swedish HEI were invited to participate in the study. A questionnaire was constructed in Esmaker software

The author acknowledges the limitations of a chosen instrument, not least the extent to which the questionnaire is able to capture in-depth information from the participants. However, receiving answers from as many participants as possible at this stage of the process overweighted the richness of information that could be collected by, e.g., interviews.

IMPLICATIONS

A lack of attention to the professional development needs of academics for teaching in an internationalised classroom was a key driver for this study. The results of this study will have practical implications for HEIs wishing to invest in PD activities that are appealing to academics. In that way, PD can increase their engagement, enhance their confidence in teaching in the international classroom and improve their pedagogical capabilities. In the long run, this might have an impact on HEIs as they could improve their ability to meet the needs of globally diverse students; enhance students' intercultural competences; foster 21st-century graduates who are ready to contribute responsibly to society, and ultimately affect the quality of education.

REFERENCES

Ambagts- van Rooijen, Marloes, et al. (2021), "Back Educators to Boost Internationalisation for All," *FORUM EAIE*, (winter edition), 22-24.

Arkoudis, Sophie, et al. (2013), "Finding common ground: enhancing interaction between domestic and international students in higher education," *Teaching in higher education*, vol.18, no. 3, 222-235.

Dafouz, Emma, et al. (2019), "Supporting Educational Developers in the Era of Internationalised Higher Education: Insights from a European Project," *International Journal of Bilingual Education and Bilingualism*, vol. 23, no. 3, 326–339.

De Wit, Hans (2020), "Internationalisation in Higher Education," *International Journal of African Higher Education*, vol. 7, no. 2, 31-37.

Dimitrov, Nanda, et al. (2014), "Developing the Intercultural Competence of Graduate Students," *Canadian Journal of Higher Education*, vol. 44, no. 3, 86–103.

Dimitrov, Nanda, and Aisha Haque (2016), "Intercultural Teaching Competence: A Multi-Disciplinary Model for Instructor Reflection," *Intercultural Education*, vol. 27, no. 5, 437–456.

EQUiiP (n.d.), "*Educational Quality at Universities for Inclusive International Programmes,*" (accessed 20 January 2023), [available at equiip.eu].

Garson, Kyra, Bourassa, Emma, and Odgers, Todd (2016) "Interculturalising the Curriculum: Faculty Professional Development," *Intercultural Education*, vol. 27, no. 5, 457–473.

Green, Wendy, and Patricie Mertova (2016), "Transformalists and Transactionists: Towards a More Comprehensive Understanding of Academics' Engagement with

Marinoni, Georgio (2019), "Internationalisation of Higher Education: An Evolving Landscape, Locally and Globally. IAU 5th Global Survey," report, IAU.

Pantelic, Darko, Brandstaetter, Peter and Florin Samuelsson, Emilia (2021), "Educating future managers for a culturally diverse workspace: Using course as a living laboratory," *Marketing Science & Inspirations*, vol. 16, no. 2, 30–41.

Ryan, Deirdre, et al. (2021), "Communities of Practice as a Solution for the Implementation Gap in Internationalisation of the Curriculum," *Higher Education Research & Development*, vol. 14, no. 3, 882 – 897.

Siddiqui, Zarrin Seema (2006), "Professional Development of Academics: A Needs Assessment," conference paper presented at the 2006 First International Conference on Assessing Quality in Higher Education, ICAQHE.

Teekens, Hanneke (2003), "The Requirement to Develop Specific Skills for Teaching in an Intercultural Setting," *Journal of Studies in International Education*, vol. 7, no. 1.

van der Werf, E. (2012), "Internationalisation strategies and the development of competent teaching staff," in *Internationalisation Revisited: New Dimensions in the Internationalisation of Higher Education*, Jos Beelen and Hans de Wit, ed. Amsterdam: Centre for Applied Research on Economics and Management (CAREM), 1-5.

SESSION C

Intercultural Perspectives in Human Resource Management

ASSESSMENT OF CULTURAL ENVIRONMENTS FROM THE PERSPECTIVE OF EXPATRIATES

Dorota Maria Simpson
University of Business Administration, Poland

ABSTRACT

The research problem concerns expatriates and their satisfaction with work and life in a foreign cultural environment. Reasoning logically, it could be assumed that the best places to work and live abroad are the happiest countries, representing an open and tolerant culture, where the level of quality of life is relatively high. This assumption provided the reason for undertaking a deeper exploration of this issue.

That is why the main aim of the article was to find an answer to the research question as to whether there is a correlation between expatriates' satisfaction and contentment with working and living conditions abroad, and the cultural environments into which they enter. The additional purposes supporting achieving the main aim were as follows:

- identifying categories of expatriates in the globalizing and interrelated World,
- examining cultural environments through the prism of selected models of cultural dimensions,
- identifying the cultural environments perceived by expatriates as the best and worst destinations and comparing their experience with the level of socio-economic development, quality of life and happiness that characterize these countries,
- assessing the most and least hospitable cultural environments and characterizing them by using the dimensions of cultures according to the Geert Hofstede model to determine whether there is a relationship between culture and expatriate satisfaction.

In order to achieve the main and additional objectives, secondary data from the literature and the Internet were collected, in particular the Hofstede Insight, the World Happiness Report, the Quality of Life Index, the Human Development Index and the InterNations Reports were very useful. The comparative analysis and interpretation of the collected data realized the findings of answers to the research questions and formulate conclusions. The descriptive, tabular and graphical methods were used to present the findings.

The main scope of the research was focused on expatriates who were delegated for long-term contracts and also self-initiated expatriates deciding to stay abroad for at least one year, however the other forms of international assignments were also examined to present variety and complexity of international mobilities.

The article was given a four-part structure, which resulted from the assumed goals. The first was devoted to the phenomenon of expatriation and the categories of expatriates in the dynamically changing international environment with a particular focus on longer assignments, however other forms of expatriation had been also examined.

In the second chapter cultural clusters were examined with utilisation of recognized, universally adopted and widely available models of cultural dimensions. The results of this part were the basis for conducting a comparative analysis in subsequent parts of the article.

The third chapter was focusing on comparison of cultural environments assessed by expatriates as the best and worst places for living and working and finding the reasons of such

perceptions. That was the starting point for comparing expatriates' assessment with official indicators presenting the level of happiness, quality of life and social development of the examined countries.
The purpose of the last chapter was to find interconnections between culture and expatriates satisfaction or dissatisfaction with working and living abroad. The "best and worst" cultural environments were referred to Geert Hofstede's cultural dimensions. In the fourth chapter the Geert Hofstede model was chosen, because it has been regularly updated and can harmonize with the newest data of InterNations Report.
The results turned out to be surprising and contradicted the assumptions made by logical reasoning.
The analysis conducted in the article was concentrated on the published data covering 2021, because the frame of the article was limited and did not permit the author to examine and present the changes that took place in the World in relation to the wealth and wellbeing of societies in the last decade. The deeper investigation identifying changes in a broader time framework in this field should be undertaken in the further research.
Keywords: expatriates, company assigned expatriates, self-initiated expatriates, culture, cultural dimensions
JEL Classifiction: F22, M12, M14, Z00

INTRODUCTION

Herbert Marshall McLuhan stated that, as a consequence of the development of electronic media, our civilisation would move from individualistic to collectivistic identity, becoming a kind of tribal organization. He was the author of the commonly used term "global village". It is worth emphasizing that McLuhan's visionary statement from the 1960s became a part of mankind reality after thirty years. Thanks to the Internet and social media people can communicate, exchange information, making transactions 24/7, however it can be observed that apart from the "global village" there are still many small villages which preserve their cultural identity. This is the reason why there is a need for conducting research in the field of the variety of cultural environments and their impact on international business in general and on human capital in particular.

The c ... onal profes ... y of tools ... s do not al ...

On th ... that secto ... ient, entre ... are looking for a job in another country. These digital generations use the Internet as a main source of information about jobs and utilize their social networks to find satisfying work positions all over the World. This group of self-conscious job seekers constitutes the majority of all expatriates. In the literature of the subject they are named self-initiated expatriates. Some of those looking for a job abroad are led by economic reasons, the others make such decisions to invest in their development, treating international experience as a crucial element in building a career path.

It is worth emphasizing that in contemporary labour markets international career paths are more frequently shaped not by corporations but individuals who make decisions regarding where to work, in which company and for how long. There are also self-initiated expatriates for whom working abroad is a personal challenge. Despite the motives of expatriation it has to be stressed that this trend gives companies great opportunities to find talent all over the globe.

The essence of expatriation phenomenon and categories of expatriates

The word "expatriate" originates from the Latin language and for many centuries has had a pejorative meaning, denoting a person who was condemned to banishment and expelled from her/his patria. It means that the person was forced to leave their native land. Literally an "expatriate" defines someone who lives outside the country where she/he was born. Over the time the meaning of the word has changed and now the term has a completely different connotation and meaning and it can be used both in a broader or narrower context.

The first approach is used to describe any person who leaves her/his homeland for a longer period, for various reasons such as wars, rebellions, riots, tribal struggles, climate change, and in particular economic reasons causing deepening poverty, etc. However, there are already universally accepted terms to describe people moving around the globe and seeking for better life conditions or trying to save lives – migrants (immigrants/emigrants). There is also a term "refugees", which describe people who must escape from their native land. The United Nations Population Division uses an inclusive definition to describe a migrant as any person residing

home country eventually, although there are some who never return to their country of citizenship. Some of them are called colloquially "global nomads", because they decide to travel from country to country and search for better opportunities or challenges. Easy of movement, resulting from the development of technology, lets them choose preferred cultural environments, companies, job positions, etc.

Without going into semantic considerations related to both terms, it has to be noted that in the article the attention is focused on expatriates in the narrow sense - understood as people who independently, of their own accord, decide to live and work or study abroad. "Expats" is the term which in a colloquial language is commonly used for people who decide to start their new life outside of their homeland (Kallane, 2014) convinced that "the grass is greener on the other side" (Wood, 2021). The other element highlighted by researchers is the temporary character of expatriation, which can be found in the definition of Dowling, Festing, Engle (2013) who state that an expatriate is someone who has the citizenship of at least one country but lives in another country. Most of expatriates decide to stay in another country for a limited period of time foreseeing return after the expiration of the contract, but there are some who never come back. Finaccord, a well-known consulting company, offering a broad range of financial services dedicated to many international business companies, defines an expatriate as a "person who establishes her/his residence in the territory of another country for a temporary period that is

[1] It is worth noting that the total number of international migrants achieved 281 million people in 2020 and it equites 3,6 percent of the total population of the World (World Migration Report, 2022).

at least one year and a maximum five years, having previously been a resident in another country" (Global Expatriates, 2018). The limitation of the period of stay abroad to five years may be debatable, raising doubts and does not seem to fully correspond to business practices, even when Company-Assigned Expatriates are considered, as six-year stays are preferred in Japanese corporations.

Summing up, it can be stated that immigrants are pressed to leave their native land mainly because of economic situation and climate change consequences and refugees have to escape from their homeland to save their lives or protect personal security, whereas expatriates have a free will to go abroad. Immigrants and refugees have a relatively limited opportunities to return home as long as an emergency lasts whereas expatriates can come back at any time, even breaking their contracts or other obligations abroad. However, it is not easy to find data precisely separating both categories because in the statistics of many governments and organizations they are presented as one group.

However, it seems to be quite problematic to find a clear, unambiguous and commonly recognized definition which is pointed out, among others, by McNulty, Brewster (2017) or McNulty, Selmer (2017) in their publications. An extensive presentation of the views of various rese … 17). A com … uthors resu … ved in broa …

Befo … other clas …

… ies,

In t… aff in international enterprises (Perlmutter, 1969; Harzing, Ruysseveldt, 2004):

- Parent Country Nationals (PCNs),
- Host Country Nationals (HCNs),
- Third Country Nationals (TCNs).

It has to be explained that Host Country Nationals do not refer to expatriates, although the development of their career paths has been fostered by changes occurring in international business. Originally, PCNs or TCNs were bringing "best practices" from the headquarters to subsidiaries, but gradually alongside with increasing global competition, HCNs were delegated to the headquarters both to deliver "best practices" from a subsidiary and to learn about the whole corporation. They are named "inpatriates" (Moeller, Reiche, 2017) and their role is broadly presented in various publications appearing since the beginning of the 21st century (Reiche, 2006; Reiche, Kraimer, Harzing, 2009; Harzing, Pudelko, Reiche, 2016).

Considering the duration of a foreign contract, the following categories of international assignment can be pointed out (Dowling, Festing, Engle, 2013):

- short-term – up to three months,
- extended – up to one year,
- long-term - at least one year and more.

International assignees completing their tasks within short-term contracts relates more to business travellers than expatriates, because their stay abroad is limited to several months.
The third criterion relates to the role of managers delegated from the headquarter to subsidiaries and according Harzing (2001), there are three types of managers:

- bears,
- bumble-bees,
- spiders.

Expatriates, metaphorically named "bears", are delegated to control subsidiaries, whereas "bumble-bees" play the role of agents of socialization and the third group is dedicated to develop networking.
Summing up, it has to be concluded that the above listed classifications are mainly company-centred, where a corporation is the start point and they relate to expatriates delegated by companies which are defined as assigned expatriates (Syed, Kramar, 2017) or company assigned expatriates (AEs or CAEs). There are also new, emerging forms of international employee mobility as one of the consequences of the dynamic changes taking place in inter... nities offe... ied in the ...) and cons... ty are liste...

Full version available at https://www.global-business.at/

... ied in

... ate in ... e.g.

- virtual delegation – an employee is not physically delegated to the host country, but manages online, using various forms of electronic communication. This type of management is supported by short trips to a subsidiary located abroad,
- regular or irregular travels related either to project work or to the management of foreign subsidiaries, e.g. international joint venture.

Majority of the above mentioned forms of international mobility are consequences of the constant pressure on lowering costs by international companies, including costs of international assignments. Apart from the term "global nomads" there are also other colloquial names these cost-effective forms of international mobility such as "commuters", "soldiers of fortune", "virtual assignees", "project workers" (Simpson, 2016). These types of international business travellers are no of interest in this article as they have few chances to settle down and work for a longer period of time in a foreign country.
The approaches, presented above, do not fully reflect the processes occurring in the real world, because they exclude a substantial number of people who make individual decisions about leaving their native land. They decide to live, work or conduct their own business in other countries. In practice, changes occurring in global mobility of human capital take various forms of expatriation and career paths are frequently shaped not by corporations but by well educated, entrepreneurial (Andresen, Pattie, Hippler, 2020) individuals who decide in which part of the world they want to develop their skills, cumulating personal intellectual capital and wealth (Simpson, 2018). It is worth noting that this type of expatriate is both the biggest and the fastest growing group, according to the evidence regularly conducted by Finaccord (Global

Expatriates, 2018). In the years 2013-2017 the pace of growth in this group was at the level of 5.3 percent annually and the forecast indicated that the pace would increase to 7.5 percent in 2017-2021. The term self-initiated (SI or SIE) expatriates refers to the individuals who are seeking and undertaking work abroad on their own initiative (Suutari, Brewster, 2000; Biemann, Andresen, 2010; Doherty et.al., 2011; Altman, Baruch, 2012; Doherty, 2013; Doherty, Richardson, Thorn, 2013; Andresen et. al., 2013; Bergdolt, Margenfeld, Dickman, 2014). With regard to Harzing' and Reiche's (2009) the definition of the term "international assignee", broadly adopted to the international human resource management terminology, it can be described as "any person who is relocated internationally".

It has to be emphasized that the forms of expatriation are very diverse and dynamic in contemporary times, as pointed out by researchers (McNulty, Vance, 2017). There are expatriates or inpatriates who, having gained international experience, start their own business abroad (Vance et. al., 2017, Selmer et. al., 2018). This type of expatriates are named "expat-preneurs" and the phenomenon of such international mobility is called "expat-preneurship" (Cote, 2022).

It is worth presenting the result of the research undertaken in the field of international human

host country origin (EHCOs);

- foreign citizens who have taken up jobs on their own, named self-initiated expatriates (SIEs). If they are experienced managers they are offered high managerial positions in local enterprises, with the task of exercising control and supervision over local employees. They are named foreign executive in local organizations (FELOs);
- employees who leave working at the headquarters in their home country and take up employment in a subsidiary of a given corporation on local terms. The mother company does not guarantee them to cover the costs of repatriation to the host county or the costs of returning to their native land or the third country. They are called permanent transferees (PTs);
- inpatriates, mentioned before, i.e. both employees from the host country and from third countries, who are delegated to the headquarters to gain international experience and learn about the global perspective of the corporation's operations, but also to learn about the organizational and national culture and network contacts. They are expected to bring "best practices" from the subsidiary to the headquarters. They are named reverse expatriates (REs);
- employees posted by a corporation to the host country, who, after the end of a long-term contract, are either posted and employed full-time in the subsidiary, or take up this job at their own request. These expatriates originate from their parent country and become localized in the host country (LOPATs);

- expat-preneurs are composed of two groups – one consists of people who decide to start their own business in the host country after the end of the contract, while the other group consists of people moving to another country to start their own business.

The presented classification takes into consideration and reflects dynamic changes in global business, which are mirrored in various forms of employment in the contemporary world but apart from all of these types of business expatriates, there are also other categories of expatriates that embrace students, academic researchers, visiting professors, retirees, spouses and children.

In practice, it is quite common that expatriates' career paths can take different forms, which depend on various factors such as corporates human resource strategies, entrepreneurial spirit of individuals, courage, well-thought-out and implemented strategy of professional development, opportunities, networks of friend and acquaintances on social media, etc. The better educated, more skilful and experienced they are the more options in choosing a required country of destination they can have. Some countries represent cultures that are more open and ... ke to und...

Hof... ltural diffe...

Con... an be diffic... 1950s (Ver... alues, belie... 2005). In m... It is usua... arned beha... given society or a group (Landers, 2017) They are learned and transmitted from generation to generation (Erez, Early, 1993).

Culture may be compared to water for a fish, which feels the lack of it when it is outside. People live in their own culture and do not realize what it really is about. Everything is normal and natural like breathing until a person leaves the homeland and being abroad can experience something unusual and uncommon. It is worth presenting the quotation saying that "what one culture may regard as essential, a certain level of material wealth for example, may not be so vital to other cultures" (Trompenaars, Hampden-Turner, 2012).

As Magala (2005), states "Culture is tacitly assumed to be a survival kit carried as a backpack by members of our species going about their business". The importance, of culture as vital for every society, can be illustrated by a deeply moving story of an old Indian chief of the tribe that was included in the book *Patterns of Culture*, written by a pioneering researcher of cultures (Benedict, 1935). The old man told her that God had given every folk a clay cup to drink from it the water of life. Everyone dipped cups in water but the cups were different and ours broke. Our cup no longer exists.

If we wanted to relate this story to the definition of culture proposed by Hofstede (Hofstede, Hofstede, Minkov, 2010), who stated that culture is a collective mind programming that distinguishes members of one group or category of people from another, then we could have stated that the program of the mentioned Indian tribe had been deleted.

Hofstede's concept of culture is also adequate to the digital era and clear for everyone. He compared culture to the software of the mind and our brains are equipped with the hardware.

The software in our brains depends on culture. In similar definition it can be read that "culture is a way of summarizing the ways in which groups distinguish themselves from other groups" (Wallerstein, 2000). According to Hofstede's approach culture is both inherited and acquired, as well as learned from birth, whereas human nature is inherited and universal. It is a kind of "operating system", common to all human beings, that defines the basic physical and mental functions of every person. It is received with genes and constitutes universal level of mind programming. Personality, specific for an individual, inherited and acquired, constitutes the third element of Hofstede's concept. Culture is specific for a group and it is placed between human nature and personality.

Sometimes culture is metaphorically described as an onion or an iceberg or an ocean (Schneider, Barsoux, 1997) with outer, middle and inner layers. The outer layer, containing artefacts and behaviours, is relatively easy to explore. Values and beliefs, belonging to the middle layer, demand some effort to be identified. These two layers consist of such elements as language (verbal and non-verbal), religion, economy, politics, social institutions, education, customs, values and attitudes, tangible elements and aesthetics, etc. (Simpson, 2012a). The third layer includes fundamental statements relating to the existence of Man, the purpose of

was clearly indicated, among others, by Mayer (2015), who put this idea as follows: "The sad truth is that the vast majority of managers who conduct business internationally have little understanding about how culture is impacting their work. This is especially true as more and more of us communicate daily with people in other countries over virtual media...". It is hard to argue with this statement and this limited intercultural knowledge must surprise us the more when the variety of tools to learn about cultures is so easy accessible in contemporary times. It should be emphasized that the reason may lie in the lack of knowledge and understanding of the essence of the covert patterns when even the members of a given society are not fully aware of them. The majority of courses, trainings or the Internet sources are mainly concentrated on the outer and middle layers of culture omitting the inner, which demands a relatively severe intellectual effort and time.

Reaching out and getting to know the hidden layer of culture was initially dealt with by cultural anthropologists, but later also by practitioners and theoreticians of international business. Models of culture dimensions have been built to facilitate understanding the specificity of a given culture and the sources of cultural dissimilarities manifested in business relations, the workplace or international projects.

Some of the models are close to each other, overlap to some extent, while others have an original character. The authors of some focus on reaching the deepest layer of culture, while others primarily analyze the middle layer of culture or both. Schneider and Barsoux (1997) mentioned the following scientists: the pioneers, who examined relations between cultures and businesses - Kluckhohn and Strodtbeck (1961), Hall (1966), Schein (1985), Adler (1991), Trompenaars and Humpden-Turner (2012). It is necessary to add Gesteland (2005), Varner and Beamer (2011) to the list and also Lewis (2018) with his "blue, red and yellow" metaphors of cultures. Apart from Hofstede's concept in other models similar dimensions are considered, however it is worth mentioning that Hall emphasized the importance of language in cross-cultural communication, dividing cultures into high and low-context.

Originally Hofstede's (1980) research started in 1967 and was continued to 1973. They covered 117,000 of IBM employees in 40 countries and confirmed the great influence of national culture on the attitudes and values professed by employees and manifested in the workplace. The conclusion revealed that culture differentiated more than gender, age, occupation and position of the employees. The results of his first research, containing a four-dimension model, were published more than forty years ago. It has to be admitted they did not cover many countries, including the PRC, Central and Eastern European or African countries. In the following years supplemented publications appeared enriching the model with new countries and dimensions – the fifth and the sixth (Hofstede, G., Hofstede, G. J., 2005; Hofstede, G., Hofstede, G. J., Minkov, 2010). However, the best source of updated knowledge and current information about a particular country is the website of the company established by Hofstede - http

The

Indiv l. In

indiv great

autonomy in the field of choosing work and the ways of completing tasks. Work has to satisfy and give a sense of self fulfilment. People have the right to lead an independent personal life, choose their lifestyle and work. In making decisions regarding different aspects of life an individual must also take care of her/his and the closest relatives. The individualistic attitude makes interpersonal bonds relatively weak and superficial.

On the contrary, collectivist cultures, driven by „We" consciousness, build their societies on the basis of harmony and understanding, where the interest and honour of the group are the most important factors integrating a given community. A group supports and helps an individual in difficult life situations but an individual must be loyal towards the group. It may be assumed that in collectivistic cultures groups tend to divide people into own members and aliens, it means that for expatriates, entering these types of countries can make it difficult to gain trust and acceptance of locals.

Uncertainty avoidance shows the level of danger felt by the representatives of a given culture in the face of new, unexpected, unknown and unsure situations. The future is always not sure and, to a great extent, unknown and therefore societies react and handle it differently. Cultures with a low level of uncertainty avoidance are not afraid of the future and new situations. Members of these societies regard it as an ordinary element of their life. In practice it appears that representatives of these cultures are very independent and much more tolerant towards distinct opinions, behaviours and foreigners.

Cultures with a high level of uncertainty avoidance are in favour of clear situations, regulations and structures both in organizations and in private life. People create and implement the mechanisms increasing their feeling of safety and reducing uncertainty. Aggression, stress and nervousness reflect a high level of uncertainty avoidance. In such countries, organizations are determined by formalized rules of behaviour and by many statutes or procedures. They are not tolerant towards distinct concepts, ideas, solutions or abnormal behaviours. Representatives of these societies much more eagerly believe in absolute truths. When assessing the dimension of uncertainty avoidance from the expatriate's point of view, it can be assumed that their adaptation to new working and living conditions should be faster and easier in countries characterized by a low level of this indicator.

Power distance measures the level at which a given society agrees on an unequal division of power in organizations, institutions and social and personal life. Representatives of the cultures with high level of power distance accept considerable differences in exercising power by particular individuals. In enterprises, institutions and offices, great respect is shown towards people exercising power. Grades, posts, professional titles and positions in an organization and a social status play a key role in mutual relations. This is worth remembering while entering and settling in such countries and establishing business contacts.

The cultures with small power distance attempt to reduce inequalities and seek egalitarianism

weak individuals. The latter attach great importance to cooperation, reaching consensus, and paying attention to the natural environment. Work-life balance and taking care of wellbeing are the concepts they actively introduce to their work and personal life. Referring this dimension to expatriates coming from countries described as feminine and additionally characterized by a low level of the power distance index, it should be concluded that they may have difficulties adapting to the conditions in the workplace, where competition between people is more important than cooperation.

The dimension referring to long-term and short-term orientation, shows "how every society has to maintain some links with its own past while dealing with the challenges of the present and future" (Hofstede, 2010). Long-term orientation is regarded as developing virtues bringing future benefits such as stubbornness, persistence and saving, while short-term approach is more concentrated on the present and past. It is assumed that there are close relations between the past and actions taken in the present and future. A low level of this indicator (short-term) proves that traditions are respected and maintained. Societies with a long-term orientation perceive adaptation and pragmatic, situation-dependent decision-making or solving problems as necessity.

The sixth dimension, naming cultures as indulgent and restrained, was described by Hofstede (2010) as "the extent to which people try to control their desires and impulses, based on the way they were raised". It is a degree of freedom given to an individual to fulfil he/his wants, needs, desires by a society. Indulgent societies leave people much more freedom in this field than restrained ones. An individual has the right to gain satisfaction from fun and life enjoyment as it is an immanent feature of human nature. At the opposite extreme there are societies that strictly control the satisfaction of needs and regulate them through social and sometimes legal norms. People belonging to restrained cultures do not appreciate leisure time and try to control fulfilment of their desires and dreams. They are convinced that indulging themselves is against social norms and it is generally wrong.

This dimension is of particular importance from the aim of the article's point of view, because - as Hofstede (2011) concluded - there is a higher percentage of people declaring themselves very happy in indulgent countries than in restrained ones.
To sum up, it can be assumed that expatriates relocating between countries characterized by a similar level of indicators of cultural dimensions should not have any serious problems related to the adaptation process. The course of culture shock [Simpson, 2014] should not be as long and deep as it may be in the case of settling in a country with extremely different indicators. Usually, cultural distance plays an important role in business relations in general and in the expatriate adaptation process in particular, although it has to be remembered that there are other factors affecting the level of expatriate's satisfaction such as the type of expat's personality, the level of education, remuneration, specificity of the job position in the new

on the survey conducted by InterNations in 2022, the international organization which associates expatriates. The research has been ongoing since 2013 and the results have been published every year in Expat Insider reports from 2014.
In 2022 there were five aspects of living and working abroad examined and considered by InterNations. Every component, apart from personal finance, consisted of some more detailed elements:

- quality of life – travel and transportation, environment and climate, leisure options, health and well-being, safety and security,
- ease of settling in – local friendliness, finding friends, culture and welcome,
- working abroad – career prospects, salary and job security, work and leisure work culture and satisfaction,
- expat essentials - digital life, admin topics, housing, language,
- personal finance.

The survey was running online from 1 to 28 February 2022. The questionnaire was sent to InterNations members, company newsletters and its social media profiles. Responses were accepted both from members and non-members of InterNations. The target audience consisted of different types of expatriates, including CAEs and SIEs. The total number of participants in the survey was 11.970 They were representing 177 nationalities living in 181 countries or territories. The minimum number of responses letting to include a given country to the report was 50 completed questionnaires and that limitation meant that only 52 countries were presented. Much more detail on the methodology can be found in the InterNational report (Expat Insider 2022). The final ranking is constituted of average results of these five components. The volume of the article is limited and therefore the 10 best and worst destinations from the point of view of the respondents of this survey were selected for a deeper analysis. There were ten most common countries of residence: Germany, United Arab Emirates, Spain, USA, United Kingdom, Switzerland, France, Italy, Netherlands and Canada, while the ten most common nationalities were represented by US American, British, Indian, German, Italian, French, Canadian, Nigerian, Australian and Dutch.

Top countries				Bottom countries			
Position	**2021**	**Position**	**2020**	**Position**	**2021**	**Position**	**2020**
1.	Mexico	1.	Taiwan	43.	Malta	50.	Malta
2.	Indonesia	2.	Mexico	44.	Italy	51.	India
3.							key
4.							rus
5.							an
6.							pt
7.							ssia
8.							uth Africa
9.	Australia	9.	Canada	51.	New Zealand	58.	Italy
10.	Singapore	10.	Vietnam	52.	Kuwait	59.	Kuwait

Full version available at https://www.global-business.at/

Table 1: Ten the best and worst cultural environments in the opinion of expatriates in 2020-2021
Source: Expat Insider 2021, The Year of Uncertainty, InterNations, https://www.internations.org/expat-insider/2021/ [access: 10.10.2022]; Expat Insider 2022, Expat-Insider-2022-Survey.pdf [access: 15.12.2022]

The simplest and the easiest method of presenting the findings is to show them in tabular form. To demonstrate changes over the years 2020-2021, the results of the 2021 report were also shown (see: table 1).

There were several changes between positions of the best countries in 2020 and 2021, although they are not significant except for New Zealand which drastically changed its position moving from the best destination for expatriates to the worst in 2021. Luxembourg and Hong Kong arrived in the group of countries assessed by expatriates as worst. Surprisingly Costa Rica disappeared from the top ten although this country had been in that group for many years, as data in Expats Insider reports proved (Expats Insider, 2014-2021). Knowing how countries of expatriation were perceived and evaluated by incomers it is necessary to present the countries assessed by their citizens as the best and happiest places for living. Two regularly published reports were used to show ten top and bottom countries in 2021: the Happy Planet

Index and the World Happiness Report (see: table 2). However, different methodology was utilized in the both of them, there are some common elements and that is why it is worth presenting both of them. To develop Happy Planet Index the following factors were considered: life expectancy, experienced well-being, inequality of outcomes, and ecological footprint (Happy Planet Index, 2022). In the World Happiness Report the following factors were examined: GDP per capita, social support, healthy life expectancy, freedom, generosity and corruption. Apart from these objective factors there is also subjective perception of people included to the report, named life evaluation and based on the Gallup World Poll (World Happiness Report, 2022).

There are countries which can offer both the longest, happiest and sustainable lives in a friendly natural environment and with relatively equal wealth distribution, as shown in the table 2. There are also rich countries, like Qatar, but with a very poor ecological footprint that is pulling down other scores which are relatively high, as shown in the table 3.

No.	Happy Planet Index	World Happiness Report
1.	[illegible]	[illegible]
2.	[illegible]	[illegible]
3.	[illegible]	[illegible]
4.	[illegible]	[illegible]
5.	[illegible]	[illegible]
6.	[illegible]	[illegible]
7.	[illegible]	[illegible]
8.	[illegible]	[illegible]
9.	[illegible]	[illegible]
10.	[illegible]	[illegible]

So[illegible] es to their people 2021. https://www.statista.com/statistics/236081/happy-planet-index/?locale=en [access: 23.01.2023]; World Happiness Report 2022. https://worldhappiness.report/ed/2022/ [access: 23.01.2023]

No.	Happy Planet Index	World Happiness Report
1.	Quatar	Afghanistan
2.	Mongolia	Lebanon
3.	Central African Republic	Zimbabwe
4.	Lesotho	Rwanda
5.	Zimbabwe	Botswana
6.	Sierra Leone	Lesotho
7.	Afghanistan	Sierra Leone
8.	Chad	Tanzania
9.	Trinidad and Tobago	Malawi
10.	Luxembourg	Zambia

Table 3: Bottom ten unhappy and unsatisfied countries in 2021
Source: Happy Planet Index ranking of the worst countries for offering happy and sustainable lives to their people in 2021. https://www.statista.com/statistics/236082/happy-planet-index-of-unhappiest-countries/ [access: 25.01.2023]; World Happiness Report 2022. https://worldhappiness.report/ed/2022/ [access: 25.01.2023]

Comparing data of the left hand side of the table, representing, relatively poor countries, except Switzerland that is placed in the both reports, to the right one, proves that although objectively

they belong to "happy countries" according to the Happy Planet Index, their citizens do not seem to be satisfied and look for jobs and life in the wealthier parts of the world. It can be stated that the reason of their high position in this ranking lies probably in the completely different methodology utilised in the both reports.
Happy Planet Index focuses primarily on our planet and ecological footprint which can be understood as the result of underdevelopment of these countries. Their citizens and industries do not produce massive pollutions, but rather emigrate. In none of them people evaluate their lives positively as comparison of the data in the tables 2 and 3 shows.
Comparison of both reports sometimes leads to intriguing questions, e.g.: why one of the richest societies, like Luxembourg, where people perceived themselves happy, is classified as unhappy according to Happy Planet Index and it is also similarly perceived by expatriates (see: able 1). Finding the answer for explanation this case demands further and deepened studies and as it is not the main purpose of this article the examination of this issue can be continued in the future.
One more comment should be undertaken when regarding the Nordic cluster of cultures. They are leading countries when the subjective perception of happiness is considered. The majority

Full version available at https://www.global-business.at/

No.	Country	INV	UAI	PDI	MAS	LTO	IND	Position in the Quality of Life Index
1.	Mexico	30	82	81	69	24	97	47
2.	Indonesia	14	48	78	46	62	38	73
3.	Taiwan	17	69	58	45	93	49	36
4.	Portugal	27	99	63	31	28	33	22
5.	Spain	51	86	57	42	48	44	16
6.	UAE	36	66	74	52	22	22	15
7.	Vietnam	20	30	70	40	57	35	76
8.	Thailand	20	64	64	34	32	46	72
9.	Australia	90	51	38	61	21	71	9
10.	Singapore	20	8	74	48	72	46	28

Table 4: Cultural dimensions specific for ten countries perceived by expatriates as the best for working and living and the position in the Quality of Life Index
All the indicators above 50 indicate the presence of a given dimension.

[2] Having lectures for Finnish students in International Human Resource Management I asked the following question: "Who would like to go abroad to live and work there?" To my surprise none from forty student raised a hand. Then I asked" "Why?" After a while somebody asked very shortly: "What for", as Finns are very economic with words.

Source: Expat Insider 2022. Expat-Insider-2022-Survey.pdf [access: 15.12.2022]; Country Comparison. Hofstede Insight. https://www.hofstede-insights.com/country-comparison/singapore/ [access: 25.01.2023]. Quality of Life Index. NUMBEO. https://www.numbeo.com/quality-of-life/rankings_by_country.jsp [access: 25.01.2023]

METHODOLOGY AND DISCUSSION

In order to identify the relationship between the cultural environment of expatriates and their satisfaction and satisfaction with living and working conditions, the Expat Insider and the data contained in Table 1 and the dimensions of Hofstede cultures were again used. Each country in the top and bottom ten is shown through the prism of its specific dimensions of culture available in the Hofstede Insight.

With regard to cultural dimensions it is hard to confirm the assumption that there is a clear correlation between the above ranked countries. It can only be concluded that all countries except Australia and to a very limited extent Spain belong to individualistic societies, the majority of the best countries represent collectivistic cultures. Apart from Australia and Vietnam

SIEs types, will be Australia, where cost of living is rising in relation to the growth of salaries. South-Asian countries were of popularity because of the attractive level of the disposable income, friendly attitudes of local residents towards incomers, and climate but even there the situation has been changing.

It has to be admitted that CAEs choices are limited to a certain extent as the decision about assigning managers in foreign countries is the result of many factors among which one of the most important is the economic factor. Remuneration package of international man.agers contains many elements; apart from the base salary there are various allowances such as hardship premium, education, accommodation, relocation, Cost of-Living Allowance, etc. The last point relates to a country where costs of living are higher than in the parent country. There are other factors, that have to be considered on whether to delegate a manager abroad for the long-term or short-term stay abroad, such as dynamics of inflation rate, tax system in the host country, the level of exchange rate and so on. Rising costs (Wilson, 2023) of living all over the world, caused by many factors, including COVID-19 and the war in Ukraine, are one of the reasons for the dynamic increase in remote work, including remote management.

Having considered the attractiveness of various cultural environments from expatriates' point of view, it can be concluded that the culture of the country of destination is of less importance than disposable income and the ease of setting, which was highlighted by expatriates surveyed by InterNations.

CONCLUSIONS

In the contemporary turbulent world, navigating through the accelerating IT revolution, pandemic, wars (Grant, Haide, Raufuss, 2023), dramatic climate changes, causing, among others, intensification of migration of people, global competition both on the economic and political level, top managers of many international companies face severe challenges. The same challenges are faced by individuals who have to make decision of great importance on their future life and work career. Intensified migration caused by the above mentioned factors, along with the development of different forms of international business activity is one of the reasons that long-term contract become less popular than short-term and other systems of global mobility in such a deeply interrelated world. The growing number of self-initiated expatriates can be observed as a regular trend in contemporary business.

Differences between various cultural environments, presented with utilisation of Hofstede's model of cultural dimensions, seem to be of less importance than economic factors when it comes to making decision about expatriation both by individuals and companies. The first category (SIEs) seek for the best countries from their individual point of view, led first of all by financial reward, while the latter for similar reasons can substitute CAEs with remote work, shor

The … riates poin … level of di … tions, as w … ough it m … iates, imm

Con … vocal relat

Full version available at https://www.global-business.at/

RE

Adler, N. J., (1991). International Dimensions of Organizational Behavior, Belmont: Wadsworth Publishing Company.

Andresen, M., Nowak, C., ed. (2015). Human Resource Management. Assessing Added Value. New York, London: Springer.

Andresen, M., Pattie, M. W., Hippler, T., (2019). What does it mean to be a "self-initiated" expatriate in different contexts? A conceptual analysis and suggestions for future research. The International Journal of Human Resource Management, Vol. 31, No. 1, 174-201.

Benedict, R., (1935). Patterns of Culture. London: Routledge & Kegan Paul Ltd.

Cote, A-M., (2022). The expatriate entrepreneur: Demystification and conceptualization of an international career phenomenon in the era of COVID-19, Australian Journal of Career Development, Vol. 31 (2), p. 108-117.

Country Comparison. Hofstede Insight. https://www.hofstede-insights.com/country-comparison/singapore/ [access: 25.01.2023]

Erez, M., Earley, P. C., (1993). Culture, Self-identity, and Work. New York: Oxford University Press.

Expat Insider 2021, The Year of Uncertainty. InterNations, https://www.internations.org/expat-insider/2021/ [access: 10.10.2022].

Expat Insider 2022, Expat-Insider-2022-Survey.pdf [access: 15.12.2022].

Gesteland, R., (2005). Cross-Cultural Business Behavior: Negotiating, Selling, Sourcing and Managing, Copenhagen: Copenhagen Business School Press.

Grant, A., Haide, Z., Raufuss, A. (2023). Black swans, grey rhinos, and silver linings: Anticipating geopolitical risks (and openings). https://www.mckinsey.com/capabilities [access: 25.02.2023].

Hall, E. T., (1966). The Hidden Dimension. Garden City: Doubleday and Co.

Happy Planet Index ranking of countries that offer the happiest and most sustainable lives to their people 2021. https://www.statista.com/statistics/236081/happy-planet-index/?locale=en [access: 23.01.2023].

Harzing, A-W., Reiche, S., (2009). International Assignment, http://www.harzing.com/download/ihrmchapter.pdf [access: 2023.02.02].

Harzing, A.W.K. (2001c). 'Of Bears, Bumble-bees and Spiders: the Role of Expatriates in Controlling Foreign Subsidiaries', Journal of World Business, vol. 36, no. 4, pp. 366–379.

Harzing, A-W., Ruysseweldt, J., (2004). International Human Resource Management, London: Sage Publication.

Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. Online Readings in Psychology and Culture, 2, 8. ...cess:

Hofs... alues.

Hofs... of the

Hum... 2022, ...23].

Inter

Kalla... orate

Kallane, ... Brewster, C., (2017). Theorizing the meaning(s) of expatriate: Establishing boundary conditions for business expatriates, The International Journal of Human Resource Management, 28, (1).

Kluckhohn, F. R. and Strodtbeck, F. L. (1961). Variations in value orientations. Evanston, IL: Row, Peterson.

Landers, M., (2017). Culture Crossing. Discover the key to making successful connections in the new global era. Oakland: Berrett-Koehler Publishers.

Lewis, R. D, (2018). When Cultures Collide. Leading Across Cultures. Nicholas Brealey Publishing: London, Boston.

Loesche, D., (2017). The Nordic are the Happy Bunch. https://www.statista.com/chart/8584/worlds-happiest-countries/ [access: 25.01.2023].

McNulty, Y., Brewster, C., (2017a). Theorizing the meaning(s) of "expatriate": establishing boundary conditions for business expatriates. International Journal of Human Resource Management, 28(1).

Meyer, E., (2015). The culture map. Decoding how people think, lead, and get things done across cultures. PublicAffairs : New York.

Moeller, M., Reiche, B., S., (2017). Inpatriate: a review, synthesis and outlook of two decades of research, [in:]Research Handbook of Expatriates, ed. Y. McNulty, J. Selmer. Edward Elgar Publishing: Cheltenham.

Perez, B., J., Brewster, C., Suutari, V., De Saa, P., (2010). Expatriation: Traditional criticism and international careers. Thunderbird International Business Review, 52, 4, p. 263-274.

Perlmutter, H. V., (1969). The Tortuous Evolution of the Multinational Corporation, Columbia Journal of World Business, 4, 9-18.
Quality of Life Index. NUMBEO. https://www.numbeo.com/quality-of-life/rankings_by_country.jsp [access: 25.01.2023].
Reiche, B.S.; Kraimer, M.L.; Harzing, A.W. (2009). Inpatriates as agents of cross-unit knowledge flows in multinational corporations, in: Sparrow, P.R. (ed.) Handbook of International HR Research: Integrating People, Process and Context. Oxford: Blackwell.
Schein, E.H. (1985). Organizational Culture and Leadership. San Francisco: Josey-Bass.
Schneider, C., Barsoux J- L., (1997). Managing Across Cultures, Hemel Hempstead: Prentice Hall.
Simpson, D., (2012a). Cultural dufferences in conducting business in the South Baltic Region, [in:] Export Marketing of Small and Medium-Sized Enterprises in the South BalticRegion, ed. H. Treder, P. Kulawczuk. Gdańsk: Gdańsk University Press, p.173-186.
Simpson, D., (2012b). Models of analysing of cultural diversity in international business, Working Papers of the Institute of International Business, University of Gdansk, No. 31, p. 585-606.
Sim ... tional ... 295-
Sim ... [in:] ... k, No.
Sye ... ritical
Tro ... nding
Var ... York: McGra-Hill.
Verluyten, S., P., (2005). Intercultural Communication in Business and Organisations. An Introduction. Leuven: Acco.
Wallerstein, I., (2000). The Essential Wallerstein. New York: New Press.
Wilson, G., Global Mobility in 2023: What will your biggest challenge be? https://www.eca.international.com [access: 15.02.2023]
World Happiness Report 2022. https://worldhappiness.report/ed/2022/ [access: 25.01.2023].
World Migration Report. IOM 2022 . https://worldmigrationreport.iom.int/wmr-2022-interactive/, p. 294

COME TO STAY? CAREER PATHS OF INTERNATIONAL STUDENTS IN UPPER AUSTRIA AND IMPLICATIONS FOR HR MANAGEMENT

Vanessa Prüller
University of Applied Sciences Upper Austria, Austria

INTRODUCTION

For more than a decade, migration and business studies have researched on the increased global competition for skilled labour. This phenomenon, often referred to as the “global war for talent” (Beechler & Woodwart, 2009), is fueled by the demographic decline in many industrialized countries. Among those also Austria, where companies as well as political initiatives on the European, national, and regional level have been making quite some effort in recent years to attract highly skilled migrants from abroad. One of these efforts is the increase in English-taught study programs offered at higher education institutions (HEIs).
The University of Applied Sciences Upper Austria (FH OÖ) currently offers nine international study programmes on Bachelor’s or Master’s level and has been providing numerous highly skilled and well-educated international talents to the local industry. What are international students’ career paths after graduation from FH OÖ?
This paper presents the research design of a current survey among international graduates of selected study programs at Wels Campus of the University of Applied Sciences Upper Austria. It provides insight into preliminary survey results and discusses possible implications for HR management in the region.

INTERNATIONAL STUDENTS AS HIGHLY SKILLED MIGRANTS

As a report by the International Organisation for Migration (IOM) on “Attracting and Retaining International Students in Austria” emphasizes in its introduction:

“Retaining international students in the EU continues to be another challenge, with only a tiny fraction of international graduates taking up permanent residence in an EU Member State for the

This alized

cou after

graduation (Singer 2023).

LITERATURE REVIEW

Scholars have researched the topic of highly skilled migration from a variety of perspectives: from the macro-level such as governmental immigration policies, to the meso-level of organizations and companies seeking international employees, to the micro-level of migrants as agents in their own lives (Weinar et al.2020; Klabunde and Willekens 2016; Czaika et al. 2021).

International students on tertiary education level undoubtedly can be considered as highly skilled migrants, if not before, then for the latest upon completion of their studies. Their intentions to stay in a country upon graduation depend on a multitude of factors and for most of them, the decision whether to return home might become increasingly difficult, the longer they have been staying in the host country (Alberts and Hazen 2005, p. 148). Another study about foreign students in the U.S. analyzes how factors such as job opportunities and the professional networks in their home and host countries, the successful integration to the U.S. educational culture, differences in salary and overall quality of life, to social ties to the home country and opportunities for family members in the host country interact (Han et al. 2015).

If the goal is to increase the number of students from abroad staying for employment after graduation, Glorius (2016) recommends a close cooperation and coordinated approach between local immigration authorities, higher education institutions and companies. She analyzes international students in Germany and their decisions from a life-course perspective and argues that the transition from university to work life is a biographical status passage. Hen ... rld to mov ... study prog ... 371).

Car...

Drav ... ies, a curr ... dents who ... past year ... where their ... sional careers.

The first focus group for the survey are students who graduated from English-taught study programs at Wels Campus, the School of Engineering of FH OÖ. Survey questions include the following topics:

- Previous and current employment information: career company / location / position
- Internships and industrial projects during studies
- Factors in career decision making after graduation
- Perceived level of integration in Austria, level of German language skills
- Previous international experience and plans for mobility or settlement in next years

Survey data shall then be analyzed for discovering any patterns and causalities in their career paths. An interesting aspect will be to find out if or how the practical experience and level of local integration during the period of studies affected the career paths of the graduates. At a later stage, this research project will then select relevant survey respondents for follow-up personal interviews to gain more in-depth insights about career paths and the variables in decision making to stay, move on or return home.

Implications on Human Resource Management

In the "war for talents", many recommendations have been given to HR managers from Employer Branding to Diversity and Talent Management (Busold et al. 2019). This paper tries to contribute with the collection of data from the region of Upper Austria and the focus on a very specific group of potential future employees for the local industry: international students. This group has a big advantage compared to other highly skilled migrants, who companies try to recruit from abroad: they are already in the country. This is not only beneficial in terms of relocation costs or immigration bureaucracy. Having studied in the country for a few years most likely also helped to gain intercultural and language skills – besides expertise in their area of study. At least, they have a better understanding of what they are to expect when living and working in this country. And having taken a decision to stay after graduation, they might be more likely to settle down permanently than an employee newly recruited from abroad. If resources are scarce, they need to be wisely managed – and this also accounts for human resources. Focusing their recruiting efforts on international students currently studying here and offering them a smooth transition from university to work life is one of the actions, com ... o use this ... natch emp

Full version available at https://www.global-business.at/

REF

Albe ... tional ... tries,"

Bas ... onaler ... schen

Beechler, Schon and Ian C. Woodward (2009), "The global "war for talent"" *Journal of International Management*, 15 (3), 273–85.

Business Upper Austria – OÖ Wirtschaftsagentur GmbH (2023), "GradeUPP – Opportunities for STEM students," (accessed January 27, 2023), https://www.welcome2upperaustria.com/work/gradeupp.

Busold, Matthias (2019), *War for Talents*. Berlin, Heidelberg: Springer Berlin Heidelberg.

Czaika, Mathias, Jakub Bijak, and Toby Prike (2021), "Migration Decision-Making and Its Key Dimensions," *The ANNALS of the American Academy of Political and Social Science*, 697 (1), 15–31.

Glorius, Birgit (2016), "Gekommen, um zu bleiben? Der Verbleib internationaler Studierender in Deutschland aus einer Lebenslaufperspektive," *Raumforschung und Raumordnung | Spatial Research and Planning*, 74 (4).

Han, Xueying, Galen Stocking, Matthew A. Gebbie, and Richard P. Appelbaum (2015), "Will they stay or will they go? International graduate students and their decisions to stay or leave the U.S. upon graduation," *PloS one*, 10 (3).

Klabunde, Anna and Frans Willekens (2016), "Decision-Making in Agent-Based Models of Migration: State of the Art and Challenges," *European journal of population = Revue europeenne de demographie*, 32 (1), 73–97.

Singer, Colin (2023), "Study and Succeed Program To Retain International Students Launched By New Brunswick - Canada Immigration News," (accessed January 27, 2023),

https://www.cimmigrationnews.com/study-and-succeed-program-to-retain-international-students-launched-by-new-brunswick/.
Weinar, Agnieszka and Amanda Klekowski von Koppenfels (2020), "Highly-Skilled Migration: Between Settlement and Mobility." Cham: Springer International Publishing.

GENERATIONAL VALUES: THE GENERATION Y AND WAR IN UKRAINE

Tetyana Blyznyuk, Tetyana Lepeyko, Oksana Mazorenko, Mateusz Tomanek
Simon Kuznets Kharkiv National University of Economics , Ukraine

INTRODUCTION

The war in Ukraine has changed the lives of all inhabitants. Many of the Ukrainians were forced to leave their houses and move abroad or to another Ukrainian region. In addition to changing Ukrainian inhabitants' location, the war also changed their goals in the life and their basic values. Values are antecedents of the attitudes and behaviors of people that is why one of common ways of analyzing life goals and their achievement is value analysis.

INTERGENERATIONAL VALUE CHANGE THEORY

Egri C. and Ralston D. (2004) indicated "significant macro-level social, political and economic events that occurred during a birth cohort's impressionable pre-adult years result in a generational identity comprised of a distinctive set of values, beliefs, expectations and behaviors that remain relatively stable throughout a generation's lifetime."
Changes of values because of historical and economic changes in the environment (Bandura, 1995) produces unique subcultural value structures (Howe & Strauss, 2007) such as generational value structures.
Egri C. and Ralston D. (2004) mentioned that generations growing up in times of economic, societal and physical insecurity would place high value importance on modern values while generations growing up in periods of stability, prosperity and security prefer post-modern valu … y and resp … , and inter …

THE …

The … d, the generation Zero, "Thumb generation" and "Network kids" grew up in the new era of globalization, communicational technologies, terrorist attacks, military conflicts and epidemics. Generation Y have been heavily influenced by strong family relationships (Blyznyuk & Lepeyko, 2016).
Generations are classified in four different archetypes, namely Artists, Prophets, Nomads, and Heroes (Strauss & Howe, 2007). The G.I. Generation that preceded the Traditionalist is an example of a Hero generation, and, so too appears to be the Generation Y. They share a return to more conservative (modern) values. Indeed, the generation Y is more civic- and family-oriented than any other generation since World War II, reversing long-term trends toward increased rates of criminal activity, drug use and teen pregnancy (Fritzson, Howell & Zakheim, 2008). Like their great-grandparents, the generation Y appear to be deeply committed to family, community and teamwork. They are characterized by focusing on quick results and importance

of self-realization, looking for comfortable psychological climate, flexible schedule, informal communicational style and entertainment component in any activity (Blyznyuk & Lepeyko, 2016).

Ukrainian Generation Y

Blyznyuk T. and Lepeyko T. (2016) indicated that Ukrainian generation Y (1987-2005, now age 36-18) has no big differences in values and attitudes in different countries because of global processes in the world. However, the war in Ukraine started in 24.02.2022 could dramatically change the generational value structure of this generation. According to the generational archetype developmental stages (Strauss & Howe, 2007) the generation Y is now young adults at the stage of crisis. Moreover, if the outer world crisis will be handled well, this generation become active participants in the building and championing of new values and institutions.

In the survey, respondents were classified into Ukrainian generation Y based on their year of birth. Representatives of Ukrainian Generation Y were born from 1987 to 2005 (Blyznyuk, 2017), so Ukrainian Generation Y is 22.57% of the Ukrainian adult population.

Acc

Te ... worth ... goals, ... iental ... al (up

In ... social ... e of a ... erson

Rokeach M. (1983) mentioned that belonging to a culture (national, organizational) determines the hierarchical structure of both terminal (national culture) and instrumental (organizational culture) values. Based on the results of the ranking of values (terminal and instrumental), hierarchical structures of these values are obtained for a specific social group (or individual).

Hypothesis 1: The impact of the war in Ukraine changes the generation Y structure of basic values (terminal and instrumental) dramatically.

Hypothesis 2: The share of modern values among the most significant and indifferent basic values of the generation Y has increased because of the war impact.

METHODOLOGY

In the survey, the Rokeach Value Survey (RVS) (1983) was used. RVS is short, easy to translate, and has shown its reliability and validity in different cross-cultural research studies (Connor & Becker, 2003) last 50 years. RVS is based on the direct ranking of terminal values and instrumental values.

RVS was distributed to students of the Simon Kuznets Kharkiv National University of Economics. Completion of the survey was anonymous and voluntary for participants. The respondents' number was 140 personalities.

The generational value structures of Ukrainian generation Y were compared for three periods:

- 2016 (period before the COVID-19 pandemic and the war in Ukraine) (Blyznyuk, 2017);
- 2020 – 2021 (period of the COVID-19 pandemic) (Blyznyuk, Lepeyko & Mazorenko, 2022);
- April – May 2022, period after begging of the war in Ukraine.

The results of the survey are shown in the Table 1 (fragment).

Value	Ranking of values (period)			Increase/decrease (+/-)		Type	
	2022	2020 – 2021	2016	2022	2020 – 2021	modern	postmodern
The most significant terminal values							
Inner harmony	1	2	2	-1	-	-	+
Active and interesting life	2	1	1	+1	-	+	-
Freedom	3	14	13	-11	+1	-	+
Health	4	4	4	-	-	+	-
Inte							-
Lov							-
Inte							-
Hon							+
Res							+
Ind							+
Mar							+
Sel							

Full version available at https://www.global-business.at/

The results of this survey have some limitations. First of all limitations related to the regional placement of respondents (Kharkiv region of Ukraine), since the ranking of values in different regions of the country may differ. Second one is limitations of Rokeach's approach of ranking values.

CONCLUSIONS

This survey details how generational values have changed over time under the influence of the war in Ukraine. Both hypotheses were confirmed. It was founded changes of Ukrainian generation Y structure of basic values (terminal and instrumental) dramatically by changing the structure in the composition of the most significant, indifferent and unimportant (absolutely rejected) terminal and instrumental values and proportion of modern and post-modern values in each group of terminal and instrumental values. Ukrainian generation Y is more focused on achieving materialistic values that are related to well-being, physical and psychological security.

The results of this survey can be used as a background for developing of practical recommendations for personnel management of a company and for coordination study process for Ukrainian generation Y. Moreover, these will be areas for further research.

REFERENCES

Bandura, Albert (1995), *Self-efficacy in changing societies*, UK: Cambridge University Press.

Blyznyuk, Tetyana (2017), "Generational Values of Generation Y: Survey of Ukrainian Senior School Pupils and Students", in *Economics and Sociology*, 10(3), 153-166.

--- and Lepeyko, Tetyana (2016), "Generational theory: value-oriented approach", in *Business Inform*, 11, 24–30.

---, Lepeyko, Tetyana and & Mazorenko, Oksana (2022), "Cultural profile of Ukrainian generation Y: influence of COVID-19", in *Proceedings Cross-Cultural Business Conference*, University of Applied Sciences Upper Austria, Steyr Campus, 300-306.

Connor, Patrick, E. and Becker, Boris W. (2003), "Personal values and decision-making styles of public manager", in *Public Personnel Management*, 32, 155-181.

Egri, Caroline and Ralston, David (2004), "Generation cohorts and personal values: A comparison of China and the US", in *Organization Science*, 15(2), 210-220.

Fritzson, Art, Howell, Lloyd W., and Zakheim, Dov S. (2008), "A Military of Millennials" (accessed January 09, 2023), [available at https://www.defenseindustrydaily.com/A-

How kforce

Rok ulting

Full version available at https://www.global-business.at/

INNOVATIVE APPROACHES TO CONTINUING VOCATIONAL TRAINING: EXPLORING THE POTENTIAL OF CONTEMPORARY TRENDS

Vasilii Ostin

Technical University Liberec, Czech Republic

INTRODUCTION

Nowadays, businesses face the essential need for employee development. The proactive worldwide utilization of information and communication technologies has enabled the development of outdated processes (Jameel et al., 2017; Koraca, 2020). The objective of this study is to examine the significance of continuing vocational training (CVT) in European companies. Additionally, the paper demonstrates how contemporary trends such as Virtual Reality, Artificial Intelligence, and Intelligent Learning Environment can be used to increase employee training efficiency. Through the use of secondary data analysis, this research aims to identify innovative approaches of CVT and investigate the feasibility of implementing contemporary trends in this field.

To better orient in a constantly changing environment, companies are effectively investing in their employee's development. Vodák and Kuchárčíková (2011) define the employee training process as continuous learning, which may be suspended for a while under outside circumstances. At the same time, according to Sanchez et al. (2003), CVT and employee development are imperative conditions for developing company competitiveness. Training can also be described as a potential employee benefit and source of satisfaction (Maršíková et al. 2015, Aguinis et al. 2009). The vocational and education process inside organizations did not come to a complete halt even during the COVID-19 crisis. However, employee education was slowed down with the implementation of the new normal and standards (Estevez et al., 2023). Moreover, it was necessary to apply modern technologies and trends to maintain a competitive position on the market (Kshirsagar et al., 2020).

A survey conducted by Pricewaterhouse, which involved 1,004 respondents, aimed to investigate the adoption of virtual reality tool in employee development process. The survey results indicated that approximately 51% of companies are proactively engaged in integrating virtual reality (VR) technology into their businesses. Furthermore, the survey also indicated that employees spend roughly 1% of their workweek on vocational education, emphasizing the need for productive and efficient use of this time. The survey revealed that application of VR technology is four times more efficient than eLearning methods. These findings underscore the potential of VR technology to enhance employee development and improve the overall effectiveness of CVT programs.

METHODOLOGY

The research paper was conducted based on the detailed literature review, previous observations, and quantitative data analysis from the Continuing Vocational Training Survey (CVTS) carried out by Eurostat. The survey's primary goal is to collect data and information about the development of employees' CVTs within European enterprises. The statistical population was structured based on enterprises with ten or more employees belonging to specific NACE sectors. The total number sample size of CVTS 5 was 111,000 enterprises. The total number sample size of CVTS 6 was 113,000 enterprises. This paper analyse data from Central European markets, specifically Germany, Czechia, and Slovakia.

To answer below research questions, the author conducted a detailed literature review of observed topics and inspected research in the field of CVT / contemporary trends. The secondary data were also compared to support the conclusions of this paper. The research questions were formulated and answered based on the inputs collected.

- RQ1: What are the main reasons to implement contemporary trends in CVT?
- RQ2: Which employee skills can be developed and trained by the contemporary

RES

This ... sis in resp

CVT

To c ... rses, with ... . The aver ... PwC's Survey suggests that VR training can be cost-effective and more efficient than eLearning. VR training should achieve cost parity with eLearning in the case of 1,950 successfully trained participants. Eurostat data also show that lack of employee time (36,8 % of respondents) and high costs of CVT courses (23,4 %) were the most frequent barriers to providing training within enterprises. Hence, as a positive measure, VR reality can be evaluated to support enterprises with the barriers mentioned above.

Requested employee skills and contemporary trends

In contemporary times, European enterprises are proactively developing their CVT strategies (Yan et al., 2021). To ascertain the primary skills required for the advancement of Central European enterprises, the author has prepared Table 1 based on secondary data available from the European Centre for the Development of Vocational Training (CEDEFOP). The following information illustrates significant and relevant skills that are currently in demand by enterprises in 2021. The leading position within demonstrated requested skills are "Accessing and analyzing digital skills" and "Using digital tools." In all researched countries, the secondary data indicate the highest percent share compared to other employee skills. Sostero and Tolan (2022) prepared a technical digital skills report, where the authors confirmed that high-skills occupations are highly affected by the AI skills demand. Therefore, based on a recent study, the implementation of AI solutions in organizations can have a positive impact on the development of digital skills. Additionally, Adhikari (2020) conducted a study investigating the relationship between the utilization of AI solutions, gamification, and employee development. The findings of the study supported a positive correlation between these variables. According to the author, AI application in a combination of intelligent education environment (Gamification) may support businesses to solve issues, develop employees' creativity, and extent the business potential. Therefore, it is possible to develop other highly demanded employee skills, such as Solving problems ", "Communication, collaboration, and creativity" by leveraging AI solutions in combination with intelligent educational environments.

Mainly demanded skills	Czechia	Germany	Slovakia
Accessing and analysing digital data	10.0%	21.8%	27.0%
Using digital tools for collaboration, content creation and problem solving	8.8%	18.1%	22.3%
Creating artistic, visual or instructive materials	3.1%	11.7%	4.3%
Solving problems	7.0%	8.3%	9.9%
Communication, collaboration and creativity	5.1%	8.0%	4.4%

Full version available at https://www.global-business.at/

CO

The ... rature
revi ... iness
envi ... d on
exar ... CVT
proc ... le to
anal ... skills
that are in high demand by enterprises in Central Europe.

ACKNOWLEDGEMENTS

This work was financially supported by the Student Grant Competition under the grant number SGS-2023-1370.

REFERENCES

Aguinis H, Kraiger K. (2009), "Benefits of Training and Development for Individuals and Teams, Organizations, and Society. Annual Review of Psychology".60(1):451-474.

Adhikari K. (2020), "Correlation of Gamification with Blend of Emotional Intelligence (EI) and Artificial İntelligence (AI)". doi:10.13140/RG.2.2.15271.57765

Jameel A, Abdulkarem M, Mahmood N. (2017), "A Review of the Impact of ICT on Business Firms". 2:15-19

Jiménez-Estévez P, Yáñez-Araque B, Ruiz-Palomino P, Gutiérrez-Broncano S. (2023), "Personal growth or servant leader: What do hotel employees need most to be affectively well amidst the turbulent COVID-19 times?" Technological Forecasting and Social Change.190:122410.

Koraca D. (2020), "Information and communication technology, as a cause of business strategy changes"

Kshirsagar A, Mansour T, McNally L, Metakis M. (2020). "Adapting workplace learning in the time of coronavirus"
Maršíková K, Šírová E. (2015) "Perspectives of employee training and development: methods and approaches". ACC Journal.21:13-23.
PricewaterhouseCoopers (2023) "What does virtual reality and the metaverse mean for training?" PwC. Accessed March 26, https://www.pwc.com/us/en/tech-effect/emerging-tech/virtual-reality-study.html
Sánchez A, Aragón M, Sanz Valle R. (2003). "Effect of training on business results. International Journal of Human Resource Management" INT HUM RESOUR MANAG.;14:956-980.
Sostero M, Tolan S. (2020) "Working Papers Series on Labour, Education and Technology"
Vodák J., Kucharčíková A. (2011). "Efektivní vzdělávání zaměstnanců", Ekonomická revue. 11(3), 112-113. ISSN 978-80-247-3651-8
Yan X, Yang R, Chong HY, Feng M. (2023). "Multi-Role Collaborative Behavior in the Construction Industry through Training Strategies" Buildings.13:482.

SESSION D

Intercultural Perspectives in Innovation and Entrepreneurship

CREATING A THRIVING ENTREPRENEURIAL ECOSYSTEM: THE IMPACT OF HUMAN CAPITAL AND CORRUPTION

Charles Bryant[1], Rajshekhar Javalgi[2]

1: Concordia University of Wisconsin, United States of America

2: Cleveland State University, United States of America

SHORT ABSTRACT

The vast majority of literature supports the theory that entrepreneurship increases economic activity. Schumpeter identified such entrepreneurial activity as core to his thesis on creative destruction.. His primary contribution stems from his core theory that “entrepreneurship is the engine of national economic growth.” Further, in both developed and developing markets, entrepreneurship has been shown to be strongly associated with positive economic development. But, as revealed in the Global Entrepreneurship Monitor (GEM), not all entrepreneurship creates a positive impact on an economy. Thus, it is important to develop a deeper understanding of the business climate and the ecosystem that leads entrepreneurial activity to foster economic growth. This paper delves into the role of human capital (HC) and corruption (CPI) in developing the type of entrepreneurial climate that leads to economic growth. Using data gathered from the Global Entrepreneurship Monitor (GEM), the World Bank, and various NGO data sites, this paper conducts an empirical investigation of the impact of human capital (HC) and corruption (CPI) on the overall level of entrepreneurial activity (TEA), and follows this by further studying the impact of these antecedent factors on the disaggregated levels of total entrepreneurial activity; namely, opportunity-motivated entrepreneurial activity (OME), and necessity-motivated entrepreneurial activity (NME).

EXTENDED ABSTRACT

INTRODUCTION

Entrepreneurship is widely seen as a core component to national and regional level economic growth. Both theoretically and empirically, increasing levels of entrepreneurial activity in a nation is seen as an antecedent to core economic development, spillover activity, and [illegible] core theo[illegible]hip is the [illegible] what dete[illegible]9). In later [illegible] advantage (Porter, 1990, p. 125).

Full version available at https://www.global-business.at/

The economic, social, and political value of entrepreneurial activity cannot be overstated. In developed economies entrepreneurship, driven by the high-tech sector, helps bring new technologies to market, provides efficiencies through innovation, and increases the opportunities for job growth. Developing countries have also seen significant impacts in the form of substantial poverty reduction and increased standards of living – all owing to the rise of innovative and entrepreneurial activities and the emergence of new ventures (Mohapatra, Rozelle, & Goodhue, 2007).

However, it is not simply entrepreneurship in general that drives economic growth. Research suggests that the type of entrepreneurial activity, plays a deciding role in how entrepreneurial activity impacts an economy. Entrepreneurial activity (measured in total) tends to behave differently in developed economies verses developing economies, and research has indicated that studies incorporating only the level of total entrepreneurial activity can be misleading. Total entrepreneurial activity, as defined by the Global Entrepreneurship Monitor (GEM) is comprised of two primary components: opportunity-motivated entrepreneurial activity (OME) and necessity-motivated entrepreneurial activity (NME). Research indicates that these disaggregated components will behave differently in developed verses developing economies and that the level of total activity is not accurately reflected by either component (Bryant and Javalgi 2016). Further, the level of overall economic development of a nation impacts how these components influence economic growth.

The preponderance of research on the impact of entrepreneurial activity indicates a clear relationship with economic activity. However, what is less understood are the

entrepreneurship? 4) Does the existing economic status of a nation (developed -vs- developing) influence the relationship between corruption and entrepreneurship?

To facilitate investigation into these questions, our empirical analysis uses data from several sources including (1) the Global Entrepreneurship Monitor (GEM), (2) the United Nations Development Program (UNDP), and Transparency International (TI). From the GEM model, we utilize TEA, OME and NME. The key features of the GEM model are data that are completely harmonized across time and nations to allow for cross national study comparison. Additionally, these data are widely used by entrepreneurship scholars (Reynolds, Camp, Bygrave, Autio, & Hay, 2001). The total entrepreneurial activity rate (TEA) measures the proportion of working-age adults in the population who are either involved in the process of starting-up a business or are active as owner-managers of enterprises less than 42 months old. The opportunity-motivated activity rate (OME) and the necessity-motivated activity rate (NME) are the 2 subcomponents of TEA (Wong, Ho, & Autio, 2005). From the United Nations Development Program, we utilize measures for human capital (specifically from the Human Development Index (HDI). Finally, from Transparency International we utilize the CPI index as a measure of perceived national level corruption.

EXPECTED CONTRIBUTION

This study makes several important contributions to the field. First, the research provides a deeper understanding to the relationship between human capital and the type(s) entrepreneurial activity and their respective impacts on economic development. Second, this study contributes to the literature by providing a deeper understanding to the relationship between corruption and the type(s) of entrepreneurial activity that lead to increased economic development. Third, this study contributes to the literature by shedding light on how the economic status of a nation may moderate the relationship between human capital and entrepreneurship. Fourth, this study contributes to the literature by identifying how the economic status of a nation may moderate the relationship between corruption and entrepreneurship. Finally, the study offers some policy implications aimed at directing investment toward the types of entrepreneurial activity that fosters economic growth.

PAPER ORGANIZATION

The remainder of this paper is organized as follows: the first section provides the foundational theories on which we build our conceptual argument regarding the relationships among human capital, corruption, and entrepreneurial activity. The second section presents literature review and hypothesis development. The third section details the methodology used in hypotheses testing. The fourth section presents the findings and discusses the overall results. The final section provides a conclusion and possible implications of this research.

REF

Full version available at https://www.global-business.at/

Moh... China: ...–181.

Port...
Rey... Global

Sch... nomic ... from ... ehost -live

Valliere, D., & Peterson, R. (2009). Entrepreneurship and economic growth: Evidence from emerging and developed countries. Entrepreneurship and Regional Development, 21(5–6), 459–480. https://doi.org/10.1080/08985620802332723

Wong, P. K., Ho, Y. P., & Autio, E. (2005). Entrepreneurship, innovation and economic growth: evidence from GEM data. Small Business Economics, 24(3), 335–350. https://doi.org/10.1007/s11187-005-2000-1

THE INFLUENCE OF CULTURE ON DIASPORA INVESTMENTS: THE CASE OF INDIA

Sivakumar Venkataramany[1], Charles Bryant[2]

1: Ashland University, United States of America

2: Concordia University of Wisconsin, United States of America

ABSTRACT

INTRODUCTION

Diaspora represents a migrated population for reasons of economic prosperity and escape from persecution that still maintains and preserves its distinct heritage. Its willingness to assimilate with a foreign culture does not lead to any contamination at home but makes it geocentric through an admixture of both cultures. The United States is a typical example of including diasporas from Cuba, Ireland, Israel, Indian subcontinent, Ireland and Vietnam. India's diaspora population of about 5 million people is spread over the United States and the United Kingdom with its main occupation in the hospitality and retail industries. Millions more are employed gainfully in the Far East Asia and the Middle East. The country accounts for $80 billion in inward remittances each year from its diaspora population. As the rate of return has depleted in the industrialized economies since the global financial crisis of 2008, India has become a safe haven for its diaspora investors with attractive real rates of return. These investments though originally were in the form of term deposits with commercial banks have transformed into start-up investments in the technology sector thanks to budding entrepreneurial spirit. The policies of the Government of India (GOI) in the last decade are welcoming investments from its diaspora from abroad to foster India's sustained growth in both industrial and service sectors [Challagalla, 2018].

INTERNATIONAL ENTREPRENEURS

Few Research records migrants from India into the United States represent higher values for rich education, professional attainments for themselves and children, and higher median household income than any other country. This affords this group the ability to consider investments in its home country in addition to significant periodical remittances for maintenance of parents and home. International entrepreneurial investments are common all across the worl … to be tran… ies in decr…

… have given rise to their ethnic entrepreneurs transform their investments into transnational through investments in London [Ojo, 2012]. Most transition economies have registered sustained growth mainly thanks to their diaspora entrepreneurs [Nkongolo et al, 2013]. Latin America has been the beneficiary of social, political, cultural, and technical contributions by their migrants apart from entrepreneurial financial investments [Kshetri et al, 2015]. South Africa has witnessed their diasporas' investments serve as a catalyst in bringing the much-needed changes to the economy [Kshetri, 2013].

INFLUENCE OF CULTURE AND MODIFIED BEHAVIOR IN INDIA'S DIASPORA

Fear of failure was the strongest obstacle in India's entrepreneurs. The diaspora having been exposed to the western cultural dimensions of innovation and creativity approach has freed itself from the sense of shame that business failure might bring. This paper attempts a study of the cultural transformation in the Indian diaspora entrepreneurial investments through select case studies illustrating both success and failure. Simultaneous comparison of the French diaspora in certain African countries adds value to an analysis of the cultural determinants in entrepreneurship.

Key Words: India, Diaspora, Culture, FDI, Remittances
JEL Codes: F21 and F22

REFERENCES

Stoyanov, Stoyan, and Woodward, Richard, "Simple Word of Mouth or Complex Resource Orchestration for Overcoming Liabilities of Foreignness", Academy of Management Annual Meeting Proceedings, 2014, pp. 167-172

Ojo, ... itish

Nko...

Ksh... -
15,

Ksh... in
Sub-Saharan Africa", Journal of Developmental Entrepreneurship. Sep 2013, Vol. 18 Issue 3, pp. 1-27

Shreya Challagalla, "The Diaspora and India's Growth Story", Observer Research Foundation (ORF), Issue Briefs and Special Reports March 14, 2018

SESSION E

Intercultural Perspectives in Marketing, Sales and Service Management

CUSTOMIZE IT! – EMAIL MARKETING IN TIMES OF GDPR AND DATA PRIVACY

Christopher Kanitz[1], *Michael Schade*[2], *Andreas Zehetner*[1], *Maik Dulle*[2], *Jan Wiezorrek*[2], *Stephan Buttgereit*[2]

1: University of Applied Sciences Upper Austria, Austria
2: Universität Bremen, Germany

INTRODUCTION

The relevance of email marketing is often overlooked (Cho and Khang, 2006). Yet, the usage and reach of emails are still high. Outlooks confirm a steady increase in email usage (The Radicati Group, 2021). Besides pure usage, consumers prefer to be contacted via email by

consumers such as their name that allows personalized emails (Ansari and Mela, 2003). Adding consumer-specific information can increase opening rates, sales and consumer engagement (Munz, Jung and Alter, 2020; Sahni, Wheeler and Chintagunta, 2018). However, the inclusion of personal information can foster potential risks such as privacy concerns (Wattal et al., 2012). Despite increased relevance of offerings, personalization reduces effectiveness when consumers feel vulnerable (Aguirre et al., 2015). Especially, highly personalized emails can increase consumer's privacy risk perceptions (Song et al., 2016), reactance (White et al., 2008), perceived intrusiveness (van Doorn ND Hoekstra, 2013), and lead to over-personalization (Bleier and Eisenbeiß, 2015).

These negative effects can be mitigated by extending the passive concept of personalization (by the company) to a participative customization (actively done by the consumer). In this context, customization means the involvement of the consumer who can independently define parts of the marketing mix and therefore influence its elements (Arora et al., 2008; Arora and Henderson, 2007; Coner, 2003). Thus, email customization is the possibility for the recipient to control and have influence on email characteristics.

So far, research mainly focused on positive effects of personalization in email marketing (e.g. Sahni, Wheeler and Chintagunta, 2018; Munz, Jung and Alter, 2020) and neglected how to counteract negative effects (Song et al., 2016). Based on Song et al. (2016) consumer participation in form of customization has a positive influence on email marketing effectiveness. To our knowledge, this is the only study investigating the effect of email customization. The authors consider a dichotomous operationalization of email customization in a lab experiment. This operationalization is limited to the consumers´ decision to receive or not receiving emails.

Building on the work of Song et al. (2016), our research investigates customization beyond opt-out options, by varying the intensity of email customization in a field setting. Therefore, the study investigates:

1) What is the general effect of customization of email newsletters on a behavioral metric (i.e. opening rate)?

2) Do different elements and varying the email customization intensity have an impact on a behavioral metric?

Specifically, this is the first research to investigate the effect of customization of email newsletters on a behavioral KPI. Through this, the large research field of email personalization is extended by the active integration of recipients with participative customization. Beyond gen… ed by com…

Qua…

An… s, and furth… ence, thre… were cond… e age aver… were fem… rview guide (Adams, 2015). The focus groups were then compared using core sentence analysis (Leithaeuser & Volmerg, 1988). The results indicate that consumers have four main needs related to email marketing (see figure 1).

Figure 1: Results of the cross-focus group comparison

Those four needs are inevitably intertwined. According to the findings of the focus groups, customers have the basic need that companies take a step towards the customers first and not the other way around. In this process and in line with empowerment theory, customers value the possibility to customize positively, because it increases the feeling of usability and control. The results of the focus groups indicate consumers´ general need to have customization possibilities. Furthermore, based on the qualitative study and empowerment theory it can be assumed that a higher intensity of email customization has a stronger impact on email effectiveness than a lower intensity level, since the degree of perceived control is larger. Building on these results the quantitative part of the study was operationalized.

DESCRIPTION OF THE METHOD

The customization intensity corresponds to the number of customization elements. Since, too many elements could make consumers decisions too complex and difficult (Arora et al., 2008) we limited the number of customization elements to two. Therefore, customizing one element represents a low customization intensity level, while customizing two elements represents a high customization intensity level.

Ellis-Chadwick and Doherty (2012) developed a systemization of eleven executional elements of email marketing. Based on their findings we analyze customization possibilities for two important elements: timing and content. In line with the idea of relationship marketing we give

possibility to select a genre. The third group (no content customization; timing customization) has only the opportunity to select timing. The fourth group (no content customization; no timing customization) cannot indicate preferences. Only the legally required information is presented to this group.

OUTLOOK

The experiment is currently in the final analysis stage. Currently, we are confident to be able to present the first results in May. We conducted an a priori power analysis using G*Power (Faul et al., 2007) to calculate the needed sample size. The analysis indicated that a sample size ranging from 118 – 469 would be sufficient to detect significant weak – strong effects with a power of 0.90 and an α of 0.05.

Since we track two-tiered consumer behavior we expect that the click and the open outcome will follow a Bernoulli distribution. Thus, we are planning to measure the main effects using an ANOVA and to fit one binary logit model on each dependent variable to model the probabilities that a consumer opens (open = 1) or not (open = 0) and, after opening clicks on the link (click = 1) or not (click = 0). In addition, the design of the study allows examining various contextual factors. These include questions such as: Does the effect of customization vary over time? Does the effect depend on customization intensity? Are there differences between B2B and B2C customers?

REFERENCES

Aguirre, E., Mahr, D., Grewal, D., de Ruyter, K., and Wetzels, M. (2015). Unraveling the personalization paradox: The effect of information collection and trust-building strategies on online advertisement effectiveness. *Journal of retailing*, *91*(1), 34-49.

Ansari A, Mela CF (2003) E-customization. *Journal of Marketing Research*, *40*(2), 131-145.

Arora, N., Dreze, X., Ghose, A., Hess, J. D., Iyengar, R., Jing, B., Joshi, Y., Kumar, V., Lurie, N., Neslin, S., Sajeesh, S., Su, M., Syam, N., Thomas, J., Zhang, Z.J. (2008). Putting one-to-one marketing to work: Personalization, customization, and choice. *Marketing Letters*, *19*(3-4), 305.

Arora, N., and Henderson, T. (2007). Embedded premium promotion: Why it works and how to make it more effective. *Marketing Science*, *26*(4), 514-531.

Bleier, A., and Eisenbeiss, M. (2015). Personalized online advertising effectiveness: The interplay of what, when, and where. *Marketing Science*, *34*(5), 669-688.

Campaignmonitor (2021), "Annual Report 2019" available at: https://www.campaignmonitor.com/company/annual-report/2019/ (accessed 25th of July 2021).

Chai

Cho ... tions,

Cond ... erican

F. El ... ournal

Mun ... ity: A

The ... at:

2020-2024-Brochure.pdf (accessed 25th July 2021).

Sahni, N. S., Wheeler, S. C., and Chintagunta, P. (2018). Personalization in email marketing: The role of noninformative advertising content. *Marketing Science*, *37*(2), 236-258.

Smartinsights (2021) "Personalized marketing in a competitive environment for brands and e-commerce retailers" available at: https://www.smartinsights.com/ecommerce/web-personalisation/consumers-personalized-marketing-engagement/ (accessed: 25th of July 2021).

Song, J. H., Kim, H. Y., Kim, S., Lee, S. W., and Lee, J. H. (2016). Effects of personalized email messages on privacy risk: Moderating roles of control and intimacy. *Marketing Letters*, *27*(1), 89-101.

Sunnika, A., Bragge, J. (2012). Applying text-mining to personalization and customization research literature. *Expert Systems with Applications*, 39, 10049-10058.

Van Doorn, J., and Hoekstra, J. C. (2013). Customization of online advertising: The role of intrusiveness. *Marketing Letters*, *24*(4), 339-351.

Wattal, S., Telang, R., Mukhopadhyay, T., and Boatwright, P. (2012). What's in a "name"? Impact of use of customer information in email advertisements. *Information Systems Research*, *23*(3-part-1), 679-697.

White, T. B., Zahay, D. L., Thorbjørnsen, H., and Shavitt, S. (2008). Getting too personal: Reactance to highly personalized email solicitations. *Marketing Letters*, *19*(1), 39-50.

MARKETING STRATEGIES WHEN THE GOING GETS TOUGH – LESSONS FROM INDIA DURING A GLOBAL CRISIS

Meenakshi Handa, Ronika Bhalla

Guru Gobind SIngh Indraprastha University, India

INTRODUCTION

Economic downturns and recessions have always required firms and marketers to adapt to the realities of changes in consumer behaviour and new demand patterns. When faced with an uncertain future, consumers tend to reduce, defer or avoid purchases and become price-conscious and rational (Ang 2001; Ang, Leong, and Kotler 2000; Pearce and Michael 2006). With changing consumer behaviour, businesses may find it challenging to maintain their relationship with consumers (Waldron and Wetherbe 2020). Besides resulting in the loss of millions of lives, the Covid-19 pandemic has adversely affected many industries and businesses worldwide, causing them to either temporarily slow down or exit from the market (Apedo-Amah et al. 2020). In addition to anxieties about the health of their families (Wang et al. 2020), consumers experienced concerns about the pandemic's possible further effect on the economy (Wright and Blackburn 2020). Among the countries severely affected by Corona virus globally, India has had the second highest number of infected cases and fatalities, following the USA as of July 23, 2021 (Statista 2022). The Consumer Confidence Index in India, as in many parts of the world, plummeted during 2020 reaching an all-time low in May 2021 and as of January 2023 is still to recover to pre-Covid levels (Reserve Bank of India 2023). *"There was enduring impact on consumers' sentiments on their own financial conditions as well as the general economic situation – with the latter increasingly driven by the former" (Mishra, and Das 2022, p. 61). F*or millions of consumers in the country, *employment and* income *were adversely impacted. Overall demand and discretionary expenditure on many categories of non-essential goods and services witnessed a significant decrease. The lockdowns caused a shift to online purchasing and required businesses to redesign their distribution.*

Considering the gravity of the prevailing crisis, many businesses recognized that some of the successful strategies of more prosperous times were not likely to work during the economic downturn and other environmental challenges. It then becomes imperative for firms to respond to the crisis by evolving and implementing new or modified strategies to cope with the new marketplace realities. Thus, marketers must explore the impact of the recession on consumer

STUDY PURPOSE

The purpose of the study is, in the first part, to identify and categorize the various guidelines recommended in the extant literature on adapting marketing strategies to handle the challenges posed by economic and other sustained environmental crises across markets. These strategies and initiatives have then been organized into themes. In the second part, the study aims to use these themes as a backdrop to examine the marketing strategies and innovations that marketers in India have used to cope with the disruptions caused by the Corona virus pandemic. The learnings from this research will be a distilled set of recommendations that organizations, especially those operating in emerging markets, could consider in the future in response to such challenging times.

RESEARCH METHODOLOGY

To achieve the objective of the study, a systematic search methodology is employed. This process is adopted from the procedure used in systematic reviews to improve the methodological accuracy of the research process (Tranfield, Denyer, and Smart 2003).

Full version available at https://www.global-business.at/

FINDINGS

A content analysis of the extant literature identified a range of marketing strategies that firms have either actually adopted or have been advised to adopt in the face of challenges posed by a crisis in the external environment. These strategies have been categorized into 9 themes. These themes encompass strategies such as adjusting product portfolios, emphasizing functional benefits of products/services, empathetic communication, innovations in distribution, and use of digital marketing to reach customers. Firms should view turbulent times as an opportunity to proactively understand and cater to evolving consumer choices. Not all firms will have the ability to adapt to the challenging times. Brands are expected to sustain their impact, but without exploiting the recessionary conditions to make profits (Pinto 2020). Once these turbulent times get over and consumers resume their everyday lives, they will always be mindful of those brands that utilized these times to comfort and connect with them at a deeper level, rather than focusing on financial benefits (Aggarwal 2020). Addressing the changing needs of existing consumers will be of great significance as they are less likely to risk switching over to competitors during unpredictable times (Czech Marketplace 2008). Many of the new buying patterns of consumers may persist even after the pandemic, thus, bringing a long-lasting transformation in consumers' purchase behaviour and lifestyle as well as in marketers' way of approaching them (Wright and Blackburn 2020). Businesses prioritizing consumers' changing needs and modifying their marketing approach will thrive during an upheaval and beyond it (Quelch and Jocz 2009). Thus, firms need to consistently invest in marketing to increase their sales and efficiency. Firms can launch new products in the market (Chou and Chen 2004), make new customers (Kanter 2009), increase advertising and promotion (Graham and Frankenberger 2011), and provide valuable benefits at reasonable prices to help consumers weather through the economic downturn.

This study contributes to the extant literature by synthesizing the learnings from past studies and highlighting the marketing strategy and tactics adopted by organizations during various recessionary times and in particular, during the Covid-19 pandemic in an emerging economy. It points to a range of innovative strategies that marketers can explore in their efforts to deal with the challenges posed by future economic downturns.

REFERENCES

Aggarwal, Ashita (2020), "Innovative marketing in times of Covid-19," *Forbes India*.

Ang, Swee Hoon (2001), "Crisis marketing: A comparison across economic scenarios," *International Business Review*, 10 (3), 263–84.

Ang, Swee Hoon, Siew Meng Leong, and Philip Kotler (2000), "The Asian Apocalypse: Crisis

Ape ... s, Arti ... ukwu ... ng the ... *World*

Cho ... mies:

Cze

Gra ... keting ... 24.

Kanter, Moss (2009), "In a Recession, Put Everyone in Marketing," *Harvard Business Review*, 4.

Mishra, Aditya, Roshin Paul P, and Tushar B. Das (2022), "The Impact of COVID-19 Pandemic on Consumer Confidence in India," *Reserve Bank of India Bulletin*, (January), 61–70.

Nickell, David, Minna Rollins, and Karl Hellman (2013), "How to not only survive but thrive during recession: A multi-wave, discovery-oriented study," *Journal of Business and Industrial Marketing*, 28 (5), 455–61.

Pearce, John A. and Steven C. Michael (2006), "Strategies to prevent economic recessions from causing business failure," *Business Horizons*, 49 (3), 201–9.

Pinto, Idan (2020), "9 Tactics From Winning Brands to Stay Top-Of-Mind Today," *Syte*, [available at https://www.syte.ai/blog/customer-experience/brands-messaging-covid-19/].

Quelch, John A. and Katherine E. Jocz (2009), "How to market in a downturn," *Harvard Business Review*, 87 (9), 1–12.

Reserve Bank of India (2023), "Consumer Confidence Survey."

Statista (2022), "Cases and deaths of coronavirus (COVID-19) in the top 20 economic powers worldwide as of July 23, 2021," [available at https://www.statista.com/statistics/1107007/coronavirus-cases-and-deaths-top-world-economic-powers/].

Tranfield, David, David Denyer, and Palminder Smart (2003), "Towards a Methodology for Developing Evidence-Informed Management Knowledge by Means of Systematic Review," *British Journal of Management*, 14 (3), 207–22.

Waldron, Ted and James Wetherbe (2020), "Ensure That Your Customer Relationships Outlast Coronavirus," *Harvard Business Review*, 1–6.

Wang, Yonggui, Aoran Hong, Xia Li, and Jia Gao (2020), "Marketing innovations during a global crisis: A study of China firms' response to COVID-19," *Journal of Business Research*, 116 (May), 214–20.

Wright, Oliver and Emma Blackburn (2020), "How COVID-19 will permanently change consumer behavior," *Accenture*.

RETHINKING MARKETING AND SALES – A NEW AGENDA FORCED BY GREEN TRANSFORMATION

Doris Ehrlinger[1], Margarethe Überwimmer[1], Harald Hammer[1], Stefan Mang[2], Laura Casati[1], Eileen Dauti[2]

1: University of Applied Sciences Upper Austria, Austria
2: University of Passau, Germany

INTRODUCTION

Companies are continuously being pressured to reduce their use of resources. Especially climate change has made the green transformation of companies towards sustainable, circular, resource efficient operations in industry and SMEs necessary. As green transformation needs to be implemented in countries around the globe to be effective on a large scale, a cross-border and international cooperation between companies, research departments, stakeholders and policy makers are necessary in the future.
Many different definitions of the term Circular Economy (CE) can be found in the literature. The European Parliament (2023) defines CE "as a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling" of already produced materials and products if possible. CE is a holistic concept (Jiao & Boons, 2014, p.21) that requires a "fundamental systemic change" (Kirchherr et al., 2017), and that leads to a "resilient system" and a "continuous positive development cycle" (Ellen McArthur Foundation, n.d.). CE can be also defined as an "economic system, that is based on business models [...] and which implies creating environmental quality, economic prosperity and social equity" (Kirchherr et al., 2017, p.224). We define CE as follows: A circular economy is an economic system based on holistically sustainable business models with closed loops which maximize efficiency and profit while minimizing waste and approach all resources from the perspective of the 10R framework, (i.e. recover, recycling, repurpose, remanufacture, refurbish, repair, re-use, reduce, rethink, refuse).
To enable companies, especially SMEs, to act in a more sustainable way, transformative processes are required in all areas of the company. Furthermore, transformational changes in marketing and sales are required. This leads to the research question, that is discussed within this abstract:
RQ: What impact does "*thinking in economy cycles*" have on the company's marketing and sales departments?

AGENDA FOR MARKETING AND SALES

Marketing and Sales are strongly affected by the green transformation towards a sustainable, circular, and profitable economy. In our research, we identified possible processes that boost the g cases, which have limited transferability. The Circular Business Model Canvas (CBMC), developed by Lewandowski (2016), aims to fill this gap. It consists of eleven building blocks including modified building blocks of traditional linear business models, loops to regenerate materials and keep them in the process as well as adaptation factors. Bocken & Ritala (2022) further included decisions in innovation strategy (open, closed), and in resource strategy (narrowing, slowing or closing loops) in the development process. PA Consulting (2022) developed a very practical guide, which helps business managers to identify and to explore their circular business opportunities within four steps: Identify circular business opportunities ('Where to play'), create circular value propositions ('How to win'), identify circular capabilities ('How to operate') and select circular pricing strategy ('How to profit') (PA Consulting, 2022, p.5).

Rethinking business partnerships towards business partner networks. Mishra et al. (2022), states that the design of a profitable, robust network for collection and disposal is necessary for companies to bring remanufactured products back to the market successfully. One key enabler to implement circular business models successfully, is the connection with external partners, customers and/or user communities. Additionally, the engagement with selling platf

products and to prolong their usage time (Khan et al., 2022).

Rethinking of pricing models. One of the biggest challenges that companies face is setting the correct price for sustainable and circular goods, which is essential for a successful market launch of products. The question that arises here, includes how high the customer acceptance and trust in these products and services is. Pisitsankkhakarn and Vassanadumrongdee (2020) point out that both local government agencies and industries should collaborate to enhance the quality of the products and set up price caps in order to attract remanufactured products.

Rethinking the means of communication. According to the United Nations (2023), the role of communication can make a difference when it comes to boosting CE practices and theories. As communication professionals can influence behavioral change towards more sustainable actions (Romero-Luis et al., 2020), it is also important that the traditional way of planning communications reflects new sustainable development frameworks - such as the 10R one. As the European Commission (2020) put it, the goal to transport sustainability goals through communication steering is clear. However, the effects of such new sustainable communication activities on consumer behavior should be closely monitored to evaluate their success. Some recommendations to rethink communications towards a greener way are to consider enablers to be part of the marketing campaigns and ensuring they are part of a long-term strategy while making sure the campaigns remain appealing to the main target groups of a certain product or service (Romero-Luis et al., 2020).

Rethinking of product and service innovations. Within the green transformation, product design is a key enabler, as companies commercialize product innovations through their business models. However, companies may often lack innovation capabilities regarding the business models. Chesbrough (2010) states that the economic outcome for a product innovation as well as its impact will be different depending on the business model. Lofthouse & Bhamra (2007) indicate that the more radical the product innovation is, the greater the changes in the business model. Thus, when rethinking product and service innovations, the suitability of the business model for the new innovative product or service has to be addressed as well.

Rethinking of profits and value for companies and society. Lüdeke et al. (2019), analyzed different dimensions in business models: value proposition of products and services, value delivery to target customers and value delivery processes, value creation regarding partners and stakeholders, and value capture. Applied to the three development strategies for CBM (narrowing, slowing or closing loops) mentioned above, value can be generated for companies by creating and offering repairable products (slowing loop strategy), by, for example, recurring revenues, new pricing mechanisms or greater profit margins (narrow loop strategy) (Bocken et al., 2 … from end-

Full version available at https://www.global-business.at/

CO…

CE … plastic pack… omers to u… anges with… pany. In pa… ch as the … odels inste… ly by means of the 10-R targets of CE, but to expand them with the aspects of profitability and value creation.

ACKNOWLEDGEMENT

The work described in this document has been conducted as part of a project "Circular Academy", no BA0100025. The project is supported by the Interreg Bavaria-Austria programme funded under the European Regional Development Fund.

REFERENCES

Bocken, Nancy and Paavo Ritala (2022), "Six ways to build circular business models", in: *Journal of Business Strategy* Vol. 43, No.3, 2022, pp.184-192. Emerald Publishing Limited.

Bocken, Nancy, I. de Pauw, C. Bakker and B. van der Grinten (2016), "Product design and business model strategies for a circular economy", in: *Journal of Industrial and Production Engineering* 33(5): 308–320

Chaudhuri, Atanu, Nachiappan Subramanian and Manoj Dora (2022), "Circular economy and digital capabilities of SMEs for providing value to customers: Combined resource-based view and ambidexterity perspective", in: *Journal of Business Research* 142 (2022) 32-44. Elsevier B.V.

Chesbrough, H. (2010), "Business model innovation: Opportunities and barriers," Long Range Planning, 43, 354–363.

Ellen MacArthur Foundation (n.d.), "What is a circular economy?", in: https://ellenmacarthurfoundation.org/topics/circular-economy-introduction/overview [9.3.2023]

European Commission (2020), "Sustainable Europe Investment Plan, Brussels", in: https://ec.europa.eu/commission/presscorner/detail/en/qanda_20_24 [14.01.2020]

European Parliament (2023), "Circular economy: definition, importance and benefits", in: https://www.europarl.europa.eu/news/en/headlines/economy/20151201STO05603/circular-economy-definition-importance-and-benefits [9.3.2023]

Foroozanfar, M.-H., Narges Imanipour and Seyed Mojtaba Sajadi (2022), "Integrating circular economy strategies and business models: a systematic literature review", in: *Journal of Entrepreneurship in Emerging Economies* Vol. 14 No. 5, 2022 pp. 678-700. Emerald Publishing Limited.

Jiao, W., Boons, F., 2014. Toward a research agenda for policy intervention and facilitation to enhance industrial symbiosis based on a comprehensive literature review. J.

Kha ... 2021), ... nities ... 4 No.

Kircl ... rcular ... *g* 127

Lew ... omy -

Lofl ... Gower Publishing Ltd., Hampshire, UK.

Lüdeke-Freund, Florian, Stefan Gold, and Nancy MP Bocken (2019), "A review and typology of circular economy business model patterns", in: *Journal of Industrial Ecology* 23.1. 36-61.

Mishra, Anurag, Pankaj Dutta, S. Jayasankar, Priya Jain and K. Mathiyazhagan (2022), "A review of reverse logistics and closed-loop supply chains in the perspective of circular economy", in: Benchmarking: An International Journal. Emerald Publishing Limited.

Morseletto, Piero (2020), "Targets for a circular economy", in: *Resources, Conservation & Recycling* 153 (2020) 104553. Elsevier B.V.

PA Consulting (2022), "Circular Business Model Design Guide", downloadable in: https://www2.paconsulting.com/Sustainability-EMF-BDG-2020-download.html?_ga=2.239392259.1250902504.1611318585-978887778.1606939987 [9.3.2023]

Pisitsankkhakarn, A. and Vassanadumrongdee, S. (2020), "Enhancing purchase intention in circular economy: an empirical evidence of remanufactured automotive product in Thailand", in: *Resources, Conservation and Recycling*, Vol. 156, p. 104702.

Romero-Luis, Juan, Alejandro Carbonell-Alcocer, Manuel Gertrudix, María Del Carmen Gertrudis Casado, Paolo Giardullo & Daniel Wuebben (2022) Recommendations to improve communication effectiveness in social marketing campaigns: Boosting behavior change to foster a circular economy, Cogent Social Sciences, 8:1

United Nations (n.d.), "Communicating together", https://unsdg.un.org/2030-agenda/communications [13.03.2023]

SEXISM IN ADVERTISEMENTS – A CROSS-CULTURAL ANALYSIS

Joachim Riedl[1], Stefan Wengler[2,3], Marcin Czaban[1], Simon Steudtel[1]
1: Hof University, Germany
2 Corresponding author: Stefan Wengler, Hof University, stefan.wengler@hof-university.de
3: Universität Bayreuth, Germany

ABSTRACT

This paper examines the evaluation of advertising with particular reference to possible sexism and the differences in response among individuals of different religious affiliation, religiosity, and origin. Religion, religiosity and migration background make small explanatory contributions to the evaluation of advertising in four relevant dimensions, but in the overall picture prove to be less significant than sociodemographic and psychographic criteria beyond religion and origin.

INTRODUCTION

In 2016, Germany experienced a hefty public discussion on sexism in advertising. Despite an enormous public outcry and the federal governments' strong determination, the political parties were unable to pass a new federal law due to rather controversial positions. Instead, selected regulations were enacted at the state and local level to prevent any display of content deemed sexually discriminatory on public advertising spaces.
Along the discussion, all stakeholders argued rather emotionally, largely based on their political values and beliefs. Real data on the population's perceptions, experiences and expectations on sexism in advertising were missing. Accordingly, we decided to bring more light into the emo xually disc

CO

Disc sonal characteristics like sex, age, origin etc. Sexism includes all gender-related forms of discrimination. For reasons of simplification, in the present studies sexism was examined exclusively in connection with contents perceived as misogynistic.
Besides analyzing the interviewees' general attitude concerning advertisements, the authors also checked for the big five personality traits (Costa & McCrae, 1985; McCrae & John, 1992; Rammstedt et al., 2004) to get more comprehensive insights on the participants' media consumption as well as their assessment of specific advertisements.

EMPIRICAL STUDIES

RESEARCH APPROACH AND DESIGN

A partially standardized approach was used to collect the relevant constructs. Open-ended questions were used to ascertain whether and, if so, what the respondents had personally been pleased by or annoyed about in relation to advertising in the past two years (using the *Critical Incident Technique* based on Flanagan (1954)). These questions were asked before the issue of sexist or discriminatory advertising had even been raised. So, it is possible to read the extent to which the population itself has the issue of sexism on its mind from the sum and distribution of responses.

The other questions were quantitative in nature. In the form of rating scales, respondents had to answer the following blocks of items on the following sets of questions:

- extent of perceived annoyance by advertising in the various media (TV, print, brochures, posters, radio, email, Internet advertising),
- self-rating on personality type (Big Five in the version of Rammstedt et al. (2004)),
- 11-item battery for the assessment of advertising, which was compiled on the basis of explorative preliminary research,
- media consumption (hours/minutes daily) in relation to TV, radio and digital media, and
- 5 items for assessment (aesthetics, fit to advertised product, degree of erotic charge,

(Osman et al, 1994; Miles et al., 2011), whereby it seems to be irrelevant for the respondents' ability to provide information whether a scaling from 0 to 10 or 0 to 100 is used (e.g., Lorig et al., 1989), since the subjects mostly answer in increments of ten on the 100 scale.

Four further questions served as a summary assessment by the survey participants. The survey concluded with 8 questions about the person (age, gender, school-leaving qualification, location of residence, satisfaction with current living situation, migration background, self-assessment of religiosity, religious affiliation).

METHOD AND SAMPLING

The authors conducted an empirical study in two waves, the first one ending in Q1 2017 and the second one five years later in Q1 2022. In both waves the same questionnaire was used, but the empirical methodologies were different due to the corona pandemic. While the first wave was conducted as a face-to-face study with 1460 cases, the second wave was an online survey resulting in 900 cases. In both cases, the survey was conducted as a convenience sample, leaving it up to the interviewers to select the respondents, but with quota specifications, thus ensuring that the resulting sample corresponds to the average of the German population in terms of the three characteristics age, gender and level of education. Further quota characteristics were not specified due to the associated increasingly complex search for participants, but it was determined that a maximum of one person per family could be interviewed.

COMPARISON OF THE TWO WAVES OF THE STUDY

Comparing the two survey dates reveals similarities, but also significant differences in the sample:

	year (wave) of survey			
	2017 (n= 1449)	**2022** (n= 900)		
	Crosstabs, percentage		contingency coeffizient	p
Sex				
female	52,0%	49,8%	0,062	0,011
male	48,0%	49,7%		
diverse	0,0%	0,6%		
Migration background				
yes	13,4%	9,9%	0,052	0,011
no	86,6%	90,1%		
Age				
Inde seco …5=				
Satis situa - 10=				

As Table 1 shows, the proportion of genders is largely identical in both studies, and the same applies to the index of educational qualifications surveyed. In contrast, there are slightly fewer respondents with an immigrant background in the 2022 study; at the same time, the average age is a considerable 3.5 years higher. Life satisfaction is somewhat lower in 2022 than in 2017.

The first reason for the differences found here is the change in method. Persons with a migration background have a somewhat lower propensity to participate in surveys. While this can be partially compensated for in the face-to-face survey by friendly follow-up from the personal interviewers, this possibility is missing in the online survey, so that the resulting proportion of people in the sample is lower. Another influencing factor is the covid pandemic existing in 2022. This may partly explain the overall decline in life satisfaction. Parallel unaided surveys also show that younger individuals, often still in education, devoted so much time to online media during the pandemic that any further survey focused on the online sector was met with a reduced willingness to participate. In contrast, the willingness of older target groups to participate remained unchanged, so that the result is an increased average age of the sample, even though the quota characteristics specified for contacting potential respondents were identical to those of 2017.

In summary, in terms of individual time spent on the survey, gender distribution, and education level, there are good matches between the samples from the two survey dates. There are significant, but nevertheless explainable, differences in the proportion of people with an immigrant background, the average age and satisfaction with the living situation. Overall, under these conditions, the summary and comparative evaluation of the collected data with respect to the central constructs such as attitudes toward advertising, sexist advertising, the Big Five, and others appear justifiable. It will be necessary to clarify whether the findings prove to be stable in a follow-up survey conducted online.

RESULTS AND DISCUSSION

PERSONALITY DIMENSIONS

An exploratory factor analysis (principal component analysis with varimax rotation) yields the expected five personality dimensions. KMO is 0.534, and the communalities of all 10 items range from 0.572 to 0.757.

	initial Eigenvalues			rotated sum of squared loadings		
component	total	% of variance	cum. variance %	total	% of variance	cum. variance %
1	1,856	18,555	18,555	1,577	15,770	15,770
2						
3						
4						
5						
6						
7						
8						
9						
10						
Extr						

The five factors explain 67.6 percent of the initial variance of the items (cf. Table 2), and the loading matrix largely corresponds to the simple structure and exactly replicates the assignment of the items, as postulated by Rammstedt et al. (2004).

For further analysis, sum indices were calculated from the original items in the correct polarity (with two Items each representing one dimension), as they are based on the scaling of the original items and are thus easier to interpret than the standardized factor scores of SPSS.

	component				
	1	2	3	4	5
	extraversion (negative polarity)	open-ness	conscientiousness (negative polarity)	neuroti-cism	agreeable-ness
[3.01] I am rather reticent and reserved	,831				
[3.02] I trust others easily, believe in the good in people					,771
[3.03] I am easy-going and avoid effort if possible.			,800		
[3.04] I am relaxed, I do not let myself be upset by stress				-,840	
[3.05] I have rather little interest in art		-,834			
[3.06] I am sociable and outc	-,827				
[3.0 othe					
[3.0 com					
[3.0 inse					
[3.1 an a					
Met					
Rota					

Full version available at https://www.global-business.at/

Table 3: Loading structure of the five personality dimensions.

BASIC ATTITUDE TOWARDS ADVERTISING

The eleven items assessing advertising were exploratively tested for dimensionality using factor analysis. KMO yields a value of 0.759, the eigenvalue criterion leads to the following four dimensions that together explain 66.15 percent of the baseline variance (see Table 4):

component	initial Eigenvalues			rotated sum of squared loadings		
	total	% of variance	cum. variance %	total	% of variance	cum. variance %
1	3,052	27,748	27,748	2,735	24,867	24,867
2	2,054	18,675	46,422	1,603	14,572	39,439
3	1,142	10,384	56,806	1,540	14,004	53,443
4	1,029	9,352	66,158	1,399	12,715	66,158
5	,795	7,227	73,385			
6	,725	6,593	79,978			
7	,615	5,595	85,574			
8	,496	4,507	90,081			
9	,463	4,210	94,291			
10	,341	3,104	97,395			
11	,287	2,605	100,000			
Extraction method: principal component analysis.						

Table 4: Variance explanation by four dimensions of attitude towards advertising.

The ... , and
the ... Table
5). T...

etc.,

	Component			
	1	2	3	4
[4.01] There is too much advertising in the media overall			,865	
[4.02] I think advertising is informative		,736		
[4.03] Too much misogynistic content is shown in adverts	,871			
[4.04] Most of the time I find ads just annoying		-,323	,783	
[4.05] Advertising can help you make purchasing decisions		,672		
[4.06] There is too much sexist content in advertising.	,868			
[4.07] The legislature should regulate advertising more closely.	,336			,713
[4.08] I reject advertising with erotic con…	,593			
[4.0… thin…				
[4.1… adv…				
[4.1… resp…				
Met…				
Rot…				

DES… TION BACKGROUND, RELIGION AND RELIGIOSITY

In the descriptive evaluations for the analysis of religion, the three groups "without" (non-religious), "Christian" and " religious Islamic" can be included. The 32 people distributed among "other" religions form a heterogeneous sample, with none of the named religions representing a sufficient sample to conduct sufficiently reliable evaluations in this regard.
As Table 6 shows, there is a clear and highly significant (Anova, F= 594.43, p<0.001) correlation between affiliation and self-perceived religiosity.

[22] religion	*mean religiosity*	*n*	*std.-dev.*
None	,62	586	1,365
Christian	4,58	1667	2,706
Islamic	5,56	64	2,728
total	3,60	2317	2,999

Table 6: Self-assessment of religiosity according to religious affiliation (scale from 0...10)

The variances of religiosity of the groups are inhomogeneous (Levene's test: p<0.001), a posthoc test for groups with inhomogeneous variance (Tamhane T-2) performed subsequently shows that all subgroups differ significantly from each other.
It can be stated that members of Islam indicate a higher individual religiosity than members of the Christian religion. In the German national territory, it can be assumed that a large proportion

of persons with Islamic religious affiliation have a migration background. Table 7 confirms this relationship; the corresponding contingency coefficient is 0.395 (p<0.001).

			[19] migration background		
			yes	no	total
[22] religion	none	n	74	512	586
		expected	69,6	516,4	586,0
	christian	n	141	1526	1667
		expected	197,9	1469,1	1667,0
	islamic	n	60	4	64
		expected	7,6	56,4	64,0
Total		n	275	2042	2317
		expected	275,0	2042,0	2317,0

Table 7: Crosstabs: Relationship between religion belonging and migration background

Based on the preceding analyses, it is inferred that there is also a disproportionate correlation between migration background and self-rated religiosity. As table 8 shows, the self-rated relig … is 9.2 perc … rence is no …

Full version available at https://www.global-business.at/

[19]
yes
no
tota

… n

Thus … to the individuals' religiosity than the presence of an immigrant background overall.
A multiple regression analysis with the dummy variables 'migration background' (0=no, 1= yes) and 'religious affiliation' (0=none, 1= christian, 2= islamic) as independent variables and 'religious affiliation' (interval-scaled 0...10) as a dependent variables supports this finding:

coefficients[a]						
Model		non standardized coefficients		standardized coefficients	T	Sig.
		regression coefficient B	std.-dev.	beta		
1	(constant)	,120	,328		,367	,714
	[19] migration background	,386	,160	,042	2,406	,016
	[22] religion?	3,560	,108	,569	32,896	<,001
a. dependend: [21] self-assessment of religiosity						

Table 9: Regression analysis: Self-Assessment of religiosity as a function of religious affiliation and migration background

The beta value for religious affiliation is 0.569, which is about 14 times higher than that for migration background. However, this analysis still yields a significance of p=0.016 even for religious affiliation.

REL… OF ADV…

We … four dim…

						…bleness
Rejec…						,087**
						0,001
Adver…						,120**
	p	0,002	0,369	0,480	0,112	0,001
Amount of advertising distracting	Pearson-corr.	-0,026	-0,014	-0,005	,050*	-,050*
	p	0,213	0,496	0,820	0,015	0,016
Government regulation called for	Pearson-corr.	0,014	-0,024	-0,016	,123**	,048*
	p	0,490	0,247	0,427	0,001	0,021

Table 10: Correlations between personal traits and the four dimensions of judging ads

Due to the relatively large number of participants, even small correlations turn out to be significant. In order not to overemphasize arbitrary detailed results, we will limit our interpretation to correlations that are at least in the range of 0.1 or higher.
Looking column-wise, we find that the personality trait *extraversion* has some correlations with the evaluation of advertising that seem plausible, but overall are very weak.
In contrast, *openness* is correlated with r=0.149 and highly significantly with rejection of sexist advertising. Openness is thus not expressed by being open to sexist advertising, but by being open to modern anti-discriminatory attitudes such as rejecting sexism!
Conscientiousness of individuals does not explain either approving or disapproving attitudes toward advertising.
Neuroticism is associated to a relevant and significant extent with persons rejecting sexism and also demanding regulations from the state in this regard.
Finally, *agreeableness* is the only personality dimension positively correlated with the notion that advertising can also be entertaining and useful.

Overall, the highly explainable correlations show that the measurement of personality traits with the short scale of the Big Five is also suitable for providing plausible findings for the special case of the assessment of advertising.

RELATIONSHIP BETWEEN RELIGION AND PERSONALITY TRAITS

The preceding analysis of the correlations with the advertising evaluation can be seen as a validation of the measurement of the big five. This makes it seem appropriate to use the Big Five also for the consideration of possible religion-related differences in the sample.[3]

[22] religion		extraversion	openness	conscientiousness	neuroticism	agreeableness
none (n=586)	mean	2,06	0,26	**3,57**	-1,61	**1,77**
	std.dev.	4,32374	3,78166	4,04509	4,17211	4,79161
christian (n=1667)	mean	2,32	**0,73**	**4,19**	-1,45	**1,08**
isla (n=						
tota						

An a ween
the .182,
p=0. s less
oper ficant
(F= 14.056, p<0.001) with respect to conscientiousness.
There is another significant difference (F=4.581, p= 0.010) with respect to agreeableness, but with the opposite direction: here, members of Islam rate themselves as more agreeable than adherents of Christianity. Interestingly, people "without" religion assign themselves the highest value for agreeableness.
In this context, it should be emphasized once again that this is not a reflection of third-party opinions, which may reflect stereotypes about other religious groups, but rather self-assessments. The respondents were not even aware of the fact that the surveys carried out would make distinctions according to religion (or the existence of a migration background) when they submitted their statements.

3 We calculated the mean values of the five personality dimensions for the three groups "without religion," "Christian" and "Islamic. The calculation was based on the sum indices formed from the two variables belonging to each dimension (see above). Since these were one negatively and one positively polarized variable with a scale of 0 to 10, the mean values shown range in a scale with theoretical values from -10 to +10.

RELATIONSHIP BETWEEN RELIGION AND THE ASSESSMENT OF ADVERTISING

The relationships were tested using analysis of variance, with religion as the independent variable and the four dimensions of advertising as the dependent variables. The four dimensions identified in 3.4.2 were stored in SPSS as factor scores. These are interval-scaled and at the same time standardized, i.e., they have a mean of 0 and a standard deviation of 1. In the case of the results shown in Table 12, a value of greater than 0 means that the respective factor applies above average to this group and vice versa.

The variances are not homogeneous with respect to "rejection due to sexism" (Levene test, p>0.001) and "advertising useful and entertaining" (p=0.014), but homogeneous with respect to "amount of advertising disturbs" (p=0.968) and "government regulation demanded" (p= 0.156).

Visualizing the values for the three groups (no religion, christian, islamic) shows:

"Non- religious" and Christian religion strongly resemble each other in three dimensions. Only in the dimension "advertising useful and entertaining" persons with Christian background agree more strongly than others. Followers of Islam differ from "Christian" persons in all four dime … nd to expe … ation, but t …

Table 12: Religious affiliation and assessment of advertisement

Analysis of variance shows that a significant difference between the three groups can only be assumed for the dimension "advertising useful and entertaining" (F=7,962, p<0,001); this finding is also true for the corresponding posthoc tests (without picture).

In summary, it can be stated that people of different religious affiliations differ significantly only in that adherents of Christianity also attribute more positive aspects ("useful and entertaining") to advertising than do adherents of Islam or people with no religious affiliation. In the other dimensions of the assessment of advertising, there are indications of religion-specific differences, but these are not statistically significant in the present study.

In contrast, if we look at the self-rating of religiosity (irrespective of which religion is involved), more significant correlations emerge. With increasing religiosity, sexist advertising is increasingly rejected, but surprisingly it is also rated more strongly as potentially useful and entertaining. On the other hand, the finding that the amount of advertising is perceived as disturbing (see Table 13) is completely independent of the degree of religiosity.

		[21] degree of personal religiosity (n= 2349)
Rejection of advertising due to sexism	Pearson-corr.	**,135**
	p	<,001
Advertising is useful and entertaining	Pearson-corr.	**,102**
	p	<,001
The amount of advertising is annoying	Pearson-corr.	-,019
	p	,359
Reg… nee…		

		regression coeffizientB	std.-dev.	**Beta** (standardized)	T	p
(constant)		-,060	,040		-1,503	,133
[21] degree of personal religiosity		,066	,008	**,197**	7,919	<,001
[22] religious affiliation		-,227	,052	**-,109**	-4,385	<,001

dependend: rejection of ads due to sexism

Table 14: Multiple regression analysis: Rejection of advertising due to sexism as a function of the degree of personal religiosity and religions affiliation

Assessment of advertising depending on the presence of a migration background

If we look at the influence of migration background on the assessment of advertising, the picture is different from that for religion as an independent variable: Whereas there was a significant difference in the judgment that "advertising is useful and entertaining," there is a significant difference (Anova, F=8,915, p=0,003) here in the rejection of advertising on the basis of sexism. There are no significant correlations with regard to the other variables of the evaluation of advertising.

The Levene test consistently yields the result of homogeneous variances. In absolute terms, the differences between persons with and without a migration background are small (Table 15).

[19] migration background		Rejection of advertising due to sexism	Advertising is useful and entertaining	The amount of advertising is annoying	Regulatory control by the state is needed
yes (n=283)	mean	,1662	,0358	-,0117	,0446
	std.-dev.	,98363	,99292	,96868	,93021
no (n=2066)	mean	-,0228	-,0049	,0016	-,0061
	std.-dev.	1,00031	1,00110	1,00443	1,00924

Table 15: Mean differences in the assessment of advertising between persons with and without a migration background

CONDENSED ANALYSIS

Beyond the individual results presented, it is now interesting to see to what extent various independents interact to influence the assessment of advertising as a dependent variable.

We ... its for the ... h the soci... d the pres...

Full version available at https://www.global-business.at/

We ... econd time...

(cor...					
[21] ... relig...					
[14] age	,012	,001	**,214**	10,299	<,001
[19] migration background	-,260	,061	**-,085**	-4,235	<,001
openness	,149	,020	**,149**	7,565	<,001
neuroticism	,115	,020	**,115**	5,822	<,001
agreeableness	,074	,020	**,074**	3,757	<,001

dependent: rejection of ads due to sexism

Table 16: Multiple regression analysis: Rejection of advertising due to sexism as a function of different personal characteristics

Regression analysis yields an overall R of 0.311, and a parallel analysis of variance shows a highly significant result (F= 41.796, p<0.001). As table 16 shows, all the independent variables make a significant contribution to explaining the dependent ones. At the same time, it can be noted that the "simple" socio-demographic criterion age makes a significantly larger explanatory contribution than the other criteria. It is also worth noting that the psychographic personality traits openness and neuroticism are more important influencing factors than, for example, the presence of a migration background or the degree of personal religiosity.

The positive judgment dimension "advertising is useful and entertaining" is far less well explained by the independents selected here than the critical dimension presented earlier. The overall R for all six independents is 0.179 (Anova: F=12.929, p<0.001). The coefficient table shows that for these dependent variable, personal agreeableness is the most significant influencing factor, followed by age (Table 17). All other influencing factors provide extremely small and/or non-significant contributions. In particular, it can be seen that religiosity and migration background hardly seem to be of any importance here.

	regression coeffizientB	std.-dev.	Beta (standardized)	T	p
(constant)	-,149	,125		-1,198	,231
[21] degree of personal religiosity	,021	,007	**,062**	2,895	,004
[14] age	,006	,001	**,098**	4,534	<,001
[19] migration background	-,079	,063	**-,026**	-1,247	,213
openness	,019	,020	**,019**	,912	,362
neuroticism	,041	,020	**,041**	2,027	,043
agreeableness	,110	,020	**,110**	5,375	<,001

dependent: Advertising is useful and entertaining

Table 17: Multiple regression analysis: judgement of advertising as "useful and entertaining" as a function of different personal characteristics

CON

As a … were able … an be inter … sment dime … e also have … g can also …

In or … ound, whic … rd to soci … aphic pers … lytical eval … et al.

succeeded without any issues. Initial evaluations showed that people assess themselves differently in the Big Five depending on their religious affiliation. For example, members of Islam perceive themselves as less conscientious but more agreeable than Christians.

Different religions lead to slightly different judgments with regard to advertising, but overall the self-assessment of religiosity (independent of the religion practiced) is the more explanatory influencing factor for agreeing or disagreeing with advertising. The impact of a migration background is even smaller.

In the summarized analysis, age proves to be by far the most important determinant for a potential rejection of advertising. Personality traits such as openness or neuroticism are also significant; religion, religiosity or migration background are only weakly related to a rejection of advertising based on sexism.

In explaining a positive judgment of advertising, personal agreeableness plays a role in the first place, followed by the age of the persons. Religiosity makes only a very small explanatory contribution here, and migration background makes no explanatory contribution at all.

We see our study as evidence that classical sociodemographic characteristics or well-documented psychographic criteria such as Openness, Neuroticism or Agreeableness have to be considered if one wants to explain the judgment of individuals towards socially relevant topics such as "sexism in advertising". Religion, religiosity, or the existence of a migration background may provide significant variance explanations in individual contexts, but in terms of magnitude they are of secondary importance. To put it more drastically: Whether someone is neurotic or not has a greater influence on his views than his origin and his religion.

REFERENCES

Barak, A. (2005). Sexual harassment on the internet. *Social Science Computer Review*, 23(1), 77–92.

Boddewyn, J.J., Kunz, H. (1991): Sex and Decency Issues in Advertising: General and International Dimensions. *Business Horizons*, 9-10, 13-20.

Bui, V. (2021): Gender Language in Modern Advertising: An Investigation, *Current Research in Behavioral Sciences* 2 (2021) 1-68

Chan, K, Li, Lyann, Diehl, S., Terlutter, R. (2007): Consumers' response to offensive advertising: a cross cultural study. *International Marketing Review*, Vol. 24 No. 5, 606-628.

Costa, P. T., McCrae, R. R. (1985). The NEO PI-R Personality Inventory Manual. Psychological Assessment Resources, FL.

Eisend, M. (2010). A meta-analysis of gender roles in advertising. *Journal of the Academy of Marketing Science*, 38(4), 418-440.

Eisend, M. (2019). Gender roles. *Journal of Advertising*, 48(1), 72-80.

Flan -359.

Forc : The

ology

Fox, tivity,

r, 52,

Furr ng in

415-

Grau urrent

Hatzithomas, L., Boutsouki, C., Ziamou, P. (2016). A longitudinal analysis of the changing roles of gender in advertising. *International Journal of Advertising*, 35(5), 888-906.

Kacen, Jacqueline J. Kacen, Michelle Nelson (2002): We´ve Come a Long Way, Baby – Or Have We? Sexism in Advertising Revisited. *Gender and Consumer Behavior* Vol 6, 291-307.

Khalil, A., Dhanesh, G.S. (2020): Gender stereotypes in television advertising in the Middle East: Time for marketers and advertisers to step up. Kelley School of Business, 1-9.

Knoll, S., Eisend, M., Steinhagen, J. (2011). Gender roles in advertising: Measuring and comparing gender stereotyping on public and private TV channels in Germany. *International Journal of Advertising*, 30(5), 867-888.

LaTour, M. S., Henthorne, T. L. (2003): Nudity and sexual appeals. Understanding the arousal process and advertising response. In T. Reichert, J. Lambiase (Eds.), Sex in advertising, 91–106, Mahwah, NJ, Erlbaum.

Lysonski, Steven, Richard W. Pollay (1990): Advertising Sexism is Forgiven, But Not Forgotten: Historical, Cross-Cultural and Individual Differences in Criticism and Purchase Boycott Intentions. *International Journal of Advertising*, 9, 317-329.

McCrae, R. R., John, O. P. (1992). An introduction to the five-factor model and its applications. *Journal of Personality*, 60(2), 175–215.

Miles, Clare L., Tamar Pincus, Dawn Carnes, Stephanie J.C. Taylor, and Martin Underwood (2011). Measuring Pain Self-Efficacy. *The Clinical Journal of Pain* 27, No. 5, 461–70.

Mitchell, D., Hirschman, R., Angelone, D. J., Lilly, R. S. (2004). A laboratory analogue for the study of peer sexual harassment. *Psychology of Women Quarterly*, 28, 194–203

N.N. (2016a): Heiko Maas will Verbot sexistischer Werbung, in: der Spiegel, 9.4.2016 https://www.spiegel.de/spiegel/vorab/heiko-maas-will-verbot-sexistischer-werbung-a-1086186.html (download 02-14-2023)

N.N. (2016b): Justizminister Maas fördert Verbot von sexistischer Werbung, in: Süddeutsche Zeitung, 11.4.2016, https://www.sueddeutsche.de/medien/werbung-fdp-chef-lindner-an-spiessigkeit-kaum-zu-ueberbieten-1.2945363 (download 02-14-2023)

N.N. (2019): Sexistische Werbung leider immer noch allgegenwärtig, in: 40 Jahre Terre Des Femmes, https://www.frauenrechte.de/unsere-arbeit/themen/frauenfeindliche-werbung/aktuelles/3739-sexistischewerbung-leider-immer-noch-allgegenwaertig (download 02-14-2023).

Odekerken-Schröder, De Wulf, Hofstee, N. (2002): Is gender stereotyping in advertising more prevalent in masculine countries? A cross-national

Osm … nxiety … *nal of*

Pae … als in

Plak … ifying … *pean*

Ran … skala … *UMA-*

Reichert, T. (2002). Sex in advertising research: A review of content, effects, and functions of sexual information in consumer advertising. *Annual Review of Sex Research*, 13, 241–273.

Schroeder, J.E., Zwick, D. (2004): Mirrors of masculinity: Representation and identity in advertising images. *Consumption, Markets and Culture*, 7, 21-52.

Sengupta, Jaideep, Dahl, D.W. (2008): Gender-Related Reactions to Gratuitous Sex Appeals in Advertising, *Journal of Consumer Psychology*, 18, 62-78

Shaw, A. (2014). The Internet is full of jerks, because the world is full of jerks: What feminist theory teaches us about the Internet. *Communication and Critical/ Cultural Studies*, 11, 273–277.

Sun, Yongqiang, Lim, H., Jiang, Ch., Peng, J.Z., Chen, X. (2010): Do males and females think in the same way? An empirical investigation on the gender differences in Web advertising evaluation, *Computers in Human Behavior*, 26, 1614-1624

Swim, J. K., Hyers, L. L., Cohen, L. L., Ferguson, M. J. (2001). Everyday sexism: Evidence for its incidence, nature, and psychological impact from three daily diary studies. *Journal of Social Issues*, 57, 31–53

Vaes, J., Paladino, P., Puvia, E. (2011). Are sexualized women complete human beings? Why men and women dehumanize sexually objectified women. *European Journal of Social Psychology*, 41, 774–785.

Verhellen, Y., Dens, N., de Pelsmacker, P. (2014). A longitudinal content analysis of gender role portrayal in Belgian television advertising. *Journal of Marketing Communications*, 22(2), 170-188.

Wolin, D.L. (2003): Gender issues in advertising-an oversight synthesis of research 1970-2002. *Journal of Advertising Research*, 39, 111-129.
Zotos, Y. C., Tsichla, E. (2014). Female stereotypes in print advertising: A retrospective analysis. *Procedia-Social and Behavioral Sciences*, 148, 446-454.

THE IMPACT OF MANAGER INDECISIVENESS ON JOB PERFORMANCE AND JOB STRAIN OF SALESPEOPLE

Martha Rivera-Pesquera
IPADE Business School, Mexico

INTRODUCTION

The ability to make timely decisions with available and often limited information is a key trait of effective leaders (Gunther et al. 2013). In the current environment of abundant information, there is a great temptation to evaluate numerous approaches and consider a solution from the point of view of every stakeholder before making a decision. However, the competitive marketplace where business opportunities and advantages are fleeting requires speedy, but sound resolutions (Jaramillo, Mulki, and Boles, 2013). Delaying a decision until complete information becomes available and every option is explored can be quite damaging for a company due to missed opportunities. Gunther et al. (2013, 9) state that for success in today's world, "speed is paramount. Fast and roughly right decision making must replace deliberations that are precise but slow." This statement is especially fitting in sales situations. Decisiveness, however, is not the need for a quick answer without worrying about the validity of response. Rather, it is the ability to reach a quick decision after reviewing the available information and considering the impact on different stakeholders.

Today's marketplace is notable for demanding customers who expect their needs to be met on short notice (Jaramillo, Mulki, and Boles 2013; Wang and Netemeyer 2002). In this environment, to be successful, salespeople require managers who can set policy directions, clearly communicate firm objectives, and provide timely resources. They want managers to be decisive in setting clear goals for them, evaluating job performance, determining fair compensation, and helping them with timely feedback. This points us to the importance of the sales manager's decision-making style on the salesperson's attitudes and behaviors.

To be successful in sales, self-efficacy and job autonomy can be considered as the most important characteristics for salespeople. In a recent study, Groza and Groza (2018) stated that individuals with high self-efficacy are motivated to succeed because of the belief in their ability. They found that self-efficacy strengthens the link between a salesperson's skills and performance (Groza and Groza, 2018). Research indicates that job autonomy and self-efficacy are among the critical variables for success, especially in the prevailing remote office set-ups where salespeople are away from the manager and their coworkers (Peters and Van Der Lippe 2007; Flaherty et al. 2012).

A review of the extant literature indicates that most of the studies on indecisiveness can be primarily found in the personality and psychology literature has barely been broached in organizational settings. The current study contributes by showing how indecisiveness can influence important behavioral outcomes in an organizational setting. Specifically, the objective of this study is to explore the relationship between a salesperson's perceptions of a manager's indecisiveness on their own job performance and job strain.[4] in addition, this study also explores how indecisiveness perceptions can degrade the relationship of two of the major characteristics of successful salespeople: self-efficacy and job autonomy on job strain and job performance.

METHODOLOGY AND HYPOTESES

Survey responses from 396 salespeople of three different pharmaceutical companies in Mexico are going to be used to test the hypotheses. Use of pharmaceutical salespeople to study the attitudes and behaviors of salespeople and their supervisors is widely practiced in the sales research.

Resolving and reconciling conflicts between team members, improving productivity in teams and within the organization, are some of the tasks that cross-cultural management facilitates. In a sales team and in a pharmaceutical context, when many sales managers are from different cultures, fostering behaviors that seek to understand and improve the interaction of co-workers, managers, executives, and clients becomes very relevant (Adler, 2001).

HYPOTHESES

Mulki et al. (2012) was one of the few studies that used salespeople to test the role of decisiveness in the resistance to change and the felt-stress relationship. This study found that salespersons' perceptions of their manager's decisiveness act as a moderator in weakening the r … n this, it is … sons' attit… their man…

Bas…

H2: Salesperson's perceptions of the manager's indecisiveness are positively related to the salesperson's job strain.

H3: Salesperson's self-efficacy beliefs are positively related to the salesperson's job performance.

H4: Salesperson's self-efficacy beliefs are negatively related to the salesperson's job strain.

[4] This study used items for felt stress from Netemeyer, Maxham, and Pullig's (2005) study. Felt stress is a commonly used term in the marketing literature to express stress in a general sense (a job is stressful). However, stress researchers generally distinguish stressors from strains. A stressor is an environmental condition or event that represents a threat to an individual's well-being, while strain is a behavioral (e.g., drinking alcohol), physical (e.g., increased heartrate), or psychological (e.g., negative emotion, such as anxiety) reaction to a stressor. The scale items from Netemeyer, Maxham, and Pullig (2005) are really measuring emotional strain, which is a likely response to the stressor of having a supervisor who is indecisive. In view of this, the term job strain is used throughout this manuscript.

H3A: Salesperson's perception of a manager's indecisiveness moderates the relationship between self-efficacy and job performance such that high indecisiveness reduces the strength of the positive relationship between self-efficacy and job performance.

H4A: Salesperson's perception of a manager's indecisiveness moderates the relationship between self-efficacy and job strain such that high indecisiveness dampens the strength of the negative relationship between self-efficacy and job strain.

H5: Salesperson's job autonomy is positively related job performance.

H6: Salesperson's job autonomy is negatively related to job strain.

H5A: Salesperson's perceptions of a manager's indecisiveness moderate the

STR

A st[illegible] among the constructs. This model, to assess the main effects of the three predictor variables with job strain and job performance, will be run with individual items as indicators for each of the constructs.

PRELIMINARY FINDINGS AND FURTHER STEPS

Preliminary results confirm the direct negative relationship of manager's indecisiveness perceptions on salesperson's performance and positive relationship with job strain. This study also confirms the previously demonstrated positive relationship of self-efficacy and job autonomy with job performance. Job autonomy reduces work strain because of the flexibility the salespeople have to try new initiatives and ideas to improve relationship with customers thus providing the ways for salespeople to develop self-confidence and grow. The expected negative relationship between self-efficacy and job strain was not supported in the model. Although there was a small significant negative correlation between these two variables, the model results suggest that self-efficacy does not explain variance in job strain beyond the other the predictors of autonomy and indecisiveness.

Further steps are testing for the moderating role of manager's indecisiveness to test and see if the model supports H3A, H4A, H5A and H6A.

These results point out the need for reinforcing the importance of decisiveness and periodic evaluation of a manager's ability make decisions.

REFERENCES

Adler, N. J., & Gundersen, A. (2001). *International dimensions of organizational behavior* (p. 398). Cincinnati, OH: South-Western.

Flaherty, Karen, Son K. Lam, Nick Lee, Jay P. Mulki, and Andrea L. Dixon. 2012. "Social Network Theory and the Sales Manager Role: Engineering the Right Relationship Flows." *Journal of Personal Selling & Sales Management* 32b (1): 29-40.

Groza, Mark D. and Mya Pronschinske Groza. 2018. "Salesperson Regulatory Knowledge and Sales Performance." *Journal of Business Research* 89: 37-46.

Gunther McGrath, Rita, Mariela Tobar, Jeff Shuman, Stefan Scholle, and Anil V. Pillai. 2013. "Transient Advantage: Interaction." *Harvard Business Review* 91: 18-19.

Jaramillo, Fernando, Jay Prakash Mulki, and James Boles. 2013. "Bringing Meaning to the Sales Job: The Effect of Ethical Climate and Customer Demandingness." *Journal of*

YOUNG SCIENTISTS

Graduates present their research

ADVANCED TECHNOLOGIES IN SALES & MARKETING TRAINING AND COACHING

Thomas Dazinger
University of Applied Sciences Upper Austria, Austria

Abstract / Executive Summary

The goal of the thesis was to examine the current body of literature with regards to the subject of corporate sales training on whether or not advanced technological solutions like artificial intelligence (AI), augmented reality (AR) and/or virtual reality (VR) are already utilized in said sales trainings. To limit the scope of research, the thesis predominantly focuses on the use of technology in sales trainings of small and medium-sized enterprises (SMEs) with fewer than 250 employees in Austria. The thesis further investigates the most potent barriers for the implementation of technologies like AI, AR and VR in sales training and examines the required steps of transitioning from analog training and teaching practices towards the inclusion of technology in sales trainings.

The main body of the thesis therefore includes …

(1) … a ***literature analysis section*** that focuses on the provision of relevant definitions of terms that are frequently used throughout the remaining chapters of the thesis. The literature review also investigates, which sales training approaches are currently most frequently used, which actual and potential use-cases AI, AR and VR currently possess in the context of sales trainings and how technology acceptance influences the inclusion (or exclusion) of technology in sales trainings.

(2) … a ***primary research section*** that focuses on the acquisition of data from salespeople and industry experts in both SMEs and large firms on the topic at hand. The primary research chapter follows a “mixed-methods” approach, meaning that the author first conducted an online-survey among salespeople of Austrian SMEs on the issue of the technology in sales training and later discussed the outcome of the survey with a small group of industry professionals in a set of semi-structured expert interviews.

The results of the online-survey and the semi-structured expert interviews were later thoroughly evaluated and discussed in separate chapters. Overall, the results of the online-survey have indicated that the vast majority of Austrian firms (approximately 86%) currently does not employ AI, AR and/or VR in their sales trainings. The results also showed that almost half of the respondents that stated that AI/AR/VR had been used in sales training currently work in the information-technology (IT) sector. Furthermore, the results of the online survey have indicated that (external) workshops/seminars and on-the-job training are the most frequently used training approaches across firms of all sizes, and that video training and job-rotation tend to only be used by larger firms. In terms of technology acceptance, the results of the online-survey

suggest opposing trends between small firms (<50 employees - rather negative attitude towards technology in sales training) and large firms (>250 employees – rather positive/neutral attitude towards technology in sales training). Ultimately, the results of the survey suggest that the largest barrier for the inclusion of technology in sales training (irrespective of firm size) is cost intensity (indicated by 52% of respondents).

The above-mentioned results of the online survey were utilized in conjunction with the findings of the literature research and the semi-structured expert interviews to form managerial recommendations, both on a general basis and for small and medium-sized enterprises in specific. The thesis is concluded by a brief summary of the results, a listing of the limitations and a future outlook.

RECTIFICATIONS ON B2B SERVICE OFFERINGS DURING THE COVID-19 PANDEMIC

Marcel Joshua Kannampuzha
University of Applied Sciences Upper Austria, Austria

In the era of globalization, the B2B sector has become highly competitive as companies from all over the world enter the market, vying for B2B customers. To avoid losing their customer segments to more innovative and technology-driven firms, product-oriented companies have embraced strategies to strengthen their competitive advantage and exceed customer expectations. One such strategy is the servitization of their business model, transforming from product-centric to product-service-centric companies. This transition has been well-received by B2B clients, enabling businesses to remain competitive and profitable. However, the emergence of the COVID-19 pandemic disrupted global supply chains, leading to challenging times for B2B sectors, especially those reliant on industrial services. To overcome these obstacles, companies turned to digital technologies, enabling the digital servitization of their offerings. This thesis aims to explore the impact of the pandemic on service offerings and the approach of industrial companies in overcoming these challenges. It examines the degree of digitalization in the B2B industrial service scope, assesses the performance of digital services in meeting client needs, explores the current and future outlook of digital product-service solutions, and offers beneficial solutions for B2B industrial sectors and service literature. The paper also highlights the necessity for B2B companies to adapt their business operations from a product-oriented mindset to a service-oriented mindset, utilizing digital technologies. Furthermore, it addresses the effects of the pandemic on service-centric businesses, emphasizing the importance of brand identity and customer relationship management. The research aims to bridge the gap between pre-COVID and current business strategies, focusing on the adoption of digital technologies by sales organizations to generate maximum customer value proposition for B2B customers in the evolving market landscape.

THE ROLE OF TRANSPARENCY AND ETHICS REGARDING AI APPLICATIONS – IMPLICATIONS FOR B2B MARKETING AND SALES

Melanie Eggel
University of Applied Sciences Upper Austria, Austria

Artificial Intelligence (AI) has seen a significant spike in relevance in the past decade. Development is progressing at rapid speed, which to no surprise also resulted in a rapid increase of related research combining AI and ethical considerations relevant for this new and growing technology. Research so far has mostly focused on ethical guidelines and shaping principles based on experiences made with previous technologies. However, in such a volatile field, research is still inconclusive in many ways, especially concerning definitive answers and suggestions that help AI developing and applying companies create and implement their applications in an ethical manner. The thesis aims to contribute to closing this gap, especially for AI applications relevant in B2B marketing, by providing stakeholders with more concrete insight into how to approach ethical AI usage, which risks and hurdles might occur and which measures to take to mitigate those risks.

WORKSHOPS AT THE CCBC

WORKSHOP: “LEADING ACROSS BORDERS: 10 TIPS TO JUMPSTART YOUR INTERNATIONAL TEAM”

Richard Griffith
Florida Tech, United States of America

ABSTRACT

The workshop "Leading Across Borders: 10 Tips to Jumpstart Your International Team," led by Richard Griffith, provided participants with valuable insights into effectively leading an international team and overcoming the challenges that often arise in such environments. Over the course of a 1-hour session, attendees were presented with practical tips that helped new leaders establish a positive start and sustain success when working with diverse teams across different cultural contexts. Emphasis was placed on the importance of accumulating, investing, and spending cultural currency, equipping leaders with the necessary skills and knowledge to navigate cross-cultural dynamics and foster collaboration within their international teams.

Workshop: “Human Flourishing in a cross-cultural context”

Ramu Damodaran
University for Peace mission to the United Nations

ABSTRACT

The workshop "Human Flourishing in a Cross-Cultural Context," facilitated by Ramu Damodaran, explored the concept of human flourishing and its potential in a global, cross-cultural setting. Participants delved into the notion that human flourishing, which encompasses the exuberance of innovation and discovery, has historically been achieved within localized and culturally isolated environments. However, with the advent of technology and the exchange of ideas, the workshop posed the question of whether flourishing can now thrive in a truly global context, transcending cultural boundaries and enabling individuals and their planet to reach the pinnacle of their aspirations and imagination.

WORKSHOP: "SALES BEHAVIOURAL ANALYSIS DURING PRESENTATIONS, DISCUSSIONS, AND NEGOTIATIONS BASED ON EYE TRACKING, FACIAL EXPRESSION ANALYSIS (FEA), AND GALVANIC SKIN RESPONSE (GSR) – A HANDS-ON WORKSHOP"

Markus Vorderwinkler
University of Applied Sciences Upper Austria, Austria

ABSTRACT

The workshop titled "Sales Behavioural Analysis during Presentations, Discussions, and Negotiations based on Eye Tracking, Facial Expression Analysis (FEA), and Galvanic Skin Response (GSR) – A Hands-on Workshop," led by Markus Vorderwinkler, offered participants a unique opportunity to delve into the world of sales-related behavioural analysis using cutting-edge technologies. The workshop focused on screen and glasses-based eye tracking, facial expression analysis, and galvanic skin response techniques.

Participants gained practical experience and explored the applications of these advanced technologies, which provide valuable insights into customer reactions during presentations, discussions, and negotiations. By interpreting and utilizing these insights effectively, attendees learned how to enhance their sales performance. The workshop also fostered a critical discussion on the potentials and ethical considerations associated with these emerging and increasingly prevalent technologies.

With a focus on interactivity and practical engagement, this workshop equipped participants with the skills and knowledge to harness behavioural analysis techniques for sales success.

WORKSHOP: “HOW TO SELL YOURSELF: STUDENTS4STUDENTS”

Piotr Kwiatek, Darnia Ageeva, Jhenylyne Carreon, Oezlem Erbilen, Eva Slovakova, Barbara Haas, Susanne Jankovic, Markus Kaeferboeck, Patrick Kastl, Marton Orban, Natalia Nieciag, Lisa-Maria Samhaber, Mihails Stepanovs, Zoya Zavyalova

University of Applied Sciences Upper Austria, Austria

ABSTRACT

The "How to Sell Yourself: Students4Students" workshop, led by Piotr Kwiatek and GSM master students, primarily focused on enhancing sales skills and international negotiation capabilities within a student context. Held in Seminar Room II.3 on the 2nd floor, this specialized program provided students with practical tips and expert advice on self-marketing in the context of sales and international negotiations.

Participants had the opportunity to learn strategies on how to effectively present themselves professionally, emphasizing their strengths and addressing weaknesses. With a particular emphasis on standing out in competitive environments, students gained valuable insights from both peers and experts, fostering their ability to successfully market themselves in academic and professional settings with an international perspective.

This workshop served as a valuable platform for students to enhance their sales skills and international negotiation capabilities, enabling them to excel in their future endeavors. By attending this workshop, students were equipped with the necessary tools to elevate their personal brand and successfully navigate the global business landscape.

INDEX OF AUTHORS