INDIA

Land of Ancient Wisdom

Culture and Education
from a Danish and Indian Perspective

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- An Intercultural Study of the Internationalisation

Process of CBS

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Denne afhandling fokuserer på de interkulturelle problemstillinger CBS er nødt til at tage stilling til efter, at det er blevet besluttet at udvide antallet af ikke-EU studerende på CBS. Formålet med afhandlingen er således at lette markedsføringsopgaven for CBS's internationale markedsførings afdeling, The International Marketing and Recruitment Department, ved at komme med en række anbefalinger til hvordan CBS bedst håndterer kulturelle forskelle når en ny markedsførings- og kommunikationsstrategi mod indiske studerende skal planlægges. Problemformuleringen for denne afhandling lyder derfor således: *"When CBS as an educational institution tries to develop a proper marketing communication strategy towards Indian students, why must it be aware of the cultural differences between the Danish culture and the Indian culture?"*

Afhandlingen har sit teoretiske udspring i den *internationale Global Leadership and Organisational Behaviour Effectiveness* undersøgelse, der blev gennemført af Professor Robert J. House i perioden 1994-2004. Undersøgelsen har opstillet ni kulturelle faktorer, som giver et billede af hvordan forskellige samfund i verden er karakteriseret og hvordan internationale virksomheder skal forholde sig til disse kulturforskelle. Denne teori bliver understøttet af andre kulturforskere som Geert Hofstede, Fons Trampenaars og Charles Hampden-Turner. Udover de interkulturelle teorier, gør afhandlingen også brug af markedsføringsteori, for at give CBS nogle konkrete eksempler på hvordan de kulturelle foranstaltninger kan bruges i en markedsførings strategi.

Gennem et mix af kvalitative og kvantitative empiriske undersøgelser er fire kulturelle forskelle blevet identificeret, som forekommer vigtige at tage

højde for, når et produkt som uddannelse skal markedsføres. Disse fire er: *Collectivism vs. Individualism, Power Distance, Assertiveness* og *Face.* De empiriske undersøgelser viser, at danskere og indere har forskellige opfattelser af hvad et uddannelsessted skal byde på og hvordan det skal behandle sine elever. Ved at sammenholde teorien med de empiriske resultater, argumenterer afhandlingen for at CBS er nødt til at ændre sin indstilling til de fire dimensioner omtalt tidligere, hvis det skal lykkedes at tiltrække Indiske studerende.

Derudover konkluderes det, at det segment i Indien, som afhandlingen sigter mod, i høj grad gør brug af moderne teknologier som internettet og at CBS derfor i en række tilfælde bør bryde med de traditionelle markedsførings- og kommunikationsmetoder og tage disse nye i brug for at få det største udbytte af markedsføringsstrategi.

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PART ONE: INTRODUCTION AND METHODOLOGY:

This first part aims to introduce the topic of this paper by, in chapter one, giving an introduction, where the reasons for choosing this topic are stated. Afterwards, the research question and purpose, delimitation and recipients of the paper are presented. In chapter two, the methodology is presented. This part describes the theory of science, the theoretical foundation and the empirical foundation of this paper, along with the different considerations concerning the empirical data. Chapter three proposes a presentation of the CBS International Marketing and Recruitment Department, which would be useful to readers unfamiliar with the school's promotion practices.

1. Introduction:

During the last couple of years, the international competition for qualified students in higher education (HE) has intensified and marketing has become an indispensable function for the educational institutions. Push factors indicate that the overall reason for students to seek education abroad is a lack of suitable education in the student's home countries (Mazzarol & Soutar, 2001, p. 15). This might explain why the majority of international students come from developing countries (Videnskabs Ministeriet - Styrelsen for Internationale Uddannelser, 2010, p. 8-9). The educational system in developed countries may seem more attractive than in the students' home countries and may also seem to give access to better reputation among companies and therefore better jobs in the future (Ibid.). Mazzarol and Soutar explain that when it comes to pull factors, HE institutions' main reason for entering the international competition, is the financial benefit of it. The second reason is a wish to see the campuses internationalised (Mazzarol & Soutar, 2001, p. 38-39).

Copenhagen Business School (CBS) has followed this trend and has started to change its image from being a European business school to becoming a global business school. For this task, it set up the International Marketing and Recruitment Department (IMR) in 2009. The IMR unit is therefore meant to promote CBS to students outside the European Union.

This author finds this area interesting, as CBS has to promote a service, which, as traditionally, cannot be transferred to another market. The organisation has to convince the "costumers" to buy the product by moving to another country for a longer period of time. According to CBS, it wishes to enrol more international students in order to give the business school a more international profile and be marked by an international atmosphere, which is to raise the learning process, as it wish to compete with the big, acknowledged HE institutions worldwide (Day, 2009).

This paper will focus on CBS's marketing strategy in India. The reason for choosing India as a study area is twofold. Firstly, it comes from the author's personal interest. She went on exchange to India during her graduate studies and found Indian students to be smart, hard working and eager to explore other cultures. Indian culture was found to be radically different from the Danish culture of the author. However, the author's interactions with the Indian students showed that homogeneity between the local and the visiting students can be reached.

Secondly, the author finds it interesting that in 2007, 150.000 Indian students went abroad to study a graduate degree (Videnskabs Ministeriet - Styrelsen for Internationale Uddannelser, 2010, p. 7) but CBS has only one Indian full-time student, who was enrolled in 2008. It is expected that the number of young Indians between 15-24 years will rise from 219 million in 2005 to 244 in 2015 (Videnskabs Ministeriet - Syrelsen for Internationale Uddannelser, 2010, p. 11-12). This will most likely create massive preassure on the Indian educational system, which it will not be able to hold (Ibid.).

With the increase in the young Indian population and the fact that the middle class in India is also rising as more people grow out of poverty (The Hindu, 2010), one must assume that many Indian families are able and willing to pay what it costs to get the best education for their children. With this in mind, it is natural to think that CBS would be able to recruit at least af few of all these students but nevertheless none are enrolled in the academic year 2010/2011.

In connection with the IMR unit is has been decided to focus on the cultural differences between Denmark and India and what CBS can do to create the best marketing communication strategy adapted to the Indian culture.

1.1. Problem Area:

For the author it seems that CBS's reason for opening up to international students is one of the premises for educating students that are best prepared for the international competition. However, based on her experienced as employee at CBS's Admissions Office, the author thinks CBS has adopted the wrong approach in its attempt to attract students from different cultures. CBS does not consider international students to have a different mindset than Danish students and is therefore using the same marketing methods as for the Danish students.

1.2. Research Question:

Starting from the guesses listed above, the research question (RQ) goes:

When CBS as an educational institution tries to develop a proper marketing communication strategy towards Indian students, why must it be aware of the cultural differences between the Danish culture and the Indian culture?

In order to operationalise the RQ, the author will answer the following sub-questions:

- What are the most important cultural differences that CBS must be aware of between Denmark and India?

- How do Indian bachelor students choose a future school and master programme?

- How can CBS make a traditional marketing communication strategy more efficient for this precise segment?

1.3. Delimitation:

Only one full-time Indian graduate student was interviewed for this paper. In the absence of other CBS students fitting the profile, the author was compelled to interview Indian exchange students, who are only at the business school for one semester.

Even though this paper draws in marketing theory, it has been decided not to include considerations regarding the financial feasibility of the suggestions made in the conclusion, for two reasons: 1) the author does not have access to CBS's account books which would be necessary in developing a financial perspective, and 2) this aspect is not relevant as the main purpose of this paper is to evolve a list of proposals for the IMR unit to consider and evaluate.

It has been decided to leave out a juridical aspect due to keeping the RQ narrow, even though it could have been interesting to investigate the legality of different enrolment procedures.

It has also been decided not to include other stakeholders who could have been important to take into account in the marketing communication process, such as Indian bachelor institutions and co-workers at the educational fairs in India. Because of the limitations of this paper, it has been decided to focus solely on the students.

1.4. Recipients:

The recipients of this paper are apart from the censor and supervisor, the employees of the IMR unit as well as students at CBS who share an interest in intercultural communication between Denmark and India. Furthermore organisations and departments with an interest in promoting Danish education abroad, such as the Danish Agency for International Education, may also be interested in the conclusions of this thesis.

2. Methodology:

The purpose of the methodology sub-chapter is to define what kind of theory of science will be used as frame for the analysis and what kind of empirical data will be used to carry out the analysis. In paragraph 2.1 the research method is introduced and in paragraph 2.2 the choice of theory of science and its implications are discussed. Afterwards in paragraph 2.3, a presentation of the theoretical foundation of the paper serves to give the reader an insight into the reasons behind the choice of specific theories. In paragraph 2.4 a presentation of the empirical foundation is included as well as the considerations regarding the different empirical methods. In paragraph 2.5 the strengths and weaknesses of the methodology are being discussed in order for the reader to understand what aspects the author is aware of when analysing the data. In paragraph 2.6 different terms used in the paper are explained and, finally, in 2.7 the structure of the paper is outlined in order to prepare the reader and give him an idea of what the paper will focus on.

2.1. Research Method

To answer the research question, the paper will use a deductive research strategy with a mix of inductive methods. The deductive strategy is shown in this paper as it first introduces the theory and later tests it against the empirical data. The inductive research strategy is present in this paper as the analysis is based on the empirical data.

2.2. Theory of Science

As the purpose of this paper is to understand how cultural understanding can influence the interaction between two parts in a communication context, hermeneutics has been chosen as the point of departure for the researcher. In the hermeneutic practice understanding and interpretation come before explanation (Højberg, 2009, p. 309). The hermeneutic circle explains that everything can be divided into "a whole" and separate parts. None of the aspects can be understood or interpreted without the other and it is the relationship between the whole and the parts that creates meaning and allows humans to interpret what is going on in the world (Højberg, 2009, p. 312). In the case of this paper, CBS can be viewed as the whole, intercultural marketing as the part and the author as the interpreter. According to Gadamer, who developed philosophical hermeneutics, interpretation is not a method; it is a way of being. This means that using methods in an analysis does not mean that the researcher will find truth or meaning (Højberg, 2009, p. 314). The philosophical hermeneutic also draws on the importance of the researcher. According to Gadamer, everything that is interpreted is being given meaning according to the pre-understanding of the researcher based on her own context and situation (Ibid.). This supports German sociologist, Max Weber's, interest for symbols and values. He claims that it is impossible for a researcher to take upon a fully objective view of the subject being analysed. The symbols and values of the researcher create a historical, cultural and social context through which she views her surroundings and they will therefore always have an influence on the chosen topic and how it is handled (Højberg, 2009, p. 318).

However, in order to be able to perform an interpretation, it is necessary to be conscious of one's own presuppositions or prejudices (Højberg, 2009, p. 322). Højberg explains that this interaction between researcher and subject creates "*a double movement between the understanding of the subjects studied and the researchers understanding*" (Højberg, 2009, s. 324). This means that it is not just the subjects being analysed, who influences the researcher and her ideas but the researcher influences the subjects as well.

In other words it means that even though the author tries to be objective towards her respondents and carry out an objective analysis, her cultural background and basic understanding will still influence the way she interviews the respondents, the answers they give her and the conclusions she ends up with. This will be further discussed in the critique paragraph.

2.3. Theoretical Foundation

This paper has its main focus on intercultural theories but will also draw on marketing and communication theories, in order to get some concrete examples on how intercultural precautions can be used in a marketing and communication strategy.

In the cultural theory chapter, one main theory is used for the main argumentation and two others are included to support the claims of the main theory. In the end an independent fourth theory is included, as the main theory does not take this theory into consideration.

The following will quickly outline why these specific theorists have been chosen and how they are used in the paper.

2.3.1. GLOBE

The main cultural theory will be the GLOBE research – The Global Leadership and Organisational Behaviour Effectiveness. GLOBE is the biggest cultural research ever developed and it is an operational test and validation of cross-level integrated theory of the relationship between cultures and societal, organisational and leadership effectiveness. It ran from 1994-2004 and involved 170 scholars studying the different aspects of culture in 62 cultures (Schmidt, 2007, p. 28). The result was nine cultural dimensions, which the researchers have divided into two categories; "Practices", showing how citizens consider the dimensions to be working in their society in reality and "Values", showing how citizens think it should be or wish it to be (Mansour & House, 2001, p. 293).

2.3.2. Hofstede, Trompenaars, Hampden-Turner and Ting-Toomey

The supporting theorists have been chosen as they are worldly recognised and have published books and articles concerning cultural interactions

between people from different countries. They are used at HE institutions in the teaching of intercultural communication and interaction, the author therefore finds that these theorists must be the specialists within the aspects of this paper. Geert Hofstede investigated the cultural differences among employees at IBM during the 80'es and his research is part of the foundation of the GLOBE research (Schmidt, 2007, p. 25-28). Fons Trompenaars and Charles Hampden-Turner took the research beyond the aspects of corporate life and are therefore front figures when it comes to communication among private persons. Stella Ting-Toomey has spent years researching face-negotiation and face-work. She builds her research on the work of the Canadian sociologist Erving Goffman (Schmidt, 2007, p. 107-108) and is used in this paper as the main theorist to discuss this angle, with the GLOBE research supporting her, since the GLOBE research has not created a "face" dimension but only discusses it along the lines of the other dimensions.

2.4. Empirical Foundation

Two sets of different data were used:

1) Qualitative interviews and

2) A quantitative questionnaire.

In this use of mixed methods, the qualitative interviews are meant to be the leading empirical data with the questionnaire supporting and substantiating the interviews.

2.4.1 Qualitative Interviews

The interviews have been carried out between August 2010 and November 2010. Different types of respondents have been identified to bring different understandings and knowledge to the research, allowing the author to carry out a more comprehensive analysis. The interviews have two main purposes:

1) To give a practical knowledge of the cultural aspects and

2) To create a theoretical knowledge regarding the cultural and marketing communication aspects.

The qualitative interviews are carried out following Steiner Kvale's[1] instruction for semi-structured, face-to-face, research interviews (Kvale & Brinkmann, 2008, p. 100). According to Kvale, knowledge is created during the interaction of the interviewer and the interviewee, which supports the hermeneutic theory (ibid.). Kvale emphasises the importance of knowing one's subject firmly and the author has therefore picked up a wide knowledge on the subject of her research in order to be able to ask the right questions in the right way (ibid.). Another reason for choosing this interview form is that it leaves space for the interviewer to change the order of the questions, leave out or take in new questions if found necessary during a specific interview (ibid.). The interviews have been structured with open-ended questions, which Kvale explains allow the respondents to talk freely and come up with new angles on the questions, which the interviewer might not have thought about (Ibid.). The questions were also structured to bring out the interviewees' subjectivity and personal interpretations of the cultural differences.

One of the Indian students interviewed was used as informant. According to Andersen, an informant can be used when the researcher does not know what kinds of questions should be asked in later interviews (Andersen, 2002, p. 211). This student is considered to have a general knowledge of all aspects of the RQ and was therefore meant to contribute to give the author an idea of what could be expected of the rest of the respondents and to create the right kinds of questions for these.

2.4.1.1. Processing the Qualitative Interviews
The design of the interview process follows the steps in Kvale's "Seven phases of an interview investigation" (Kvale & Brinkmann, 2008, p. 122). The processing of the interviews starts out with the author designing the interviews according to a planned interview guide based on the theoretical knowledge she has gained. In collaboration with the author's supervisor it

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[1] Lector at Aarhus University

has been decided that the interviews will not be transcribed. Since 11 interviews have been collected, it would take too much time to transcribe all of them and therefore the interviews are reported as a summary and enclosed as a sound file. When reporting the interviews the author will try to remain as objective and report as closely to a transcribed text as possible. However, since hermeneutics has been chosen as the analytical method interpretation may already occur during this process. The different interviews will be analysed with use of several nodes, chosen according to the theory.

Figure 1: Extract of matrix:

Nodes:	Responses:
Collectivism:	Often other parts of the family help collect money for tuition fees etc., as it is very expensive for them.
	The decision to leave the family for two years is a big and important decision, which the whole family is involved in.
	It is a certain type of people they have been working with as fair organisers are on the road for the job all the time, which makes a person very extrovert and outgoing.
Power Distance:	I never felt that I was not taken serious and that my sex and the fact that I am a young woman have made a difference.

(Appendix 13.2.)

As this paper builds on the hermeneutic method of science, the analysis follows Kvale's "Hermeneutiske Meningsfortolkning", where different parts of the statements are interpreted, compared to the whole text and compared to other texts which here will be the other interviews (Kvale & Brinkmann, 2008, p. 233). The coding aims at identifying central experiences, feelings and attitudes towards the central themes, in order for the author to identify general attitudes among the respondents. The

validation of the data also takes place in this part and in the end the interviews are compared to the rest of the empirical data and connected to the RQ, thus contributing to the overall conclusion.

The interviewer has chosen several different respondent groups in order to obtain a more comprehensive view of the cultural differences between Denmark and India. In the analysis matrix the respondents are assigned a number equal to the number the individual's interview has in the interview sequence.

The first four groups represent the practical parts of the interviews.

1) The first group consists of three Indian students who are currently studying at CBS. This group is used in order to know how Indians view CBS as a HE institution compared to an Indian HE institution and how they view the Danish teaching methods compared to Indian teaching methods. These students will in the analysis be named R-IND

2) The second group interviewed comprises three Danish students who have been on exchange to India. This group was chosen for the same reason as group one but to provide the opposite view point. These students will in the analysis be named: R-DEN.

3) The third group consists of three employees of the IMR unit at CBS. This group was chosen to give the author hands-on ideas of how CBS approaches the marketing situation and how the employees view CBS on the international stage compared to the competitors along with its chances of success.

4) The fourth group only consists of the head of the admissions office at CBS. She was chosen in order to give an indication of what CBS's official attitude towards international students are, when they apply for CBS.

In the analysis, members of group 3 and 4 are named R-EMP.

5) The fifth group consists of the manager of the Danish company Culturewise, which offers cultural workshops to Danish expatriates going to India. She was chosen to provide a theoretical view of the cultural aspects.

This interview will support the theory and make the theoretical part more comprehensive. She will in the analysis be named R-CUL.

2.4.2. Questionnaire

The questionnaire is meant to give some more empirical data on what Indian students put emphasis on when looking for their future graduate institution. It is meant to clarify to the author, where CBS is to put its focus, when planning the marketing communication strategy.

The questionnaire is structured according to Ib Andersen's[2] post questionnaire method (Andersen, 2002, p. 216). The reason for creating a questionnaire is that it is the cheapest and easiest way to perform quantitative research (Andersen, 2002, p. 215). The questionnaire was structured as an online survey by using the online survey host "Relationwise". First a pilot survey was sent out to test the questions and afterwards a link to the final survey was e-mail to one of the author's friends in India requesting him to forward it to Indian bachelor students looking for a graduate education. This method was chosen as it offers the opportunity to reach a large number of respondents quickly and to urge them to share the questionnaire with their friends. It was meant to create a "snowball effect", making as many as possible answering the questionnaire. The survey was active from the beginning of September 2010 to the end of November 2010.

The analysis follows Ib Andersen's guidelines, where concept formation, choice of category and categorising are placed before the analysis and interpretation (Andersen, 2002, p. 243). The concepts must be clear before designing the questionnaire in order to know what to ask the respondents. This process was carried out at the same time as the collection of theory for the interviews and was also influenced by the informant interview. The categorisation took place as the options were being structured according to different nodes (Ibid.). The questions have been structured partly as open

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[2] Manager for CBS Learning Lab

and partly as closed questions. The open questions were meant, as in the interviews, to give the respondents the possibility to elaborate on the questions (Andersen, 2002, p. 218), whereas the closed questions required a more structured response. In order to secure that the answers were thorough, an "Other" option was added to the answers (Ibid.). The categorisation also took place when the respondents filled out the questionnaire and when the data was registered by the researcher in the end (Andersen, 2002, p. 243) The analysis of the data was based on the simplest form of data analysing process according to Andersen: Univariat analysis (Andersen, 2002, p. 248). Thus the data was registered in a pillar diagram, allowing the results to be expressed in absolute numbers and percentages. This method was chosen as the results of this part of the analysis were to be used to obtain descriptive information only, not to be interpreted before being compared to the qualitative data. Besides from this, a pillar diagram in general also gives a visual view of the data making it easier to process. The analysis and interpretation took place when the researcher connected the different answers and evaluated the reliability of the answers by comparing them to the qualitative data (Andersen, 2002, p. 243).

2.5. Methodology Critique

In both qualitative and quantitative research it is essential to create transparency according to the methods chosen, in order for the result of the analysis to be correct. The different methods have different strengths and weaknesses, which the author has to be aware of if they are not to create problems or inaccuracies in the analysis. The criticism of this research can be focused on the theory of science, the theoretical foundation and the collection of the empirical data.

Concerning the theory of science, hermeneutics builds, as stated earlier, on the pre-understanding of the researcher. In regards to this paper, the author was born and raised in Denmark and thus belongs to the Danish culture. She will therefore, most likely, relate more to the Danish style of communicating. Apart from this, the author is also employed at CBS and

work with the employees being interviewed and analysed. This might colour the approach the author has towards the employees during the interviews and the analysis of the working methods. However, the author has also studied in India with young Indians of the age 22-30, at one of the best business schools there. She has thereby developed a certain view of this specific Indian segment and their culture. By having these two different views, the author hopes it will give her the ability to be more objective in the analysis than what she would otherwise have been.

In regards to the theoretical foundation, both the GLOBE research and Hofstede are originally meant to demonstrate how cultures affect leadership and organisational processes (House, 2004, p. 9). It can therefore be discussed if their point of views can be applied to this paper. However, since both theories mainly focus on the cultural aspects, the author of this paper evaluates their content to be of universal usefullness. Moreover, since these theories will be supported by other theories, their focus is believed to be additionally strengthened.

As for the empirical foundation and the interviews, aspects such as whether the respondents are correctly chosen and what situation they are currently in, influence how they will answer the questions (Andersen, 2002, p. 223). If the respondents do not reflect the correct group, this will give imprecise answers to the analysis (Ibid.). The interviews with the Indian students may not be sufficient, as two of them have not been in Copenhagen for more than three months at the time of the interview. They are not full time students, but exchange students, only staying in Copenhagen for one semester. They have therefore not worked with Danish students for a long time and their knowledge of the Danish working methods and culture may be limited. The Danish students' responses might also have a degree of inaccuracy as the paper and the interviews are being carried out almost a year after their return from India. They might have forgotten some important aspects of this stay, which could have contributed to a better understanding and analysis of the cultural experiences.

Furthermore, Kvale states that the respondents' reliability also depends on the extent to which they would answer differently to another interviewer (Kvale & Brinkmann, 2008, p. 271). As stated above, the author is working with the employees at CBS, risking a different kind of interaction between the parts, than if it had been an unknown interviewer having conducted the interviews. It is therefore necessary to read between the lines and listen to what is not being said but only implied.

According to Andersen, questionnaires might have a high percentage of respondents not answering all or some parts of the questions, depending on the number of questions and the level of difficulty (Andersen, 2002, p. 222). In the case of this survey, 38 surveys were started but only 12 completed. As it is an online survey, unfinished questionnaires will not be registered and the response rate will be proportionally lower. As with the interviews, some of the respondents might have been inaccurately chosen (Ibid.). The author has no guarantee that it is only the intended kind of students that have filled out the questionnaire. Lastly, if the options given are not thorough enough for the respondents to feel that they can give a correct answer, they might instead answer what comes closest, resulting in the end result being incorrect as well (Ibid.).

2.6. Structure:

 The second part of the paper will present all the theoretical data, starting with an explanation of the concept of culture. Afterwards the GLOBE research will be presented and all its dimensions explained. Two comparative diagrams are designed using the GLOBE research to show how Denmark and India stand culturally compared to each other. Three main dimensions will be chosen on the basis of these two models along with a fourth, which is chosen on the basis of the cultural knowledge of the author. The theories behind these four dimensions will afterwards be explained. Here the other theorists will be included to give a more comprehensive picture of the theories. After the presentation of the cultural theory, the

marketing communication theory will be outlined with focus on education as a product but only the aspects important for this paper will be included.

In part three the relevant theories from part two will be compared to the empirical data collected by the author. The theories and the empirical findings will be discussed and analysed according to the RQ and the concept of education as a product. The two theoretical clusters will be analysed together, connecting the marketing communication theory to the cultural analysis, where conclusion from the one fit with the other.

Part four will contain the conclusion, drawn on the basis of part three. The theories will be combined to give a complete answer to the RQ and the author will end up provide recommendations to optimise the marketing strategy. Finally a future perspective for CBS is given based on the knowledge the author has acquired during the process of working with the paper.

3. The International Marketing and Recruitment Department:

This paragraph will describe the International Marketing and Recruitment Department in order for recipients, not part of the IMR unit, to understand what drove CBS towards the idea of focusing on international students.

According to CBS's own newspaper head of the IMR unit, Janie Huus Tange, tells that CBS's international marketing had until the establishment of the IMR unit been a solo act where CBS spent a lot of money on marketing but did not follow up on the request from international students. The result was that 98 per cent of the interested students were lost to other universities (Day, 2009). The main reason to put more emphasis on this part of marketing was, apart from whishing to attract tuition fee-paying students, that CBS wished to improve the learning environment by creating a more international environment and a campus characterised by diversity (Ibid.). CBS also wished to change its reputation to being a global business school

(Ibid.). The goal was to have as many as five to ten per cent of its students coming from outside the EU, meaning that CBS needs to enrol 200 international students in 2013 compared to the 35 enrolled in 2009 (Ibid.).

According to Ms. Tange, the current strategy is focussed on improving the students' experience while studying and living in Denmark. By doing so, the IMR unit hopes to create a word-of-mouth effect, where students spread a positive image of CBS after returning home, resulting in more students applying (Ibid.). According to Ms. Tange, networking is the way forward by focussing on quality service and the strengthening of the unity among the students. CBS is currently in the process of creating post-study networking groups, to make it possible for the students to stay in touch with each other and the school after graduating (Ibid.). But CBS also plans to build networks with the exchange students in the bachelor programmes, hoping that they come back to study a full time graduate education (Ibid.). Apart from creating networks, emphasis is also on integrating professors and researchers into the marketing strategy as well (Ibid.).

In this part all the formal information such as RQ, purpose and the IMR unit has been outlined and presented. In the next part all the theories used in the analysis will be described.

PART TWO: THEORY:

As described above chapter four starts out by defining the "Culture" concept. Afterwards the dimensions of the GLOBE research is presented and two main diagrams are designed. Four cultural dimensions will be chosen as the main focus of this thesis and described. In chapter five the theory on how a marketing communication strategy is built is described. As mentioned earlier only the aspects important for the RQ will be included as it is assumed that the recipients have a basic knowledge of what such a strategy normally contains.

The theories are meant to show CBS how culture can be an obstacle if not taken into consideration when going global. The marketing communication theory is meant in the analysis to help evaluate the methods CBS is using and give some ideas to new approaches.

4. Cultural THEORY:

Chapter four starts out by defining culture as a concept according to the theories. This is done to give a clear picture of where the pitfalls are when cultures communicate. Afterwards a comparison of Denmark and India is presented according to the GLOBE factors followed by a discussion of the dimensions being focused on.

4.1. The Concept of Culture

According to Hofstede, culture is structured as an onion, consisting of different layers. "The onion diagram" describes the visible and invisible aspects of a culture (Hofstede & Hofstede, 2005, p. 10-11). Hofstede organises the three outer layers under the same term: "practices". These can be used to describe the visible manifestations of a specific culture. According to Hofstede, the outer layers are symbols, heroes, and rituals (Hofstede & Hofstede, 2005, p. 10-11).

Figure 2: Hofstede's Onion Diagram

Values

Rituals

Heroes

Symbols
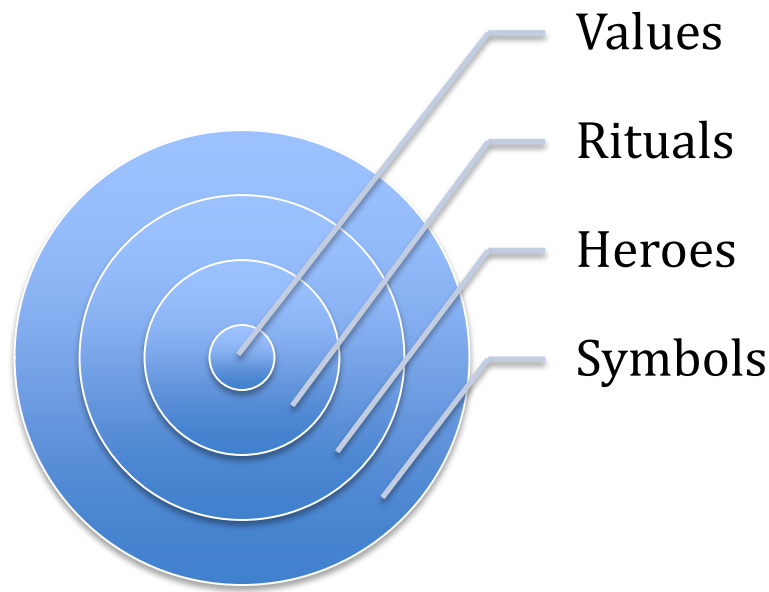
(Build from Hofstede & Hofstede, 2005, p. 10-11)

Hofstede's inner layer is the core of the onion and represents the informal level of a culture. It consists of values that are invisible until they are manifested in behaviour. This level includes the cultural history, values and beliefs, which shape the worldview of a culture. This level is where the misunderstandings mostly occur, as a person's or culture's worldview normally equals "the way things are", which means the way this person sees and understands things (Schmidt, 2007, p. 23). It is this level which will be the main focus of this paper.

4.2. GLOBE Factors

In this paragraph, the nine GLOBE dimensions are quickly described below to give the recipients an understanding of how the two diagrams are designed. The nine cultural dimensions are:

- *Assertiveness*: To what extent a society encourages its members to be tough, confrontational, assertive and competitive *vs.* modest and tender.
- *Future Orientation*: To what extent a society rewards and encourages future-oriented behaviour such as delaying gratifications, planning and investing in the future.

- *Gender Egalitarianism*: To what extent a society maximizes gender role differences.

- *Uncertainty Avoidance*: To what extent a society relies on social norms and procedures to alleviate future unpredictable events and how much support the members of the society seek from orderliness, consistency, structure, formalised procedures and law to cover situations in the daily life.

- *Power Distance*: To which degree members of a society expect power to be equally shared and to what extent inequality is maintained by stratification of the individuals and groups with respect for power, authority, prestige, status, wealth and material possessions.

- *Institutional Collectivism vs. Individualism*: To what extent individuals are encouraged to join and become integrated into big groups in the society. And to what degree the society favours collectivism or autonomy.

- *In-group Collectivism*: To which degree members are proud of being part of small groups such as family, the circle of friends or the organisation.

- *Performance Orientation*: To which degree society rewards improvement of performance and excellence at work.

- *Human Orientation*: To which degree human values such as trust, caring for others, fairness, altruism and generosity are encouraged.

(Mansour & House, 2001, p. 293-301).

The two diagrams, presented below, are created from these GLOBE factors. They are developed in order to give a visual view on how Denmark and India stand against each other on different cultural aspects. The three biggest differences will be identified and focussed on in the analysis later in the paper. The practice dimension, which represents how the citizens consider the society to be in reality, is marked in the "As Is" diagram, and the value dimension, which represents how the citizens think the society should be, is marked in the "Should Be" diagram.

Figure 3: "As Is" according to GLOBE factors
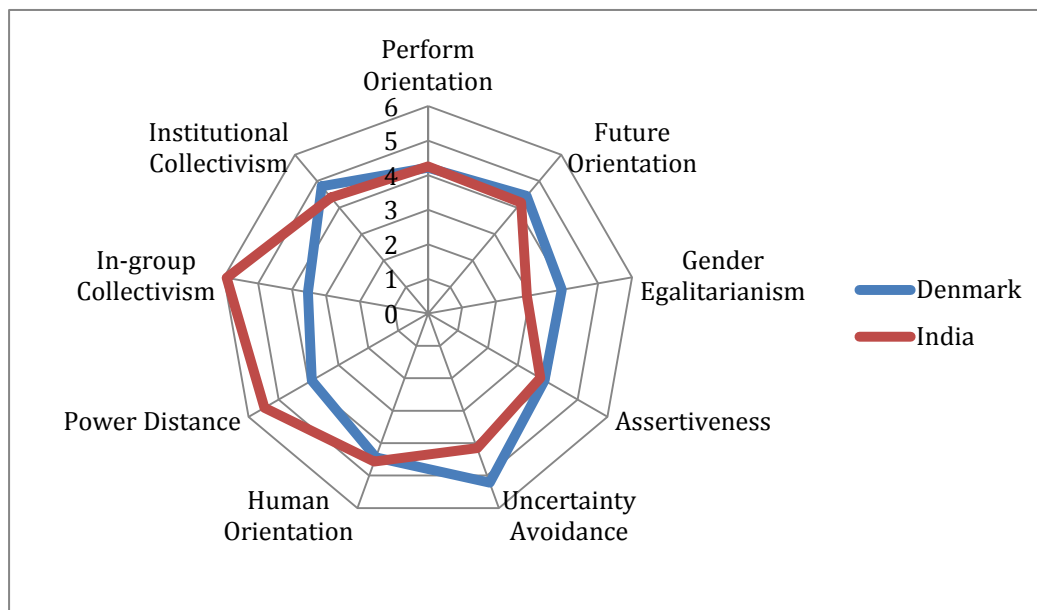
(Build from House, 2004, App. B)

Figure 4: "Should Be" according to GLOBE factors
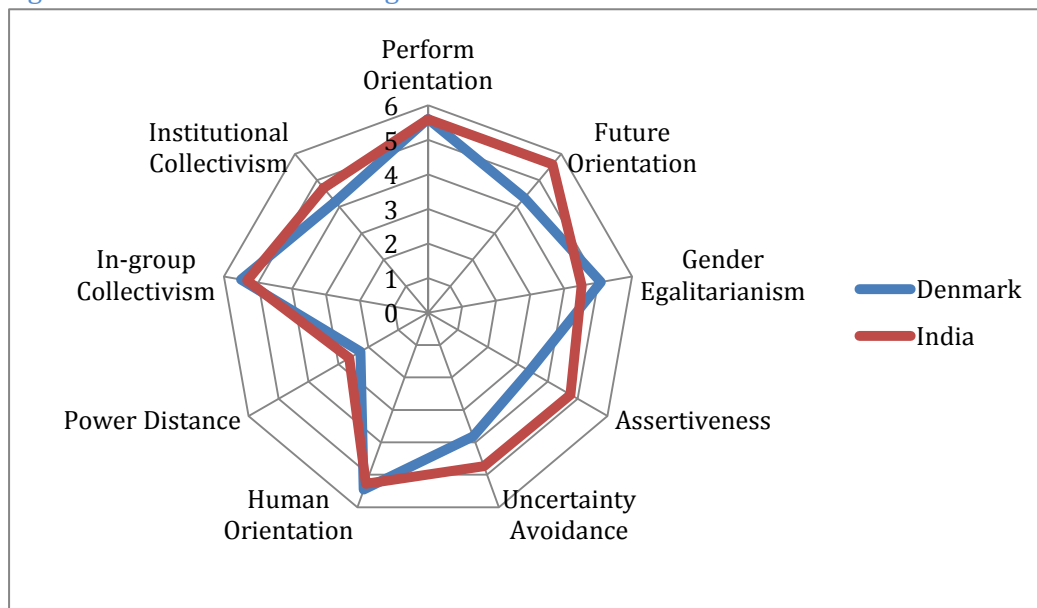
(Build from House, 2004, App. B)

At first glance, the two countries do not seem very different in either of the diagrams. However, the practices are more different than the values are.

According to the GLOBE research the reason for exploring the different cultural dimensions, when building a communication strategy, is that cultures are getting closer interconnected and the business world is getting more global (House, 2004, p. 1). However, as GLOBE notes, when cultures begin to work closer together, the differences between them will expand and become more conspicuous (Ibid.). Therefore, in order to achieve a more effective communication, a certain understanding of the cultural differences needs to be achieved by those involved in the communication. The best communication strategy is designed when a mutual understanding has been reached.

Based on the diagrams above it has been chosen to focus on the following dimensions:

1) Power Distance

2) Assertiveness

3) Collectivism

The two countries differ much on dimensions of power distance and Collectivism in the "As Is" diagram. The two collectivism dimensions will in this paper be described and analysed as one to ease the transition from theory to paper, given that the GLOBE research also analyses the two dimensions as one. GLOBE's two collectivist aspects are also an extension of Geert Hofstede's Collectivism vs. Individualism dimension, therefore it seems more natural to keep it simple as it was originally analysed this way.

Even though Denmark and India do not differ much on the assertiveness dimension in the "As Is" diagram, this dimension has been chosen as the author, during her stay in India, experienced much competitiveness and harsh attitudes among the Indian students when talking about grades and job offers. During the interviews, the author furthermore experienced that her Danish respondents had made the same observations. This is also supported in the "Should Be" diagram, where the Indian respondents illustrate that they think that the Indian society should be characterised by

much more assertiveness than what they consider it to be. Therefore this dimension also seems interesting to investigate.

In addition to these three GLOBE dimensions, another dimension, not directly measured by the GLOBE research but lightly mentioned during the analysis of the other dimensions, has been chosen. Many scholars consider the concept of "face" to be an important aspect within the research of cultural and the author wonders why the GLOBE research has chosen not to include it. During her education the author has followed several intercultural communication courses and all of them emphasised the importance of "face". The author also experienced while staying in India, that Indians consider it essential to preserve face.

Further analysis of these four dimensions will be done in the analysis part.

4.3. Collectivism vs. Individualism

Collectivism and individualism has been widely discussed in the literature and during the past 25 years, more than 1.400 articles have been published on the subject (House, 2004, p. 437). The GLOBE study provides a ranking of nations and compares these to each other, in order to show to which extend a specific country is considered to be collectivist or individualistic as this otherwise could be a rather complex concept to understand (House, 2004, p. 454 + 459). The measurements have been made on a scale which is to illustrate to what extent the individual is proud, loyal and interdependent of the family and to what extent the in-group and out-group are most important to both the individual, the organisation and the society (House, 2004, p. 463).

The theory makes a clear distinction between in-group members and out-group members. In collectivist cultures the focus is on sharing common values and fitting in. In Individualistic cultures focus is on the individual and his competences. It is believed that this aspect of culture is the most important one, if one wishes to analyse the interaction between cultures (House, 2004, p. 447).

Paragraph 4.3.1. will explain the theory behind collectivism and individualism in organisations and 4.3.2. presents the view these two different cultures have on rules and regulations. In both paragraphs, the aspects which relate to the RQ of this paper are outlined.

4.3.1. Collectivism and Individualism in Organisations

In collectivist cultures the group is in focus and everything is constructed in the interest of the group. The group is the highest social unit and it takes care of its members (Schmidt, 2007, p. 24-25). Organisations from collectivist cultures tend to make their members dependent on the organisation. Image and identity between the members and the organisation tend to melt together as the organisation becomes a part of the individual's private life and self-identity (House, 2004, p. 446). The institution expects its members to make a personal sacrifice for the greater good of the organisation but the organisation will also help and support the members in many aspects (House, 2004, p. 447). This is supported by Trompenaars and Hamden-Turner who add that the members accept their place in the hierarchy along with the fact that the boss or the head of the family has more power than the regular employee or family member (Trompenaars & Hampden-Turner, 2007, p 160). In connection to this paper and the educational system, colleges from collectivist cultures tend to take over the role of the family and make the students part of the college's identity[3]. The author herself has experienced how Indian students attending the colleges identify with the institution and base all inputs and interaction on the foundations of the college and how the colleges encourage the behaviour by setting up different activities.

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[3] This aspect is also experienced in individualistic cultures as the US. But here it can be explained as a result of the students being transferred into the colleges from many different parts of the country, with many different backgrounds not having any shared values from the beginning and therefore having to build a community solely from the roots of the college in order to find a common standpoint (Levin, S., Sinclair, S., Sidanius, J., & Van Laar, C. (2009). Ethnic and University Identities across the College Years: A Common In-Group Identity Perspective. *Journal of Social Issues* , *62* (2), 287-306.).

If looking at individualistic organisations these, on the other hand, tend to hire employees who see themselves as independent from the organisation (House, 2004, p. 446). Personal attitudes among the members of the organisation are highly valued and are viewed as giving the organisation personality. The unique skills of a member will most likely be the reason for him or her working for the organisation (ibid.). The organisation is not part of its employees' private lives and does not care for them in the way the previous described organisations do. Value is placed on how the individual members perform and to what extent the individual contributes to the desired outcome of the organisation (ibid.). The learning process is focussed on being able to get along quickly with new people, being able to recognise the missing parts in a team and taking on that task, being practical and able to solve the problems rather than worrying about the discipline (Trompenaars & Hampden-Turner, 2007, p. 174). Trompenaars and Hampden-Turner state that the work culture in an individualistic culture is characterised by self-directed teams and projects and is driven by "end orientation" rather than being "means driven" (Schmidt, 2002, p. 46). In connection to this paper, the author being a typical Danish student knows that the opposite tendency goes than for the collectivist culture described above: students are independent from the HE institution and are able to take care of themselves. The students do not tend to adopt the identity of their school. The empirical data will in the analysis confirm these observations.

4.3.1. Universalism vs. Particularism

Universalism vs. particularism is a sub-dimension of the collectivist and individualistic dimension. This aspect takes the theory down a level from the organisational level to a more personal one and is concerned with the relationship between individuals and what values are laid in a relationship contra the aspect of rules, regulations and society (Trompenhaars & Hampden-Turner, 2007, p. 31-32). As Trompenaars and Hampden-Turner put it a universalist is not to be trusted, as he would never defend a friend, and a particularist is not to be trusted as he would always defend a friend (Ibid.). Universalists tend to be more loyal to rules and regulations,

worrying about the rules not being broken at the expense of the individual. Particularists on the other hand tend to place the personal relationship with a friend above rules and regulations. As Trompenaars and Hampen-Turner suggest, the issue is about how much help one person can expect to get from a friend, when dealing with different regulatory issues.

When it comes to the aspect of two parties doing business, a contract, or in the case of this paper, a set of requirements which have to be fulfilled in order for a student to be enrolled, may be seen as a set of guidelines not to be fulfilled consequently by the particularist but as definitive by the universalist. This means that the universalist culture will not circumvent the rules for the achievement of one single person in order for the setup for all individuals to be the same. A particularist, on the other hand, would tend to help out and let a person slip in without meeting the requirements, if possible.

Summering up on the collectivist vs. individualist theory, it will in connection to this paper mean that collectivist cultures value the role of the group higher than individualistic cultures. HE institutions in collectivist cultures tend to take over the role of the family while the students stay there whereas students in individualistic cultures are independent from the school. It will in the analysis be argued that these different approaches to the group will create problems for CBS as it may not be able to meet the service level expected from Indian students. The particularists vs. universalist theory state that rules such as entry requiremens are viewed very differently by the two different stances. It will in the analysis be argued that Indians will view the entry requirements as guidelines not to be followed exatly, whereas CBS requires that they are being followed precisely.

4.4. Power Distance
Hofstede defines power distance as "*The extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally*" (Hofstede & Hofstede, 2005, p. 46)*.* The

GLOBE research follows this definition and explains that power has been of great interest to all levels of society throughout the history of mankind. Several books have been written about the subject and several theories developed on the basis of power (House, 2004, p. 513). This chapter will in 4.4.1. explain the power of the middle class emphasising the importance of mentality and role of hierarchy and in 4.4.2. outline two different ways of gaining status and show how power can be used against others.

4.4.1. The Power of the Middle Class

The GLOBE research explains that a middle class normally consists of individuals who do not accept high power distances (House, 2004, p. 525). Because of the financial security this class usually enjoys, it does not accept a large power difference between itself and higher classes. Instead, it emphasises diversity and equal opportunities (Ibid.). Hofstede supports this view as he notices that power distribution is mostly defined by the leading class rather than the class being led (Hofstede & Hofstede, 2005, p. 41). He continues by explaining that leadership and influence can only occur where they are followed by obedience, which is why the inequality thought has to exist in both the minds of the leaders and the followers (Ibid.).

If the GLOBE research and Hofstede's observations are correct, it means that power may not be such an important factor in societies with a big middle class where the social classes are more equal, like in the Danish society. The reason being that the citizens do not accept leaders to be superior and exercise power over others, as it may be in the Indian society where the level of inequality is higher (The Hindu, 2010).

India has actually had a strongly growing middle class the last couple of years (Ibid.) but, as the GLOBE research describes, the caste system creates one of the reasons for India to still be characterised by a high level of hierarchy and huge inequalities (House, 2004, p. 522 + Figure 5). An Indian left wing newspaper, *The Hindu*, supports this and explains that the caste mentality means that every individual has its place in the hierarchy and accepts the unequal distribution of power (Ramadoss, 2010). The GLOBE research also states that in general it takes many years to change a high

power distance culture into a low power distance culture, as it requires a change of mentality among the citizens (House, 2004, p. 522). Even though India has experienced a high growth within the last 20 years, its middle class is still very new. According to the Indian newspaper, mentioned before, 75 per cent of the Indian middle class is still living in the lower end of the middle class range, with a risk of falling back into poverty (The Hindu, 2010). This combined with the caste mentality must mean that this enormous amount of people still consider power distance to be a natural part of society.

Denmark on the other hand has been an equal society for a long time. According to the leftwing Danish newspaper, *Information,* Denmark has spent centuries limiting inequality through political initiatives (Nielsen & Nielsen, 2010). The Danish system is thus structured to take care of the weakest citizens of the society and everybody know they have a "safety net" to catch them, if something should go wrong (Nielsen & Nielsen, 2010). According to Trompenaars and Hampden-Turner, the reason for a society like the Danish to have a slightly lower power distance than other societies, is that people are aware of the distribution of resources (Trompenaars & Hampden-Turner, 2007, p. 164). According to the same Danish newspaper, Denmark is one of the most equal societies in the world as the richest citizens pay for the welfare of the poorest citizens by bearing "the heaviest load" (Nielsen & Nielsen, 2010).

Figure 5: The Indian caste system

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                    Bramins
                    (Priests)
                   Kshatriyas
                  (Warriers and
                     rulers)
              Vaisyas (Skilled traders,
               merchants and officials)

              Sudras (Unskilled workers)

          Dalits/Pariah (Outcasts/Untouchables)
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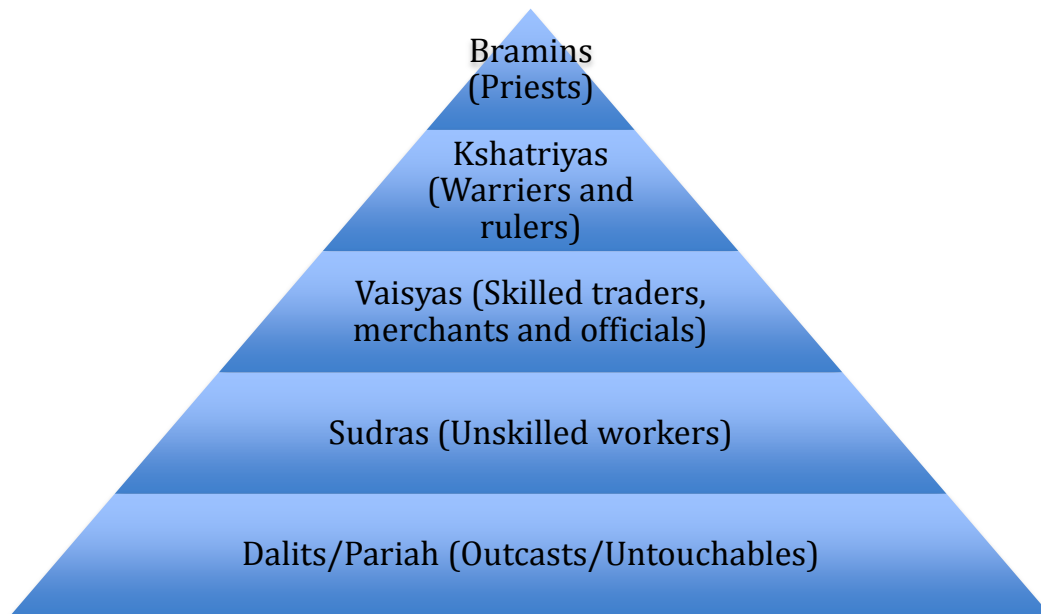
(Build from House, 2004, p. 522)

4.4.2. Ascribed vs. Achieved Status

In some societies status is achieved and in others it is ascribed. When status is ascribed, factors like age, gender and caste of the family determine what status a person has (Trompenaars & Hampden-Turner, 2007, p. 102-108 + 112). In achieving cultures a person will earn his or hers status by being educated and working hard (Trompenaars & Hampden-Turner, 2007, p. 102-104 + 112). According to Trompenaars and Hampden-Turner, India belongs to the ascribing societies while Denmark belongs to the achieving societies (Ibid.). Trompenaars and Hamden-Turner explain that the elder family members or the head of an organisation in India has the most experience and authority, they know better than the other group members and the communication style is top-down, the result being a power-oriented corporate culture (Trompenaars & Hampden-Turner, 2007, p. 159-160). In the achieving cultures the managers are generalists while the employees are specialists and the communication style is bottom-up resulting in the

managers listening to the ideas of the employees like equals (Trompenaars & Hampden-Turner, 2007, p. 174-175). In connection to this paper, it will in the analysis be argued that the IMR unit has to be aware of this Indian way of ascribing status to other people, if wishing to send out the most beneficial signal of CBS as a HE institution, to the Indian segment.

The GLOBE research explains further that power distance among other elements consists of "Influence". Influence is the capability to do or accomplish something (House, 2004, p. 539 + 541). According to Verderber and Verderber, influence is defined as the ability to change the attitudes, beliefs and behaviours of others and, as Cangemi says, it is the capacity to motivate or influence others into achieving certain goals or take on a certain behaviour (House, 2004, p. 541). If holding these two sets of theories together, India being a country where elder people have a higher status than young people because of the achieving status, it will be natural for the young Indians to listen to the advice of the elder generation, and especially their parents, whereas the Danish students on the other hand, being from an achieving society, make their own decisions according to what they themselves consider to be most beneficial for them. In connection to this paper, it will in the analysis be argued that the IMR unit therefore has to take the influential power of the Indian parents seriously when planning a marketing communication strategy towards the Indian market.

Summering up on the power distance dimension, India is a country characterised by a high power distance, ascribing status to people whereas Denmark is characterised by a low power distance where status is achieved. The differences between these societies are partly a result of the size of the middle class and partly a result of the mental attitude among the citizens. It will in the analysis be argued that Indian youth listen to the advice of the parents or elder family members whereas the Danish youth is more independent and self deter minded. It will also be argued that high status, based on ascribed qualities will have an impact on the Indians responses to CBS and its employees.

4.5. Assertiveness

The GLOBE research notice that assertiveness is a dimension still new to the cultural research but that it is an important factor to show the culture of a society (House, 2004, p. 397). Paragraph 4.5.1 explains the theory behind assertivenss as a cultural dimension in a society and combines it to a Danish/Indian view on society. Paragraph 4.5.2. outlines the aspects of ascribed and achieved status in assertiveness and paragaph 4.5.3. explains the essential elements in a "doing" or "being" culture. As in the previous paragraphs this one will in the end draw a connection to the RQ of this paper as well.

4.5.1. Theory

The GLOBE research view the assertiveness dimension as *a set of social skillls, a responding amendable training or a facet of personality* (House, 2004, p. 396). The research tries to investigate to what extend individuals in organisations or societies are assertive, tough, dominant and aggressive in relation to others (House, 2004, p. 395). According to the GLOBE research, the measurement scale of assertiveness expresses whether a person is thought of as being or encouraged to be assertive and tough-minded or unassertive and tender when socialising with other individuals (House, 2004, p. 401). The GLOBE research explains that if individuals fail to express their true thoughts and wishes in societies characterised by a high level of assertivenes it might result in these individuals being dominated and taken advantage of (Ibid.). Furthermore, rationality, where a person is trusted to know the appropriate expression of emotions in a specific situation, plays a key factor when individuals evaluate each other's behaviour (House, 2004, p. 398). In connection to this paper, it will in the analysis be argued that this very aspect of emotional behaviour has a huge influence on the perception which the CBS employees have of the Indian students, as these two parties have different views on what appropriate behaviour entails.

4.5.2. Ascribed vs. Achieved Status

When it comes to status, assertiveness is one of the cultural aspects, which reflects how status is typically accorded in societies (House, 2004, p. 404). If

including Trompenaars and Hampden-Turners' ascribed vs. achieved status described in the power distance theory above, the level of competition in the assertive dimension should theoretically measure status up in achievements, as the GLOBE research notice (Ibid.). However, as GLOBE points out, there seems to be a trend among cultures where the citizens consider their society to be characterised by a high level of assertiveness, to wish for less assertiveness, and societies where the citizens consider the society to be characterised by a low assertive level, to strive for more assertiveness (House, 2004, p. 410). This can be observed among Asian cultures which seem to strive for a high level of assertiveness even though these cultures traditionally measure status up in aschribtion. According to the GLOBE research, this tendency is caused by too less assertiveness might being viewed as a threat to external adaptation and survival (House, 2004, p. 412) whereas societies wishing for a low level of assertiveness seem to think that a too high level of competition, dominance and aggression create an unsafe and untrusting environment which can be a threat to internal integration resulting in individuals not having the required level of support to complete personal development (Ibid.). It will in the analysis be argued that the Indian students and the employees at the IMR unit represent each view on the assertiveness status.

4.5.3. Doing or Being

As stated in the previous paragraph, assertiveness affects the external adaptation or internal integreation of the culture when put into a cultural context (House, 2004, p. 401). According to GLOBE people believe they either control nature or have to adapt to nature (House, 2004, p. 402). Cultures which value a high level of assertiveness tend to believe that nature can be controlled and manipulated and it is considered to be in the nature of man to take charge and actively control his environment (Ibid.). This is a "doing" orientation. Trompenaars and Hamden-Turner claim that it shows the degree to which a person takes control of his or hers own destiny (Ibid.). In the other end of the scale, the "being" orientation is found. Here the subject thinks that man has to adapt to the surroundings and make the best of the conditions giving to him (Ibid.). In this type of cultures

Trompenaars and Hampden-Turner state that a flexible attitude and a willingness to compromise in order to keep peace is essential (Ibid.).

If thinking of India as a society with a caste system dictating the place of its citizens and Denmark as a society of independence and engalitarism, both described in the power distance theory, one would think that Indians belong to the "being" group above and Danes to the "doing" group. If Indians are placed in a social class because the caste system dictate it (K, 2007), it would seem natural to think they would just accept their place in life. Denmark with it's status of being among the richest societies in the world (Nielsen & Nielsen, 2010), could be expected to have citizens working deter minded in constantly improving their social status. However, this does not seem to be the case. A lot of Indians work hard to rise out of their social class by educating themselves and converting to other religions to escape the discrimination of the caste system (Isaacs, 2006). This attitude put India in the doing-end of the scale. Denmark does have a workingmentality as described above but at the same time, the country has a welfare model, which consideres welfare and social security universal benefits for all as described in the power distance theory (Nielsen & Nielsen, 2010). Thus Denmark fulfils the criteria of a "being country" as people believe that if something happens to them, the society or the "outer world" will take care of them.

In regards to this paper it will be argued in the analysis, that Indian students are very assertive, belonging to the doing orientation and constantly working hard to improve their status. In comparisation to this the Danish students will be argued to belong to the being culture, having a more relaxed attitude towards education and career. This makes it important for the employees at the IMR unit to use a marketing communication strategy only focussed at the Indian students and another towards the Danish students.

4.6. Face

Face is the dimension not included in the GLOBE research. Ting-Toomey explains the concept of "face" to be the positive image an individual tries to claim when interacting with other individuals in a social context (Ting-Toomey, 1994, p. 1). Face negotiation theory argues that all individuals autonomous from culture try to maintain and negotiate face in every communication situation and that in situations where people feel uncertain of the other person's intentions the concept of face becomes especially problematic. Furthermore, the selection of face strategy varies according to both the different interpersonal situations and the cultural variability (Oetzel & Ting-Toomey, 2003, p. 600). Based on these theoretical descriptions the author considers it essential to include "face" as this paper focuses on communication between cultures.

Paragraph 4.6.1 explains the concepts of face in order for the recipients to understand how the author uses this theory. Paragraph 4.6.2 outline the theory of face and its different aspects to give an idea of what kinds of behaviour individuals claim in different interaction situations. In paragraph 4.6.3, 4.6.4 and 4.6.5, it will be explained in what ways face manifests itself in the three GLOBE dimensions described above.

4.6.1. The Concept of Face

According to Hu (1944) and Ho (1976) the concept of face first became known in the Chinese culture where it distinguishes between two conceptualisations of face: 1) *lien* and 2) *mien-tzu* (Ting-Toomey, 1994, p. 308).

Hu explains that *lien* is something ascribed to all persons by virtue and the individual's membership in society. As it is a prescribed status, it can only be lost through unacceptable behaviour. As such it is a constant concept, which does not change (Ibid.). This definition is very close to the ascribed status mentioned by Trompenaars and Hampden-Turner in the power distance theory and will thus be used in the analysis as one concept

Mien-tzu on the other hand is a dynamic and interactive concept, which evolves and changes according to the social actions and situations of the individual (Ibid.). Ho argues that face is closely related to interaction and social expectations such as communicative performances (Ibid.). *Mien-tzu* is also depended on the expectations from and to other individuals within the interaction process (Ting-Toomey, 1994, p. 309). This conceptualisation of face has the same characteristics as the achieving status described above and will be analysed as the same concept.

4.6.2. Theory

Face negotiation theory includes three overall concepts: 1) self-face, which is the concern for one's own face, 2) other-face, which is the concern for the image of others and 3) mutual-face, which is the concern for both parties' image and the internal relationship (Oetzel & Ting-Toomey, 2003, p. 603). These three concepts are different methods an individual can choose to act according to when meeting the outer world and building a relationship with other individuals.

Erving Goffman[4] found that a face can be lost, saved or given. A person loses face if he or she misinterprets a situation and ends up presenting a wrong identity by acting or saying the wrong things in a specific situation (Ting-Toomey, 1994, p. 49). A face can be saved if the person having lost his or her face, pretends that the face has not been lost at all (Ibid.) and another person can give face, according to Goffman, by stepping in and make sure that the person about to lose face, will negotiate his or her way successfully out of the situation (Ibid.).

4.6.2.1. Face-work

Face-work is divided up between an informational and rational level of communication. According to the RQ it will mainly be the rational level, which will be in focus in this paper, as it is concerned with how we negotiate the relationship between others and ourselves in the interaction process (Penman, 1994, p. 16). As Penman formulates it: *"Face-work is something we do in communication"* (ibid.). Face-work is therefore

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[4] Canadian sociologist and anthropologist.

dependent on the very person forming the communication (Penman, 1994, p. 19). As Penman argues all individuals make moral judgments in the communication with others and the judgements reflect the worldview of the communicator (Penman, 1994, p. 23). In relation to this paper, face-work will be argued to have an impact on the communication between the IMR unit and the Indian students as the parts come with different world views.

4.6.3. Face found in Collectivist and Individualistic Cultures

An aspect which is likely to create problems when intercultural communication occurs, is the concept of "self". According to Scollon and Scollon, the concept of self can be divided into two general concepts: the individualistic concept of self and the collectivist concept of self (Scollon & Scollon, 1994, p. 149). The individualistic concept of self refers to persons who focus on their own goals instead of the goals of the group, as is showed above in the collectivist/individualistic theory that Denmark does and the collectivist concept of self builds on a strong link to one or more groups where the goals and needs of the group come before the needs of the individual which is argued above is the case in India (Oetzel & Ting-Toomey, 2003, p. 602). It will in the analysis be argued that the IMR employees will have to take the Indian concept of self into consideration when building the communication strategy, as they themselves may use the other approach.

4.6.4. Face found in Power Distance

Lim explains that most face-work research connected to power distance relates to the ability to control other's behaviour including the ability to reward and punish other individuals (Lim, 1994, p. 219). Status is therefore closely related to the rank a person has within the society or organisation. However, different cultures have different views on power difference: Cultures characterised by a high level of authority tend to believe that superiors' way to maintain their status is by using face-threat acts against less powerful individuals (Lim, 1994, p. 219). It is in such socieities more legitimate to ignore the threat one constitute towards another person's face than it is in societies with a lower level of authority (Lim, 1994, p. 220).

Therefore, if a superior wants to emphasise the difference in status between himself and another person, he will simply choose to ignore the face of the other part and all concerns about face-work (Lim, 1994, p. 221). However, it is also argued that if a superior wishes to appear positive and as a good boss or person, he or she can make use of politeness and a high degree of face-work towards a person of lower status (Ibid.).

4.6.5. Face found in Assertiveness

The author found it very difficult to combine the assertive culture of India, with the also face-concerned culture of India. The attitude superiors have when addressing subordinates as described above does not fit well with the impression of Indians trying to stay as polite and concerned for other-face as described in the collectivist theory. So how does these two clashing statements fit together? A comparable research of collectivist vs. individualistic cultures published in the International Journal of Psychology suggests that Indians experience the same amount of outrage as Britons do towards autonomy transgressions but are much more affected and express more outrage than Britons do towards community violations (Laham, Chopra, Lalljee, & Parkinson, 2010). This aspect may explain the clashing behaviour of the Indians. The research showed that Indians do not share closeness towards people or communities they themselves are not part of, which is why they are able to be assertive when it comes to achieving something from these groups. On the other hand, if being criticised by someone from their own community such as the boss or a family member they will take it as a personal insult (Ibid.). This explains the assertive nature Indians are known for.

Summering up an individual can choose different approaches concerning the relationship to others by caring for self-face, other-face or mutual-face and to save, give or loose face. In regards to the face-work theories, superiors can choose not to make use of face-work to demonstrate the power over subordinates. In regards to this paper, face-work will be argued to have an impact on the communication between the employees from the IMR unit and the Indian students as the parts come with different world

views. It will in the analysis be argued that the employees from the IMR unit, being from a culture of low authority must use a high level of face-work in order to show the Indian students that they mean well and wish to obtain a good relationship. The assertiveness of the Indian students, having no collectivist feelings towards individuals of no personal relations will be argued to hinder good communication between the IMR employees and the Indian students.

4.7. Sub-Conclusion on the Cultural Theory

Summering up on the whole cultural theory chapter, the collectivist vs. individualist theory states that collectivist cultures value the role of the group highly resulting in HE institutions taking over the role of the family while the students are enrolled in the education. The school enhances the students' sense of belonging through commitees and group initiatives and make the identiy of the school equal to the self-idenity of the students as a common spirit is considered important. The school nurses the students as if they were family. In individualistic cultures the opposite scenario seems to be the case. Here students are independent from the school and able to distance themselves from it, living two different lives with educaiton on one side and family, friends and sparetime activities on the other. Individualistic HE institutions do not nurse the students as they are viewed as adults and selfmanaging individuals. It will in the analysis be argued that these different viewpoints will create problems for CBS as it will not be able to meet the service level the Indian students require. The particularist vs. universalist theory shows that rules such as entry requiremens are viewed differently by the two worldviews. It will in the analysis be argued that the particularist Indians will view the entry requirements as guidelines not to be followed punctually, whereas the universalist CBS requires that they are being followed exactly.

The power distance theory states that India is a country characterised by a high power distance, ascribing status to people whereas Denmark is characterised by a low power distance where status is achieved. The ascribing status means that age plays a big role and that parents and elder

members in the family are automatically though of to be superior to young people. In achieved societies, age and sex do not matter if a person is qualified and work hard. In connection to this paper, it will in the analysis be argued that Indians listen to the advice of the parents whereas the Danish youth is more independent. It will also be argued that high status based on ascribed qualities may have an impact on the Indian response to the IMR employees.

The assertive theory states that the Indian students are very assertive compared to their Danish co-students. The Indian students come from a "doing culture" where it is only rewarded to be the best. This means that, the Indian students strive for the best education in order to improve their social status later in life. The Danish students belong to a "being culture", where they know that society will take care of them. This makes them more relaxed concerning education and jobs. These two different approaches will be argued to force CBS to develop two different types of sales material for the two groups.

The face theory states that individuals can choose to build relationships with others by caring for self-face, other-face or mutual-face and by save, give or loose face. It will in the analysis be argued that the IMR employees must use a high level of face-work to meet the communication style of the Indian students both to show goodwill and meet their collectivist aspect of face and to prevent the very assertive communication from the Indian students, which they, according to the assertiveness theory, tend to claim when communicating with individuals of no personal interest to them. If the IMR employees are not aware of the Indian behaviour and anticipate their attitude it will be argued that the communication will end up going terribly wrong between the two parties.

In this first theory chapter all the cultural theories were presented. They were connected to the RQ of this paper and indications of how they will be reflected in the analysis have been made. In order to complete the paper in regards to creating a marketing communication plan, the following

paragraph will draw out the important aspects of the marketing communication theory.

5. Marketing Communication Theory:

This chapter explains and discusses the hands-on aspects of building a proper marketing communication strategy. Paragraph 5.1 will explain what elements a marketing communication plan should contain and paragraph 5.2 explains what a promotional should contain. Both paragraphs only draw in elements, which are specifically relevant for the RQ of this paper. It is assumed that the recipients of the paper have a firm knowledge within this area and it has therefore been decided to leave out parts, which will not be used in the analysis anyway.

5.1. Developing a Marketing Communication Plan

A marketing communication plan is essential for this paper to show CBS how the cultural differences listed above can be avoided by making simple and innovative choices when trying to raise the number of Indian students. Paragraph 5.1.1. tries to identify how to chose the right media. Paragraph 5.1.2. illustrates the importance of knowing one's competitors and paragraph 5.1.3. outline the essential parts needed to be considered when wishing to create the right message for the target audience.

5.1.1. Choosing the Media

According to the theory, it is important to choose a media, which delivers the intended message efficiently, meaning that the media has to be cheap compared to how many people it will reach (Rugimbana & Nwankwo, 2003, p. 151). An organisation must also be careful when choosing a certain media, as information media in many regions of the world are an expression of a certain political view (ibid.). However, according to Unusier and Lee, the internet will be a way to get around this problem and besides from this it is today's most effective media to reach people below 35 (Usunier & Lee, 2005, p. 428). The constantly improving social technologies today allow normal people to interact with the organisations and thus influence the products (Li & Bernoff, 2009, p. 9) and as the social structure

of the world has changed and it is more important for organisations today to interact and listen to the costumers than ealier this aspect is important. As Li and Bernoff state it is no longer the organistaions which create the products and marketing process, it is the costumers. Costumers are not as easy to persuade as before and demand to have an influence on the product they buy (Li & Bernoff, 2009, p. 120). In the analysis it will be argued that CBS needs to point its attention towards the internet as the Indian youth is very much characterised by being an internet and information generation (The Hindu, 2010). Several methods can be used to communicate with the costumers, however, Li and Bernoff mention four ways, which according to them work better than others (Li & Bernoff, 2009, p 121). The methods are: publishing a viral video, joining social networking sites (SNS), blog and setting up a community. The relevant methods for this paper, will be described in the next paragraph about creating the promotional plan.

5.1.3. Identifying Competitors

According to Mazzarol and Soutar, it is important for an organisation to identify the competitors' activities and offers to strengthen its own position (Mazzarol & Soutar. 2001, p. 16-18). In the case of this paper a HE institution should be aware of the different possibilities students have and change them into a benefit for itself. The better informed the institution is the more it can inform the students of its own strengths and the more likely the students are to choose a specific HE institution (Mazzarol & Soutar, 2001, p. 42).

5.1.4. Creating the right Message

When trying to create the right message towards its costumers, the organisation should consider if it wants a standardised or adaptive strategy. Three aspects speak for creating a standardised strategy: 1) If the company is selling a utilitarian product and the message is informational, 2) if the consumers' reason for buying is rational and the same everywhere or 3) if the organisation wishes to express and build up the image depending on a certain nationality (Rugimbana & Nwankwo 2003, p. 154). On the other hand will an adaptive strategy be most appropriate if 1) the product's usage varies according to the country, 2) the benefits of the

product are more psychological than tangible or 3) the product touches different emotional aspects (Ibid.).

After having identified what kind of message to use, the organisation must evaluate a couple of elements in order for the message to be delivered rightfully: 1) The organisation must identify the target audience and the influents (Rugimbana & Nwankwo 2003, p. 153-154). As the target audience in this paper is pre-chosen only the influents will be discussed and analysed in the analysis paragraph. 2) The second step is to differentiate the product from the competitors' to explain why the costumers should buy this particular product compared to the others on the market. In the case of CBS and this paper it must be explained not only why CBS's master programmes are better than the competitors, but also why the students should choose to move to Denmark instead of one of the other foreign countries the students have to choose between. In this aspect it is also necessary to investigate how both the target audience and the influents choose such a "product" (Ibid.). This step is closely related to the identification of the competitors and will in the analysis part be discussed with this aspect. 3) The third step is to look inwards and figure out if the costumers have a real reason to believe the promises of the product and the organisation (Ibid.).

After having analysed all the elements for the marketing communication plan and figured out what the overall guidelines for the plan must be, the details about the promotion must be figured out. The next paragraph will explain how to put together the best promotion mix.

5.2. Developing the promotional plan

It is important for the organisation to choose the right way to promote itself and its products according to country, target audience and product. The theory states that in order to provide clarity of purpose, consistency and maximum impact, the organisation must combine the following promotion mixes: advertising, sales promotion, personal selling, publicity/public relations and direct marketing (Rugimbana & Nwankwo

2003, p. 155). However as publicity and public relations is considered to be methods the organisation is not able to control, it will not be touched further upon in this paper as the RQ is only concerned with the proactive initiatives in a marketing communication strategy.

But since new methods have gained ground the last couple of years, as the Internet has become a common household item, as described above, the four most effective ways to make use of "cyberspace promotion" mentioned by Li and Bernoff above will also be discussed. However as blogging and creating a community is both concerned with communicating to already "captured" stakeholders, this paper will only focus on the use of SNS's and viral marketing.

5.2.1. Advertising

Rugimbana and Nwankwo explain that advertising is defined as any paid form of non-personal communication about the company and its products. It is best to use advertising when the organisation wishes to create awareness of itself and its products, build a long-term image or position itself against its competitors (Rugimbana & Nwankwo 2003, p. 155). Different approaches to the creation of advertising are being explained in the theory books but in this paper it has been decided to focus on one aspect only: the use of viral marketing. As mentioned in the media paragraph above the internet and thus viral marketing is the best way to come around the aspect of politics. CBS is not considered to be interested in making a political stand in its message and the internet therefore seems to be the best solution. Besides from this it is also the most efficient way to reach young people below 35 as stated earlier. A viral video is the new way to replace traditional advertisment campains on TV and radio. A viral video on a networking site as Youtube can be used to both raise the sales numbers and raise the awareness among the costumers by building active relations with them (Li & Bernoff, 2009, p. 121-122). However, viral videos are most useful for kickoff or start up phases, it is therefore important that the video inspires the costumers to seek further information on either a SNS, blog or a community (Ibid.).

5.2.2. Personal Sales

Another way to promote the organisation is by going for personal selling through face-to-face communication (Rugimbana & Nwankwo 2003, p. 157). But as the cultural theory of face states it is important to be aware of the concept of "face" when dealing personally with costumers from high context cultures (Rugimbana & Nwankwo 2003, p. 157).

CBS has been using the active recruitment process before but chose to cease this activity, however, this activity will be argued in the analysis to be important for CBS to improve its chances of reaching out for the Indian students. For this personal interaction CBS must have chosen either to use the standardised or adaptive selling speech and sales material as described in the paragraph about the creation of the message.

A new way to raise the effects of the personal selling is as Oplatka points out to show costumers the good relationships the organisation has with its current stakeholders (Oplatka, 2009, p. 209). This modern concept of "relationship marketing" focuses on highlighting the importance of stakeholders as promoters by thinking in students, professors and maybe even companies to the marketing communication plan and make them good ambassadors for the organisation on a long term (Ibid.). In regards to this paper, it is considered that the assertive Indian students would want hard-core proofs of the quality of the HE institution making this approach important to investigate.

5.2.3. Sales Promotion

Sales promotion is seen as an activity, which is to provide extra value to the costumers. Sales promotion is placed at the final stage of the costumers' purchase process and is intended to stimulate the costumers into taking the final decision and buy the product (Rugimbana and Nwankwo 2003, p. 156). In connection to this paper and education as a product, it will be argued in the analysis that CBS has the possibility to provide "offers" to interested students in the form of scholarships. Scholarships can be argued

to be a kind of rebate or price-off as a student gets the expenses such as tuition fee and living costs covered by CBS.

5.2.4. Direct Marketing

Direct marketing is suitable to use when the organisation wish to build loyalty, generate inquiries, create awareness and build store traffic. The tools are direct mail and e-mails, telemarketing and catalogues. (Rugimbana and Nwankwo 2003, p. 158). In connection to this paper a new approach in the form of contacting the students directly via e-mail will be discussed in the analysis.

5.2.5. Attending a Social Networking Sites

SNS'es are important if a company wishes its costumers to take action and help spread the reputation of the company. SNS'es are however not for everybody. Li and Bernoff mentions that it only makes sense if one's costumers are between 13-35 years old (Li & Bernoff, 2008, p. 125-126). However, sites like Facebook (FB) and MySpace are perfect if an organisation wishes to create interaction with its costumers as such sites makes it possible to create different kinds of events, games, contests and allow the costumers to take action and publish the activities on their own wall, exposing it to their friends (Ibid.). It will be argued in the analysis that CBS needs to focus much more on sites like FB.

5.3. Sub-Conclusion for Marketing Communication Theory

In order to reach the Indian students through a good marketing communication plan CBS has to choose a proper media, identify and differentiate itself from the closest competitors, create a message which speaks to the target audience and identify if the target audience has influents who are included in the decision making process. When choosing the promotion methods, CBS again has several options: either to advertise and make a viral marketing, use personal selling, sales promotion or it can join in on the new technology and try to reach the students through SNS'es. The pros and cons of all these choices will be discussed in the analysis chapter.

Now that all the relevant theories both within culture and marketing communication have been outlined, the analysis will be processed. Both the cultural and the marketing theories will in the following paragraph be compared to the empirical data collected by the author and analysed in relation to the RQ.

PART THREE: ANALYSIS:

In part three the analysis of the theoretical foundation will be processed. The empirical data will be drawn into the analysis to give a more comprehensive and adequate analysis. The succession of the analysis of the GLOBE theories will for the sake of convenience be the same as in part three but both the analysis of the face theory and the marketing communication theory will be included in the analysis of the three cultural dimensions in order to make the different parts more comprehensive. The two diagrams from part one will be analysed in each paragraph of the GLOBE analysis as well.

6. Collectivism and Marketing Communication Strategy

In paragraph 6.1. the diagram from part one will first be analysed with emphasis on the cultural dimension. Paragraph 6.2. analyses GLOBE's collectivism vs. individualism theory with focus on how the theories show themselves in organisations and families. In this analysis the direct marketing theory will be used to illustrate how to prevent misunderstandings. Paragraph 6.3. identifies and compares CBS to its closest competitors. The analysis will be held up against the promotion theory and new proposals to differentiate the organisation from the competitors will be made.

6.1. Analysis of the GLOBE diagrams

When looking at the diagrams designed in part one and focus on the two "collectivist" dimensions, India has a higher score in the In-group Collectivism than the Institutional Collectivism in the "As Is" diagram. Denmark scores the right opposite with a higher score in the Institutional Collectivism than the In-group Collectivism.

The Indian and Danish Institutional Collectivism scores are very close in the "As Is" diagram, with the Danish being a little higher. The GLOBE research suggests that it indicates that the citizens of the two cultures have almost identical perception of the following: how much the workplace encourages and rewards collective action, how much their society emphasises group loyalty, whether the economic system emphasises individual or collective interests, how important it is for the individual to be accepted by other group members and whether individualism or group cohesion is valued most in the society (House, 2004, p. 463-466).

Concerning the In-group Collectivism, Denmark and India are very far apart in the "As Is" diagram. India has a very high score and Denmark a very low score. According to the GLOBE research this suggests that the Indian respondents believe their society to be characterised by children being proud of the accomplishments of their parents and vice versa and a high tendency for ageing parents living with the children and children living with their parents until marriage (House, 2004, p. 463-466). Denmark's low score indicates that the Danish citizens consider the society to be characterised by a very low level of the above-mentioned features.

When analysing the Institutional Collectivism in the "Should Be" diagram, India's score rises above the Danish score, which decreases a bit. This indicates that Indian citizens wish the society to value the aspects described above a little more while Danish citizens wish for their society to value them less. However, the changes from the "As Is" diagram are not tremendous, indicating that both groups of citizens are generally satisfied with their respective societies' current status.

However, when analysing the In-group Collectivism something incongruous is revealed: the Danish score rises to the same level as the Indian, which was much higher than the Danish in the "As Is" diagram. In the "Should Be" diagram, the two scores appear at almost the same level, indicating that

Danish citizens wish their society to value the aspects described above much more than what they believe it does in reality.

In conclusion, the four analyses described above show that Denmark and India fundamentally wish for the same kinds of societies: a medium level of Institutional Collectivism and a high level of In-group Collectivism. Specifically, India wishes for a little more institutionally oriented society while having a high level of In-group Collectivism. Denmark wishes for a little less institutional society and strives towards a more group-oriented society. But on an overall level, the two societies seem to stand much alike.

6.2. Collectivism vs. Individualism in Organisations and Families

As the GLOBE diagrams indicate, Indians view their society to be characterised by a high level of in-group collectivism. This is supported by Trompenaars and Hampden-Turner who explain in the collectivist theory that the Indian culture is very collectivist and that the Indian families and organisations are characterised by a strong bond. This theory is further supported by R11-CUL in the empirical findings. She says that when it comes to the importance of family and friend groups, Indians value these aspects of their lives much higher than Danes do and many Indians also act on behalf of the family. As far as this paper is concerned, the author interprets this statement as young Indians choosing a specific education and career with the implicit purpose of making the family proud. In regards to this paper, the organisation occasionally takes over the role of the family. The author also posits that an organisation, such as an educational institution, where the young members of the society spend two or more years of their lives away from home, occasionally takes over the role of the family. In a similar vein, all the Danish students interviewed for this paper, all having lived and studied at an institution of HE in India, experienced a strong student loyalty from the Indian students to their college. Another aspect, explained by the Indian respondents in the empirical data, is that in India the whole family collects money for its children's education. The author, coming from a society that offers its members free education, can only assume that having one's family to pay for one's education creates a

sense of guilt and a feeling of responsibility in the young students' minds. As such, the Indian students must be even keener on finding a good business school and getting a well-paid job than Danish students are. This is indirectly supported by R11-CUL when she says: "*When the child graduates and gets a good job then he or she will help pay for the education of the next child or the pension of the parents. In this way everything is linked together*". This confirms the high level of in-group collectivism as outlined in the GLOBE diagram.

As the GLOBE diagrams also show, Danes view their society to be characterised by a low level of in-group collectivism. As Trompenaars and Hampden-Turner state in the theory, Denmark is an individualistic society where the individual is in focus of the organisation. In this paper R3-DEN supports these assumptions by saying: "*The Danish teaching methods challenges the students and demands a very strong independence and will of the individual, as CBS does not have attendance".* All the Danish respondents interviewed agree that CBS teaches and expects its students to be independent and capable of critical thinking. This point is important as it shows that it requires the prospective students to adopt a special attitude in order to actually become part of CBS. The author, raised in Denmark's Individualistic culture, knows that parents are largely without influence on the educational and career choices of the Danish youth, making them more relaxed than Indian parents towards these aspects. These assumptions are also supported by R7-IND, he says: "*In India it is the grades, which drives the work of the students. In Denmark grades are definitely one of the things but it is not the end of everything as it is in India*".

These two very different attitudes regarding the importance of education show that it is paramount for CBS to choose two different sales material strategies for the Indian and Danish market, respectively. The two target groups do simply not respond to the same kind of information. This is supported in the empirical findings as R11-CUL says: "*Sales material in Denmark would just have to state that CBS gives access to all the student's*

dreams, whereas in India it would have to say what top university it is, it gives the following certificates, which will help you like this later in your career etc.".

6.2.1. Direct Marketing

The author views these two attitudes as problematic for CBS. Based on the statement of R3-DEN above it is presumed that CBS is aware that the Indian students expect special treatment, which the business school is not prepared for either administratively or pedagogically, as it is used to the independent and individualistic attitude of the Danish students. All the IMR employees interviewed for this paper are aware of this aspect and as R2-EMP says: "*It is not something a small unit of three people can do alone*". The author agrees with her on this point. One small part of an entire organisation cannot take on such a challenge by itself. When dealing with interested Indian students, CBS has to extend the decision-making process involved in bringing these students to campus to all parts of the administration. When drawing on some of the promotional methods, a solution such as direct marketing may be a way to both meet some of the high requirement of the Indians for the enrolment process at least, and also to involve other units of the organisation in the process as well. As the theory states, direct marketing is a proactive initiative where CBS contacts the students directly, providing them with information in order to pique their interest and the likelihood that they will actually apply to CBS.

A way of utilising the direct marketing strategy could be if the IMR unit contacts the international exchange students in an undergraduate course at CBS. The chances of them coming back will be high, as they already have a relationship with CBS. As R9-EMP says: "*Mostly the students know somebody who has been on exchange to CBS or have been here themselves*". From the questionnaire it is clear that students know about the HE institutions from either family members or fellow students who have graduated from a specific business school (figure 6). This information would also be an indication that the "word-of-mouth" effect is actually working. CBS needs to build up its reputation among the Indian undergraduate students if it

wishes to make use of this "word-of-mouth" effect. Currently, CBS only has exchange agreements with graduate institutions in India, so the IMR unit need to contact Indian undergraduate-level business schools in order to set up bilateral exchange agreements with them. R8-EMP says in the interview that the IMR unit is already in the process of creating similar kinds of agreements with China, so India could be next in line.

Figure 6: Question about advertising:
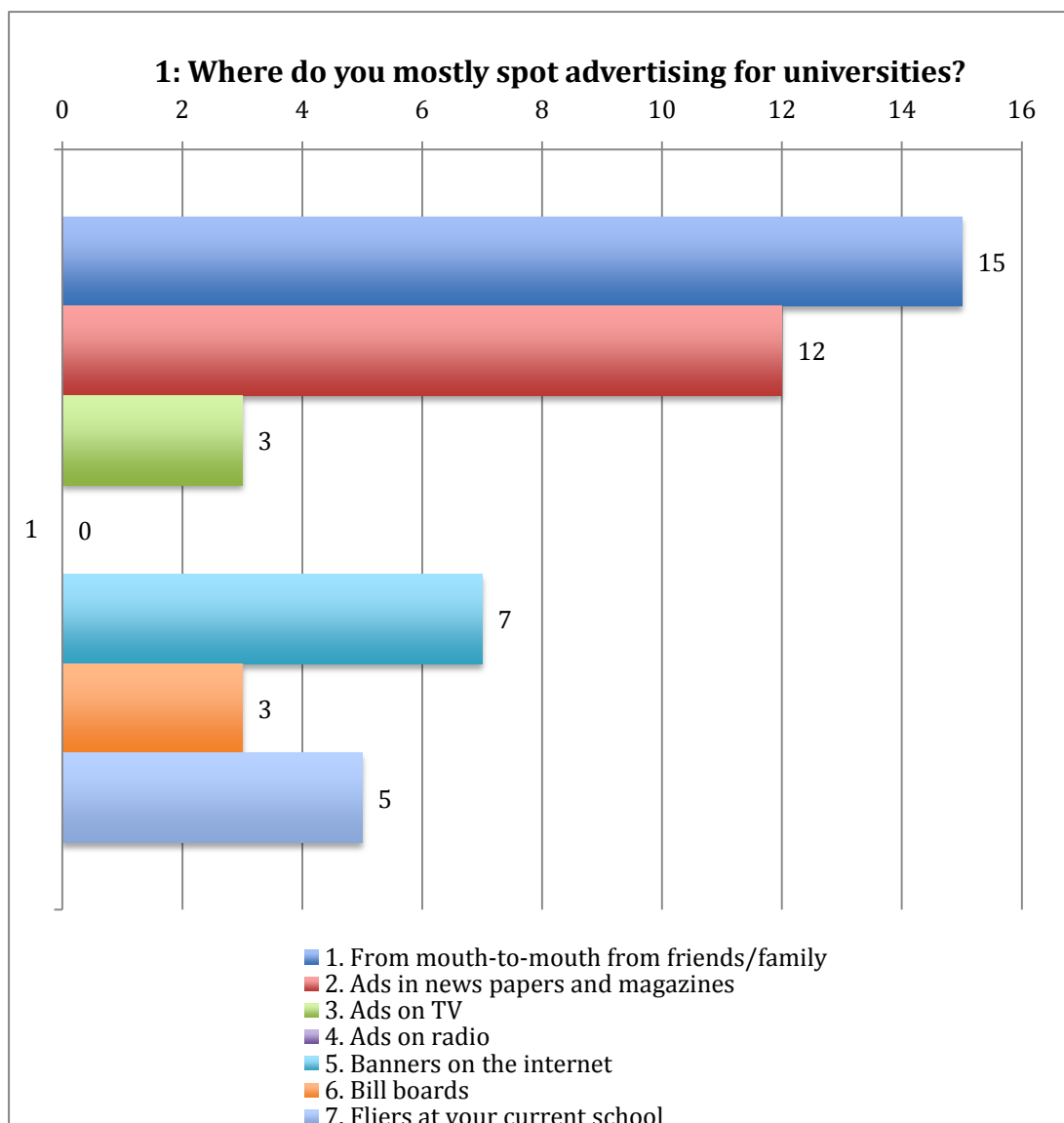
(Answer from questionnaire, appendix 13.3.b.)

6.3. Competition and Application Procedures

Trompenaars' and Hampden-Turner's theory behind universalism and particularism postulates that universalists are much more concerned with sticking to the rules and not allowing individuals to circumvent them. On the other hand particularists see rules and regulations more as a set of rough guidelines, not as something crucial. As indicated in the collectivist theory, Denmark and the employees at the IMR unit belong to a universalist culture whereas Indians on the other hand tends to be more particularist.

This is supported by the empirical data as R2-EMP says: "*They (Indians) tend to think they can talk their way out of anything and let it slip easily*". This statement also supports the author's personal experience while studying in India. The way of getting around every possible rule shows an "easy minded" and relaxed approach towards the legal system. When discussing entry requirements almost all CBS employees interviewed ignored the possibility of decreasing the emphasis on the exact number of ECTS points to be fulfilled by the students. R4-EMP mentions in the interview that she does not think Indians are the right segment to focus at for CBS. She substantiates this statement with the fact that most Indians do not have the right educational background as most of them have an engineering or medical background. Only R2-EMP seems open to the idea of thinking outside the box. She says: "*The evaluation should not be based so much on the grades or fulfilling a certain level but should instead be an overall evaluation of the student".* She explains that as long as CBS is not in the top of the rankings and cannot attract the top-students, it may be necessary to lower the requirements somewhat in order for the "next level" of students to be enrolled. She emphasises that the students must still be qualified in order to study at CBS and have a sufficient business background. However, it is not important for the students to fulfil all 15 ECTS in accounting or all 45 ECTS in business administration when applying for a regular MSc in Economics and Business Administration programme (Copenhagen Business School, 2010). However, not many employees in the administration support this view. R8-EMP says: "*The higher the entry*

requirements are placed, the surer CBS is that the students applying are the ones who truly wish to come". She uses the example of the "Russian Princesses" who are used to be mollycoddled by their new-rich parents and end up going home if things do not go according to their plan. R8-EMP thinks that these types of students require a too high nursing level, which CBS will not be able to offer.

6.3.1. Identifying Competitors

The author generally agrees with R8-EMP on an overall aspect but is convinced that if CBS wishes to raise its number of Indian students, the admission employees must start being more particularist and flexible in this matter. Indian students told by the CBS Admissions Office that they need a certain amount of ECTS points in order to fulfil the entry requirements, will think it is sufficient enough if the number of ECTS points they have is close to the actual number mentioned. As the marketing communication theory stated CBS should identify and compare itself to its closest competitors in order to identify aspects where it can improve on and build up its own strengths. According to R8-EMP, CBS does not wish to compete with the most famous business schools in the world, such as Harvard Business School or London School of Economics. Further, the IMR employees interviewed for this paper as well as R9-EMP are aware that CBS does not have the right reputation to compete with these business schools. As R8-EMP explains: "*When looking at the supply of programmes and English level, we always end up in Northern Europe, so it is mainly Nederland and Sweden*" meaning that CBS sees itself competing with Stockholm School of Economics (SSE) and Rotterdam School of Management (RSM). The author finds this view very realistic.

6.3.2. Comparing to Competitors

However, when also trying to compare the institutions' recruitment procedures, CBS in contrast to RSM and SSE, appears practically impossible to get enrolled at for outsiders. Aside from a TOEFL test, CBS has outlined an exact number of programme-specific ECTS points in a wide variety of areas, which are to be fulfilled before even being considered eligible (Copenhagen Business School). Both RSM and SSE have outlined that

students need a sufficient business bachelor of 180 ECTS, a GMAT test, a TOEFL test, a CV and a motivational letter (Rotterdam School of Management, Erasmus University + Stockholm School of Economics). CBS's considerable amount of entry requirements may seem frightening and confusing compared to the requirements of RMS and SSE. The author, with an experience in evaluating enrolment applications, is convinced that a self-evaluation must be extremely difficult for the applicant, particularly if the applicant is from a country like India, which uses the Credits point system instead of the ECTS point system (Indian Instituide of Management Kozhikode). It would be natural to conclude that these students would leave CBS out in the application process and go straight for RMS and SSE. It therefore seems essential that CBS begins to think outside the box and learns from the competitors in order to become better than them.

6.3.3. Ranking

When trying to compare CBS to SSE and RSM to see if the type of students enrolled has any effect on how these schools are viewed by the outer world, CBS is unfortunately lacking. In the latest 2010 Financial Times (FT) ranking, which, the empirical findings show is the most important selection criterion for Indian students, CBS does not figure at all.

It will be tough for CBS to enter the international competition, as it has not been possible for the author to find an international ranking list that lists MSc programmes similar to the ones offered by CBS. The author discovered international MBA lists published by FT[5] but CBS, as opposed to its rivals, is not featured on any of them. However, CBS is represented on the European list (Financial Times, 2010) but even on the European list, CBS is ranked lower than its two closest competitors. However, Indians searching for an international education will most likely look at international ranking lists only.

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[5] http://rankings.ft.com/businessschoolrankings/global-mba-rankings-2011

6.3.4. Creating Enrolment Test

With this in mind, it seems essential that CBS changes its enrolment procedure applied to students from collectivist backgrounds. One way could be to simply copy the method of RSM and SSE. Another way could be to look into how schools abroad enrol students. In India students wishing to attend one of the IIMs are expected to pass a Common Admission Test (CAT). This test assesses the students' skills within certain areas to investigate whether the students are qualified for a business education or not, even though they might have for example an engineering background (Indian Instituide of Management Kozhikode). CBS could create its own version of such a test and make sure that international students have the required competence level in the various areas, just as the fulfilment of the ECTS points does. In the eyes of the author such an initiative would help prevent a lot of misunderstandings between the IMR unit, the Admissions Office and the Indian students as it would show the Indian students that CBS is genuinely interested in enrolling them and giving them a fair chance at proceeding with the enrolment procedure while showing a high perceived level of service too.

7. Power Distance Analysis

Paragraph 7.1. analyses the Power Distance dimension in the GLOBE diagrams from part one. In paragraph 7.2. all the aspects concerning hierarchy in the Indian society are hold together and compared with the empirical findings. Further more, the personal sales strategy from the promotion theory is included to show how to come around the hierarchy aspect.

7.1. Power Distance in GLOBE diagrams

One of the most conspicuous details of the power distance measurement is that Denmark is the country among all of the 62 countries measured in the GLOBE research, which has the lowest power distance score in the "As Is" measurement (House, 2004, p. 539). This means that, according to the GLOBE research, the Danes are the people in the world who view their society to be the most egalitarian with respect to power, authority, prestige,

status, wealth and material possessions (Ibid.). India has a relatively high score on the "As Is" diagram, which must indicate that the Indian citizens view their own society to have a high degree of inequality and uneven distribution of the values mentioned.

However, the two countries score alike in the "Should Be" diagram. India's "Should Be" score is very low compared to the "As Is" score, indicating that the Indian citizens are not satisfied with their society's current state, wishing for it to be different. Denmark's "Should Be" score is also lower, even lower than the already extremely low "As Is" score.

Having to draw a conclusion from the above information, the author postulates that Indians wish for their society and its hierarchy to be more equalised, as the "Should Be" score is much lower than the "As Is" score. The Danish scores being closer to each other suggest that the Danes are more satisfied with the power distribution in their society.

7.2. Hierarchy

According to the GLOBE research, the Indian caste system is among the reasons for group identity to be strongly reinforced and individualistic thinking to be suppressed in the minds of Indians than compared to for example Danes, as explained in the theory chapter (House, 2004, p. 521-522). It is also one of the reasons why the hierarchy level manifested in the "As Is" diagram is that high. The caste system creates a "legal system" as GLOBE phrases it, which holds entire families responsible for the actions of the individual family members (House, 2004, p. 439). R11-CUL supports this by saying: "*A part of the Indian mentality is bound to the caste mentality*". The author coming from the most egalitarian society in the GLOBE research interprets this statement as fear of losing power. The author, having studied political tendencies during her education, presumes this may make it difficult for India as a society to change its attitude towards power distance. However, 90 per cent of the Indian students who filled out the questionnaire support the "Should Be" diagram above as they answer that all people should be equal (Figure 7).

Figure 7: Question about power distance:

18: How do you see power and inequality?
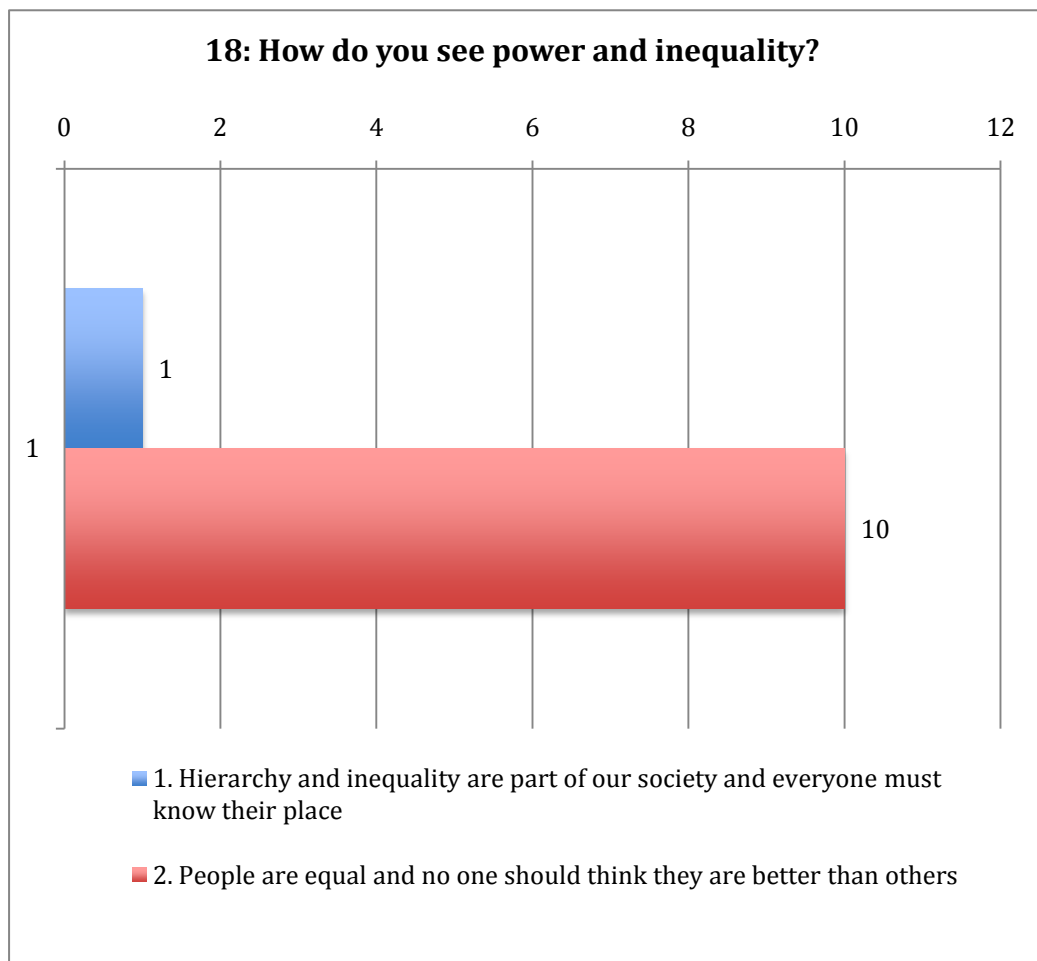
(Answer from questionnaire, appendix 13.3.b).

The Indian students and the respondents to the GLOBE research may wish for a more egalitarian society but as R11-CUL says: "*In India, it is impossible to imagine a system where there are no social inequalities*". So as the power distance theory explains, the element of influence is concerned with the extent to which individuals are susceptible to the influence of others. The author's experience with the Indian society supports her assumption that hierarchy is so deeply built into the Indian mentality that they are not aware of its existence and thus do not recognise when being subjected to a "light version" of power as in the case of influence. The author finds the aspect to be of great importance, especially with respect to the "age" factor

in particular. The Danish students interviewed agree and illustrate it well, it is therefore interpreted to be a general tendency throughout the whole Indian society.

7.2.1. Influence Power

The highly hierarchical nature of the Indian families indicates that the young Indians must value the opinion of elder family members, and especially the parents, highly. As R7-IND states, he would always ask family members or his seniors at his current educational institution about their opinion so that he can make the right choice. In other words, Indian youth appears to place a lot of importance on people's recommendations. If this assumption is correct, it is essential that CBS takes the whole family into consideration when planning the marketing communication strategy as CBS's product seem to create a psychological rather than tangible emotion as it touches different emotional aspects as stated in the theory about creating the right message. The assumption is supported by R11-CUL in the empirical findings as she says: "*It has to be formulated so the whole family is able to understand the facts as well*". The author considers this statement proof of the Indian youth experiencing very little self-determination so that even a small contribution to the decision-making process makes them feel as if they made the whole decision themselves. If the influence of the parents is indeed this strong, it can be assumed that the prospective Indian student suggests out a number of interesting schools and the family quite literally chooses the right one. CBS therefore simply has to focus on the target audience's influents when planning the marketing communication strategy. One way to reach the whole Indian family is to use a personal sales strategy and attend educational fairs again.

7.2.2. Ascribed vs. Achieved Status

According to the power distance theory India belongs to a culture that ascribes status to individuals. This is supported by the answers to the questionnaire, where 40 per cent of the respondents agree that status is ascribed (Figure 8). It also confirms the high power level on the GLOBE diagram and R11-CUL's statement regarding the impossibility of a non-hierarchical society. As the participants in the questionnaire were primary

young people studying towards a university degree, the author finds it notable that the number of positive answers is this high. The author's experience with the number of inputs a student receives during his or hers education demonstrates that young people are in a state of a malleable psyche and capable of make their own evaluations. This is also supported by the theory suggesting that a rising social class modifies people's mentality.

Figure 8: Power Distance Question:

19: How do you define power?

- 1. People are ascribed power through age, caste, family wealth or sex etc.
- 2. People achieve power by developing and focusing on their talent, job and education and not through qualities given to them by birth
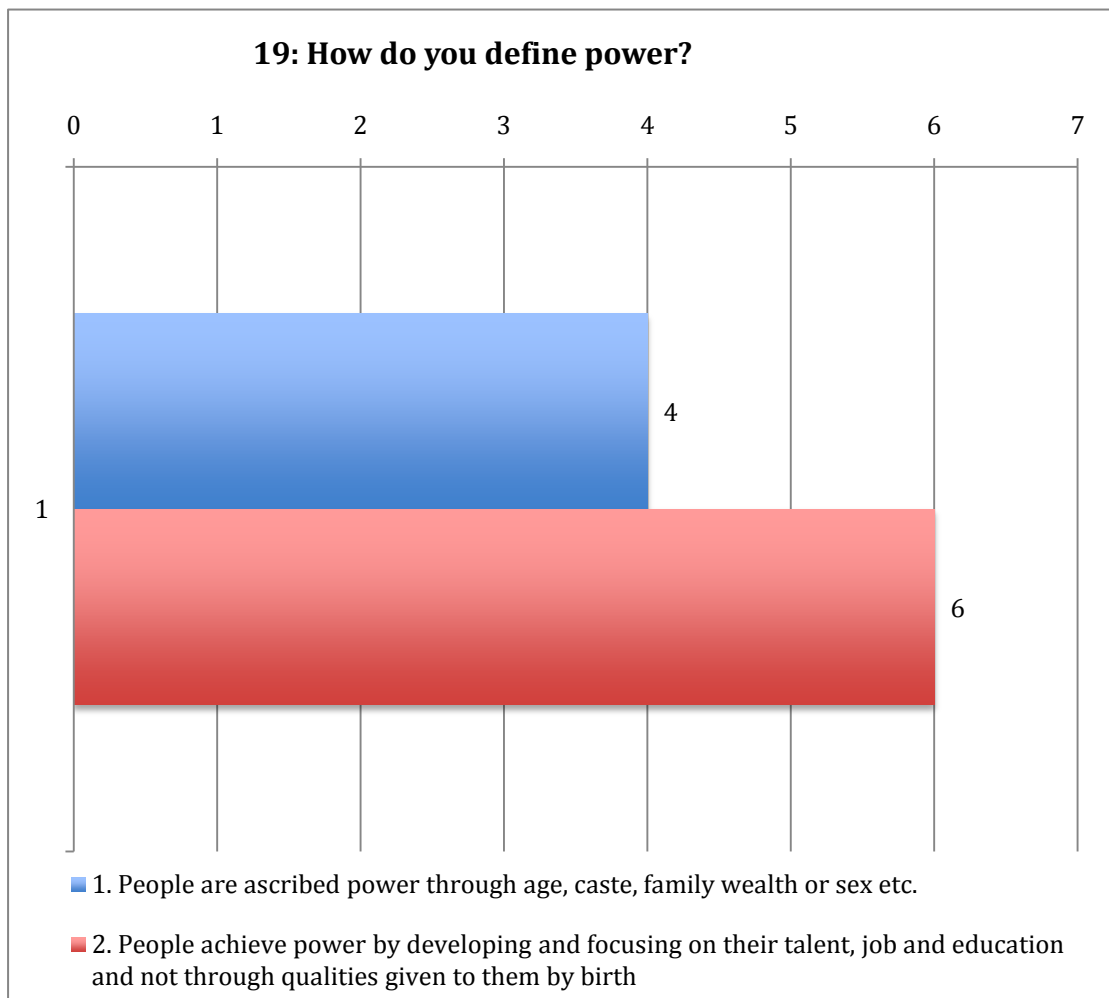
(Answer from questionnaire, appendix 13.3.b.)

This development seems however to be in progress. R10-DEN expresses it this way: "*The Indian students are caught in a cultural switch where the young academics long for a western lifestyle but it contrasts with the Indian family traditions*". She explains that while staying at the campus the students drink, eat meat and have sex but as soon they are back with their

families they pray three times a day and act according to the norms and traditions of their families. This tendency is supported by the article in the Indian newspaper mentioned in the assertiveness theory, which states that many Indians work hard to break away from the caste mentality and its hierarchy. However, this development seems to take its time to manifest itself in the whole society and therefore the ascribed status still seems to be a crucial element when focusing on India and must therefore be something CBS should be aware of.

7.2.2.1. Bringing Internal Stakeholders into the Strategy

While making use of the personal sales strategy and start recruiting actively again, one aspect to be reviewed is the type of employee CBS sends to India. The most recent time it was two young women aged 25 and 35. They were highly qualified in the eyes of Danes and maybe also in the eyes of the young Indians but likely of an insufficient social status in the eyes of the Indian parents. Thus they may not have the right qualifications to represent a honourable and respectable business school either. Both R2-EMP and R4-EMP say that they never felt discriminated against while working in India, however, with the theory in mind it could have been because the prospective students' parents simply ignored the CBS booth. CBS can cultivate positive outcomes of the educational fairs and its employees attend by making use of Oplatka's theory. Its crux lies in realising the importance of internal stakeholders such as students, professors, researchers, alumni and corporate partners (companies, partner-universities and embassies) and including them in the marketing. These stakeholders can be brought along on the educational fair expeditions or incorporated into the sales material. Such an initiative would help prevent the eventual mistrust and disrespect of the young female emissaries by the Indian parents.

7.2.2.2. The use of "Yes" and "No"

As both R2-EMP and R4-EMP describe, the Indian students at the educational fairs, were not pleased to hear that the two CBS emissaries, from the IMR unit, were not able to give a concrete and affirmative answer on whether the students could attend CBS right away or not. However, as

the two IMR employees say in the interviews it is not part of their job to evaluate prospective applicants and thus have to give a direct "no" when asked whether a specific student is qualified for CBS. However, such a direct rejection of an Indian applicant may cause trouble as R11-CUL explains: "*Indians and Danes have different ways of using the words "yes" and "no". A direct "no" is considered much more rude in India than it is in Denmark*". The author's experience in India supports this: she observed that Indians prefer to use the word "yes" supported by a characteristic "headnod", which can either mean: „I agree‟ , „I understand what you say‟ or „no‟. She also observed that to Indians, saying "no" as in „I don't know‟ or "NO!" causes loss of both self- and other-face.

The behaviour of the IMR employees demonstrates what Lim refers to when explaining how people in superior positions demonstrate power distance between themselves and the subordinates by talking down to them and forgetting all about face-work. Even though the IMR employees do not see it or intend it this way, it can be assumed that the Indians interpret it that way. As the Indian students at the educational fair are accustomed to an indirect communication style, as described in the collectivist paragraph above, they will lose face whenever the Danish emissaries from the IMR unit educate them in front of the rest of the participants at the fair. A direct "no" and a reprimand in public will be considered an attack on their self-image and may have a long-term damaging effect on the future relationship causing the student not to even consider CBS as an option when applying for a graduate programme. As Lim states, the way to manage face from a superior position is by not giving criticism in public (Lim, 1994, p. 221).

The CBS employees from the IMR unit must therefore try to answer the Indian students in a way that shows their good intentions and their wish to build a good and respectable relationship with the Indian students. This can be done by adopting a "non-rejecting" attitude. CBS would come easily around this face-loss problem if it had a test the students were to pass as suggested in the collectivist analysis. The IMR employees could tell the

students that they are not able to answer as it all comes down to passing that test. In this way, CBS would be talking "the language of the students" as they are used to this procedure and will find it neither offensive, nor reproachful.

8. Assertiveness Analysis

In paragraph 8.1. the GLOBE diagrams will be processed first again with focus on the assertiveness dimension. In 8.2. the two approaches to life-control from the theory part are analysed and hold up against the empirical findings. Paragraph 8.3. examines the ascribed and achieved approach to assertiveness among Indians and Danes. Here the IMR employees attitude towards Indians are also analysed and hold up against sales promotion, direct marketing and sales promotion from the promotion theory along with proposals to enhance the effect of these methods.

8.1. Assertiveness Dimension in GLOBE Diagrams

While looking at the two GLOBE diagrams, assertiveness has been chosen as it comes out with a bit odd result in the eyes of the author.

As described in part one, Denmark and India score almost the same in the "As Is" diagram where both countries are placed in the middle of the diagram. However, when looking at the "Should Be" diagram, India's score rises while Denmark's score falls compared to the "As Is" diagram. This indicates that the two countries' perception of whether a person should be or be encouraged to be assertive and tough-minded or unassertive and tender when socialising with other individuals (House, 2004, p. 401) differs much.

This interpretation could indicate that the Indian respondents think a society should put more emphasis on assertiveness and competitiveness than what they actually believe India to do. And the fact that the Danish score falls indicate that Danish respondents think a society should be less assertive and competitive than what they consider the Danish society to be in reality.

8.2. Outer Acceptance vs. Internal Integration

As described in the assertiveness theory, the GLOBE research explains that societies considered as having a low level of assertiveness tend to strive for a higher level of assertiveness and vice versa (House, 2004, p. 412). This theory would support and explain the odd outcome of the GLOBE diagram as the two countries move towards the opposite poles according to their conviction of what should characterise a society.

This will also support the author's interpretation of the two societies. Due to having experienced both the Danish and Indian society, the author interpret these aspects as Indians considering a low level of assertiveness being a sign of weakness to the outer world and therefore wishing to show strength in striving for more competiveness and assertiveness by taking on an American "liberal" attitude where people work hard to improve their own life situation (Figure 9). Indian's attention is focused outward at what other societies think about theirs. Denmark cares for the inhabitants and the attention is focused inward to secure a safe and equal society for the inhabitants to integrate and develop for the greater good of the society. This would also explain the welfare model as mentioned in the assertiveness theory, which views social benefits as universal benefits meaning that all citizens take part in the caring for out-group members.

Figure 9: Approach to Life Situation:

17: How is the perfect society according to your opinion?

■ 1. Society must be free in order for people to fulfil their dreams and be responsible for their own lives

■ 2. Society must take care of its citizens and make sure that the richest help the poor in order for all to have access to the basic physical needs
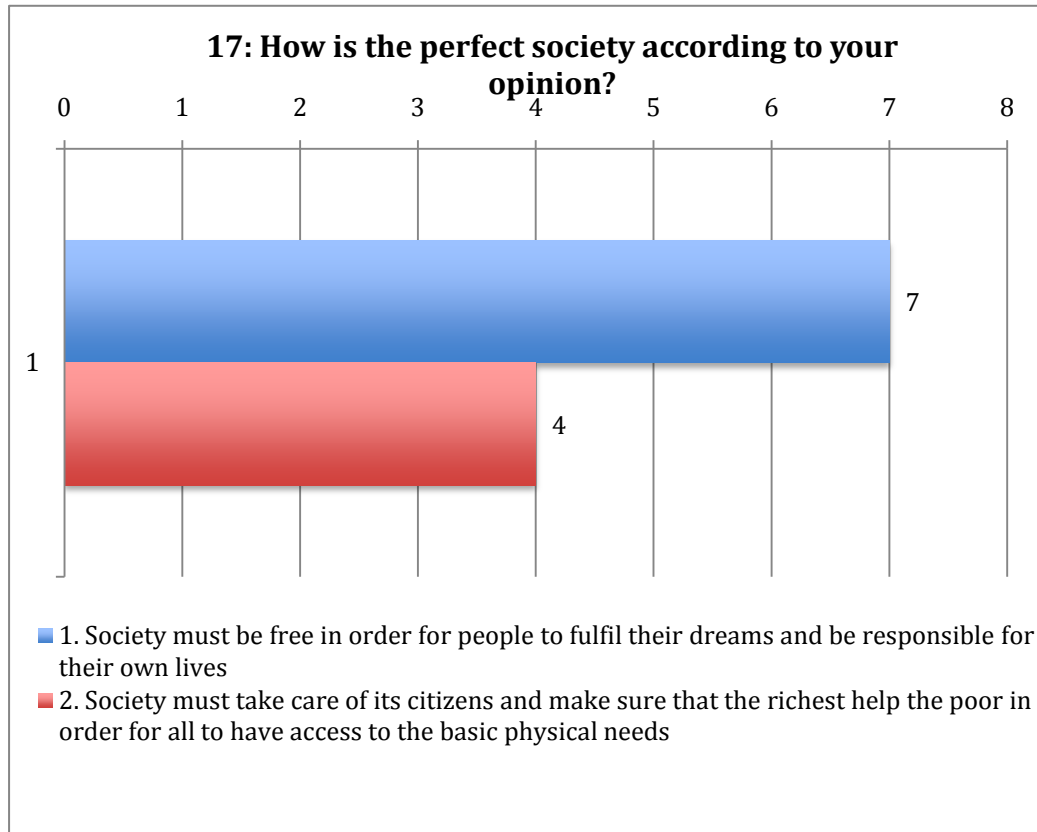
(Answer from questionnaire, appendix 13.3.b)

The huge difference between the two countries' believe of how things should be may create misunderstandings and misinterpretations when the two different groups interact with one another.

8.2.1. Ascribed vs. Achieved Status

The author also described in the face theory that she had a difficult time interpreting how India, an ascribing and collectivist society, could be striving for a higher level of assertiveness while Denmark, an achieving and individualistic society, could be striving for a lower level of assertiveness.

However, it was discovered that Indians are very collectivist towards their in-group connections but do not have this attitude towards people they have no personal interest in. When dealing with this kind of counterparts, they will take on an assertive attitude and work hard to get the most for themselves. The empirical data supports this theory, as R2-EMP says in the interview "*Indians are very assertive people, and when it comes to*

communication they can be almost aggressive and not take "no" for an answer". This quote refers to a personal experience of R2-EMP and R11-CUL explains that when Indians have a personal relationship to somebody they are honest, friendly and humble people, however when they know they can achieve something they are very good bargainers. She illustrates it by saying that "*The one who comes first gets the most*". Therefore they can seem very assertive to foreigners even though India as a whole is a collectivist culture. This aspect confirms both the GLOBE diagram and the author's interpretation.

For the IMR employees who went to the educational fair in India in 2009, the Indian behaviour was rather overwhelming. R4-EMP illustrates it when she says: "*In Hyderabad the students were very rude… They did not take the CBS employees seriously and had not…showed any interest in meeting the universities at all*". The author sensed during the interview that she considered the behaviour of the Indian students to be very inappropriate. The statements above pertain to the assertiveness theory, which states that people should know the appropriate behaviour in a specific situation. Their responses make it clear that the IMR employees felt offended by the behaviour of the Indian students and do not consider Indians to be able to behave properly according to Danish standards of being caring and supporting towards out-group members. In the IMR employees' view, the Indian students should show interest and be polite towards the school representatives as the Indians are the ones who need an education. The experience seems to have contributed to a reluctant attitude from the IMR employees towards Indian students.

When investigating the Indian view, R6-IND tries to explain this type of behaviour by suggesting that the level of competition in India is generally very high. He states that Indian children grow up with a pressure to always be the best. If they do not perform well the numbers of good opportunities decrease for them. The author views this statement as proof of her own experience while staying in India, where students acted very assertive when

it came to grades and conversation about job offers. She does not think the Indian students perceive their own behaviour as assertive. For them it is a necessity to act this way, if one wishes to survive in a culture dependent on always having to be the best. This would also support the Indian part of the GLOBE diagram and the striving for a higher level of assertiveness. This attitude illustrates what is in the theory paragraph described as a "doing attitude". R8-EMP explains it by saying: "*In the end it is all a question of whether the degree has any value to the companies*", meaning that the Indian students only choose schools, which can secure them with the best job after graduating.

This is supported by R7-IND, as mentioned above in the collectivist analysis. He conveys that "*the absolute starting point would again be the ranking lists*" when Indians have to choose a HE institution. This is also supported by the questionnaire (figure 10). These rankings are built partly on the percentage of graduated students who have found a job and partly on their starting salary (Times, 2010). The Indian approach to education combined with the Danish attitude towards Indians may result in a situation of one part being offended by the behaviour of the other part, worse than what is already the case. So in order to prevent this from happening, the IMR unit must be aware of the Indian reason to behave like this and act actively to prevent it. CBS simply needs to clarify its values to the Indian companies in order for a CBS diploma to be attractive to these companies. If the Indian companies are not willing to hire the students because they do not know CBS, the students will not choose CBS.

Figure 10: How do Indians choose education:

6: What matters to you, when having to choose the right university?

- 1. The education and the programmes itself
- 2. The image and ranking of the university
- 3. The experience of taking a MBA in itself
- 4. The possibility of going abroad during studies
- 5. The future prospects of the education, such as good job possibilities
- 6. That my parents will be proud of me
- 7. Other:
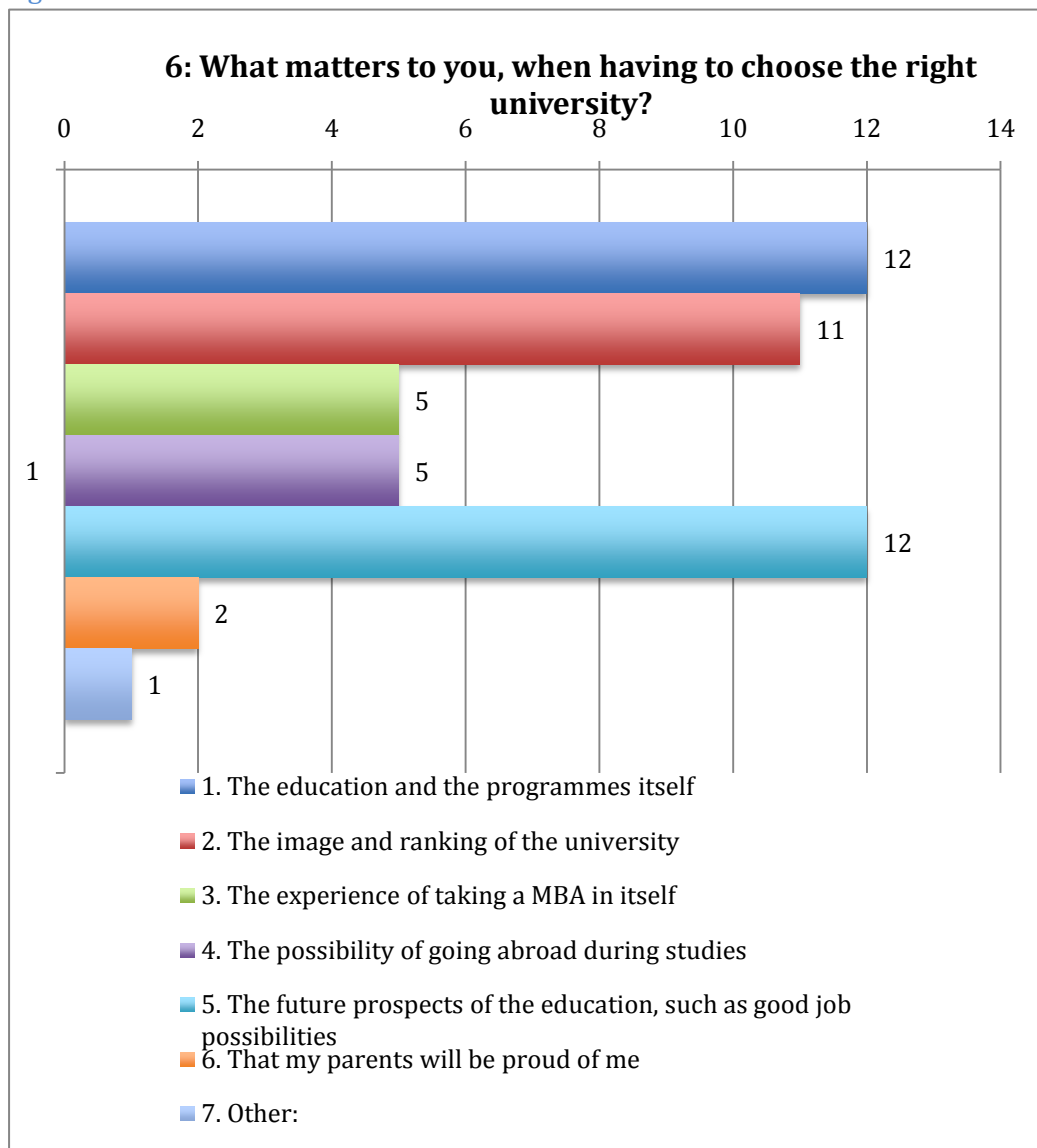
(Answer from questionnaire, appendix 13.3.b.)

8.2.1. Sales Promotion and Scholarships

The author finds it understandable that the Indian students only want the best education with access to the best jobs. As the product analysed in this paper is more complicated than "normal" products, one of its most important characteristics is the great financial expense involved. As R7-IND says: "*India's exchange rate to the Danish kroner is very low*", meaning that an Indian is not able to get a lot out of his money in Denmark. And R7-IND continues: "*If the costs are too high and there is no scholarship offered, then it does not make any sense for the students to come*".

A way to claim mutual-face and show the Indian students that CBS really wishes for them to be a part of the CBS community would be to use the sales promotion strategy. As the theory states, sales promotion is a final "offer" given in order for the student to make the final decision and attend CBS. Assuming that CBS's primary reason for raising the number of international students is to make the school more diverse as it claims, CBS should consider raising the number of scholarships offered to students from developing countries such as India as the students will likely not come if they cannot afford it financially. The school that offers scholarships will be the one they will choose to attend. R4-EMP proposes that if CBS cannot find more money for scholarships, it could consider splitting the amount of available money into smaller portions and half scholarships. The author presumes this would be a very good idea, expressing CBS's genuine interest in enrolling the prospective Indian students by allowing them to at least get their basic living expenses covered. Scanning CBS and its competitors, their tuition fees are comparable. RSM charges 14,950 Euro in tuition fee per year[6] and CBS charges 12,500 Euro a year[7]. By covering the international students' living expenses, CBS would be able to attract more students from developing countries.

8.2.2. Drawing Indian Companies into the Strategy

If CBS was to attend an educational fair in India and make use of the personal sales strategy suggested above and include internal stakeholders to the marketing process, CBS would be able to provide the Indian students and their parents with the factual information they expect. Further, if CBS was able to promote itself to Indian companies this would show the Indian students that it is not only possible for them to get a job after graduating, it would also increase the likelihood of them getting a job in India. If the IMR unit was aware of the students' aggressive attitude, they could prevent the

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[6]
http://www.rsm.nl/home/master/MSc_Programmes/General_Management/Tuition_and_Living_Costs

[7] http://www.cbs.dk/en/Degree-Programmes/CBS-Graduate/Admissions-fees/Menu/Group-B/Menu/Tuition-fee

eventual face-loss of the Indian students by giving them face by recognising their special needs. This method would also help CBS create a word of mouth effect and contribute to raise awareness among Indian students, as they would likely go home and share their experience with their friends and family. As described before, this is of particular importance to CBS because it is not found on any of the international rankings lists.

8.2.3. Creating Long-Term Relationships

Another way to bypass the assertive minds of the Indian students could be again to use the direct marketing strategy mentioned in the collectivist analysis. A promising initiative, which the IMR unit is not currently focused at, could be to contact the Indian students it meets at the educational fairs. If these students left their email addresses, the IMR unit could contact them afterwards and provide them with extra information that might foster greater interest in CBS. Such an initiative would prevent the problems that can arise when the opposite attitudes of universalism and particularism interact. By doing so, CBS would also have the opportunity to explain to prospective Indian students how to meet the entry requirements without having to deal with the Indians' assertive and demanding attitude described above. Such an initiative would also appeal to the collectivist minds of the Indian students and their expectations of a high service level. By contacting and communicating with the students early in the process the Indian students will feel that they are given the expected service level and in advance create a positive attitude towards CBS. But as described earlier, using a personal approach makes it paramount to be aware of addressing the students and their parents in a humble and polite way by claiming other- or mutual-face to secure that the Indian students feel appreciated as well to show that CBS is interested in building a good relationship with them and enrolling them. If CBS is able to take advantage of the fact that Indians have a very close relationship with their in-group community by making them part of the CBS community already at the educational fairs, the Indian students may not act so aggressive and assertive as they will feel they are in a personal relationship with CBS and its employees already. This relates to the aspect described in the power distance analysis where it is

suggested that the IMR employees must not give the Indian applicants a direct "no". It is better for the IMR employees to direct the students to the website and tell them that they will figure all the questions out after returning to Denmark. When inviting them into the CBS community, the polite and humble address is essential as a reprimand could otherwise be misunderstood as a personal insult. By appearing forthcoming, humble and respectful the chances of the students being more positive towards CBS when applying for graduate educations are higher.

8.3. Confirm the Truth in the Marketing

One aspect which the author considers important in regards to CBS having to be among the best HE institutions in order for the Indian students to be interested and to be able to differentiate itself from its competitors, is to confirm to the interested applicants that what CBS promises is not just "hot air" as described in the marketing communication theory. This process will most likely be one long communication strategy in itself. As some applicants always choose the competitors, it is important that CBS focuses on a constant and consistent communication to all students who have shown some kind of interest in the school. The IMR unit is already doing so in a number of areas, for instance by answering e-mail questions and contacting appraisal applicants. However, the author identified several aspects, which the unit has not taken into consideration or has not initiated yet, all of which could make an important difference in CBS's reputation abroad.

8.3.1. Web-Site

First of all CBS's website is a mess. All the CBS employees interviewed for this paper are very much aware of this fact. As R4-EMP expresses it: "*The website and the forms are full of language mistakes and some are only in Danish*". And R9-EMP explains that there is no coherence in the content and prospective students are practically bombarded with a lot of unnecessary information. However, nothing is being done to improve it. The author thinks this should be a main focus for the whole of CBS. The author, having worked at the Admissions Office at CBS, has experienced that interested students do not know where to direct their enquires and often end up sending an e-mail to cbs@cbs.dk. Such e-mails are then forwarded to their

respective intended recipients after months of delay making it embarrassing for the different department to finally answer. Alternatively, the mails are sent to the wrong departments, portraying CBS as a unit not aware of its own departments and the different business areas.

8.3.1.1. Comparing Web-Sites

When comparing CBS to its competitors, the web pages of both SSE and RSM appear better structured than CBS's, placing all the information about entry requirements and application procedure on the homepages of the different programmes. The simpler structure makes it easy for students to find the information required, address the right departments and get quick and comprehensive answers. At CBS's website Admissions Office has its own site, containing all the information about application procedure etc. The author does not consider it ideal to search for a separate department instead of clicking at the programme one wishes to attend. Besides from this, the CBS[8] website takes the student directly into a Danish version whereas the websites of both RMS[9] and SSE[10] go directly to the English version, making these two schools appear more international. As R9-EMP concludes: "*A lot of students give up before they have even started*".

All these aspects contribute to creating the impression of CBS being an incoherent and unstructured organisation not in control of its own strategy and objectives and not interested in improving the service and the educational level for the students' benefit. All these aspects appear undesirable in the eyes of the assertive Indian students, demanding only the best education and the best treatment.

9. Media

It is has not yet been possible to choose the most appropriate media for CBS to use. It has been concluded that CBS needs to start attending the educational fairs in India again in order to recruit activly and meet the

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[8]http://www.cbs.dk/
[9] http://www.rsm.nl/home
[10] http://www.hhs.se/Pages/default.aspx

prospective students face to face. But how does CBS reach those students who do not attend the educational fairs?

9.1. Networking

As all the CBS employees interviewed for this paper state networking is the way forward for CBS. But such level of networking needs to be developed and enmeshed in many levels of the marketing. It appears to the author that CBS has the ideas but is not good enough to use them. As R9-EMP says: "*Friend casting and social media would be a creative way to reach out to the students*". And R4-EMP says: "*CBS is on Facebook and Youtube*". However, it does not seem like these sites create enough activity since she does not consider them to work.

Scanning the marketing communication theory it is often mentioned that advertising can be built into different media. However, it is not recommended that CBS makes use of any of the traditional advertising channels such as TV or newspapers. As stated in the marketing communication theory such media tend to impose a certain political view on the sender, which CBS should not be interested in if wishing to attract a broad range of prospective students. At the same time Unusier and Lee explain in the media theory above, that the web is today's fastest and cheapest media to reach people below 35. As CBS's exact target audience is people below 35 years of age, it would be stupid not to make use of this particular kind of media. While being in India, the author also experienced to what extent the Indian students used SNS's (FB, Twitter and LinkedIn) for staying in touch with friends, publishing videos and sharing information. As the leftwing Indian newspaper mentioned in the marketing theory tells, the Indian youth spend over two hours each day on FB (The Hindu, 2010). FB has over eight million users in India, while LinkedIn has six million (Ibid.). Using the Internet would thus take advantage of the already very collectivist attitude of the Indians. They would be able to interact with CBS more throughly, posting comments and asking questions.

9.1.3. Viral Videos and Youtube

When drawing on Li and Bernoff's knowledge of using the internet, the best way for CBS to kickstart its marketing communication strategy would be to create a viral video. Such an initiative would arouse the awareness among future Indian students while also being a cheap and impartial method in regards to politics. The videos CBS has on Youtube at the moment have clearly not been very useful since the author herself has never heard about them, much less seen them. But in regards to the RQ of this paper, CBS should try to create a video targeted directly at the Indian youth. It should be informative, present well-known students who have attended CBS in the past, explain how CBS interacts with companies in respect to job offers and show how a typical student life in Denmark is structured with student jobs and life outside campus. By including some of the cultural differences, CBS would be preparing the Indian students for these different aspects and showing them that CBS takes such matters seriously for them to have the best experience.

9.1.2. Facebook and LinkedIn

As the theory suggests, the viral video needs to direct the students to another media. FB and LinkedIn would be ideal in this retrospect. Here CBS would be able to post creative games or events, which the students could engage in and post on their wall inviting their friends to join in, too. This would create a word of mouth effect and free advertising for all the differenet initiatives CBS offers the students which nobody knows about, as R1-IND points out. If the students' friends in India can see how much fun and how much intercation an Indian student has with his or hers business school, the chances of the other students checking out that particular business school can be assumed to be high. Such an initiative would also speak to the collectivist minds of the Indian students. It would help create a special CBS spirit among the international students, which all the Danish students interviewed for this paper claim CBS lacks. It could be an essential element in creating of a more social student life for the Indians as well as others.

PART FOUR: CONCLUSION AND FUTURE PERSPECTIVE:

10. Conclusion

This paper has investigated how CBS as an international business school can improve its marketing communication strategy towards the Indian market in regards to what effect culture has on the marketing communication strategy. The method consisted of both qualitative interviews and a quantitative questionnaire. The interviews were meant to generate different views on the cultural differences between Denmark and India, whereas the questionnaire was intended to retrieve some hands-on facts on how Indians view education and different values in life. The empirical investigation was conducted based on the cultural theory of the GLOBE research combined with a number of other cultural scholars. GLOBE also formed the foundation of the two cultural diagrams showing the differences between Denmark and India.

In the introduction a number of sub-questions were asked to make it easier for the author to answer the main research question. From the two diagrams it was clear that the most important cultural differences between Denmark and India that CBS needs to be aware of are: Collectivism and individualism, Power Distance and Assertiveness. Besides from these, the dimension of Face was also added based on the author's own experience and judgement. During the analysis of the theory and the empirical findings, it became clear that India has a very strong collectivist mentality towards their in-group members, whereas Denmark is very individualistic. The collectivist spirit of the Indian society implies that the whole family depends on the education of the young and that the students are used to be attended to by their HE institutions. They also have a relaxed attitude towards rules and regulations whereas Denmark is more concerned with keeping the law. It was also found that the Indian society is still characterized by a high level of power distance, based partly on the caste system, whereas Denmark is

among the most egalitarian societies in the world. The Indian power distance characteristic suggests that the parents are very influential when it comes to deciding where the youth is to study, which fits with the fact that they themselves are depended on the education. Indians also tend to ascribe status to people whereas Denmark is an achieving society. The assertive theory illustrated how Indians are aggressive towards out-group members when it comes to achieving something because of a huge societal pressure. Danes on the other hand tends to be more relaxed as the Danish society do not put that pressure on them. This assertive attitude also means that the Indian students will only choose the best HE institution. But at the same time Indians are very concerned with saving face and building up good relations by having a collectivist concern for other-face, whereas Danes are more direct in their style of communication.

The empirical findings further indicate that Indian bachelor students choose a future master program by searching the international ranking lists of the world's best HE institutions in order to apply only to the school which can provide them with the best job after graduation. However, the students do not take the decision all by themselves, their parents have an important say too. The empirical findings also suggested that the Indian students only attend a HE institution if they can afford it financially.

Besides from the main theory, which was the cultural theory, the paper also investigated different marketing communication methods, which were meant to give some hands-on ideas to how CBS could prevent the cultural differences from having an impact on the strategy.

Overall, CBS needs to spread a word of mouth and raise Indians' awareness of its existence. This can to be done by several means: First, CBS needs to modernise its website. Second, CBS should start recruiting actively again by attending educational fairs and it should begin taking advantage of viral marketing and advertising through viral videos on the internet. Here it is of paramount importance to produce specialised sales material for the Indian

market informing the assertive Indian students about which careers the education will give them access to after graduating. These videos should direct the students to SNS's, such as Facebook and LinkedIn. CBS must change its attitude to the enrolment procedure of Indian students, being more flexible or even taking a completely new approach and creating a test. Fourth, CBS should also recognise the importance of bringing along other stakeholders such as alumni, current students, professors and Indian companies to the educational fairs in India. In the end CBS should also try to finance more scholarships for students coming from India and take contact to both interested students met at the educational fairs and Indian business schools in order to make exchange agreements for the Indian bachelor students to make them come back for the master programme.

If CBS does not take all of these aspects into consideration when trying to develop a proper marketing communication strategy towards Indian students, it will simply not be able to raise the number of Indian students at all.

11. Future Perspective

While processing this paper, CBS has undergone several administrative changes, where employees have been fired and departments have been closed. The IMR unit is among the ones which have been closed and whose employees have been transferred to other departments. Rumour has it that international students are still part of CBS's main strategy but nothing is certain until the board of directors comes out with a clear announcement.

If CBS chooses not to focus at raising the number of non-EU students, it still seems essential that CBS starts to improve its services to the students who are enrolled at the moment. The empirical data suggests that CBS is currently focusing much more on the service to the exchange students whereas the full-time international students are expected to take care of themselves. However, since the full-times students are the ones who pay tuition fee they are the ones the attention should be paid to in the first place. If CBS is able to enhance the experience of the already enrolled students, they will conceivably function as CBS ambassadors upon their return home, opening up for the possibility of other students contacting CBS, too.

However, CBS cannot take on the whole strategy alone, it also needs help from the juridical institutions, too. The Danish government's new "Point-system" may make it harder to attract non-EU students, as the requirements for entering Denmark may seem overwhelming. Besides that, the government should also look at other countries, where students are able to work up to three years after graduating, instead of the six months they have in Denmark as R1-IND tells. This allows them to pay off the student debt. With the Danish model they will most probably not be able to pay the debt off, as they otherwise will have to do it on a "home-country salary".

12. Bibliography

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13. Appendix

Appendix 13.1: Suggested Semi-Structured Interview Guides

Appendix 13.1.a: Indian student: R1-IND – Informant Interview.

Research questions	Suggested interview questions	Extra questions and comments
Indians approach to education:	Why did you come to CBS?	
	Can you explain the typical Indian bachelor student? - what are their background, how do they choose their education and how do they finance it?	
	Where did you find the information for your bachelor programme?	
	Did your parents have any influence on your choice of education? - were your parents influenced of other family members etc.?	
	When you take an education at CBS, how will it influence your life? What do you see as opportunities and downfalls concerning job possibilities? - What do you associate Denmark and Scandinavia with? - What do you think companies think when they hear about Denmark? - What values do you think Denmark can use to brand itself	

	abroad?	
What does he think of CBS as an Indian?	How do you view the CBS rules of non-EU students have to pay so high a tuition fee compared to EU-students? - How much do you think CBS should nurse the international students?	
	What do you think of the physical attributes of CBS – would it have an effect on the international students?	
	What do you think of the communication from the administration to the students? - How do you think CBS could encourage students to participate more in conferences and student life?	
	How do you think CBS should act in the question of helping students get a job after graduating?	
	Should CBS prepare international students of the independent way of living of the Danish culture? - What should CBS do in order to integrate the international students into the Danish study culture?	
	How do you see the structure of CBS?	

	– how do you evaluate the administration?	
What does he as an Indian think CBS could do concerning marketing?	What could CBS draw on ex. Nexus, cantina area etc. when trying to attract international students? - Should there be the same conditions for international students as for the exchange students in terms of introduction week etc.? - How could CBS do more to tell the students of the value of the international students? - Could CBS include the international students more in the improvement of the conditions – and how?	

Appendix 13.1.b: Indian student: R6-IND and R7-IND

Research questions	Suggested interview questions	Extra questions and comments
Introduction	How long have you been in Denmark?	
	Why did you choose to go to CBS?	
What expectations did they have about the interaction before coming to Denmark?	Did you have any expectations of the style of communication prior to working with Danes? a. If so, which? b. Had you heard anything about the Danes before meeting them – for instance stories about their way of doing business?	
	Did you expect any cultural differences between Danes and Indians to cause difficulties? a. If so, can you explain?	Face question. Denies everything concerning expectations
	Have you noticed any differences in the communication styles of Danes and of Indians; here I mean both between students internally and to the professors? a. How do you evaluate the communication between authorities (professors/administrative employees) and students? b. What do you think of the way the	Not wiling to admit to the formal way of addressing profs.

	communication takes place?	
	Do you think that you do anything different when communicating with Danes in comparison to communicating with other Indians/do you adapt your image? a. Are you more concerned with being polite when dealing with foreigners than when dealing with other Indians?	Face question
	Do you have any examples of a very successful communication situation?	
	Have you experienced any misunderstandings between you and a Danish counterpart e.g. your administrative secretary or a professor? a. If so, can you describe the situation, what went wrong? b. How did you solve the problem?	
	Do you think that language play a role in the communication between you and e.g. a Prof or your fellow students?	
How did the meetings go?	Have you done any group work with Danish students?	
	How did you experience the decision making process as in, who were to write what, how was the tasks divided? Did all parts make the decisions or did one take charge?	Assertiveness question – does the individual think he controls the nature?
	How do you evaluate the positions of the students internally? Are the counterparts' gender, age, nationality, seniority and title important to	Power distance question.

	you?	
	Compared to Indian students, how do you view the Danish study mentality – do you find any differences in the student's attitude towards their education and the future aspects, which the programmes gives access to?	
	What does competition mean in Denmark compared to India according to you?	Assertiveness question.
How did the relationship end up?	Do you socialize with your Danish fellow students outside the class room? If so, how will you describe them, have you noticed any differences in the behaviour of your Danish friends depending on when they are in class or in private? Which differences?	
	What do you weigh highest, professional or personal relations? a. what do you think Danes weigh highest?	Collectivism question.
	Do you at any time feel that your Danish fellow students question your person or Competencies?	Face question.
Indian opinion of a school system.	How much do you think an educational institution should nurse and help its students? Especially the international students.	
	What do you think of the Danish way of studying and the way our university system is structured with students living outside campus etc.?	
Indian opinion of what CBS must	If CBS is to promote itself to Indian students in order to get	

do in the marketing?	them to Denmark, do you think that it is important that the CBS have a thorough understanding of Indian culture? a. If so, which factors do you think is most important to be aware of?	
	Concerning the campus/student-life in Denmark compared to India, what importance will this have on Indians? - why do you think Indians will react this way?	
	If you were to evaluate how an Indian student was to make the decision of choosing his master programme/school, whom do you think he would consult? Does he make it alone or in a process with others?	
	What do you think of the physical attributes of CBS; buildings, logo etc.?	

Appendix 13.1.c: Danish students: R3-DEN, R5-DEN and R10-DEN

Research questions	Suggested interview questions	Extra questions and comments
Introduction	Hvor længe var du I Indien?	
What expectations to the interaction did they have?	Havde du nogle forventninger til indernes kommunikations metoder før du tog til afsted? a. Hvilke? c. Kendte du noget til indere før du tog til Indien? Eks. Deres arbejdsmetoder etc.	
	Forventede du at kulturelle forskelle kunne danne grundlag for forviklinger eller misforståelser mellem dig og de indere du interagerede med? a. Hvis ja, kan du så forklare hvad tanker du gjorde dig?	
	Har du bemærket nogle forskelle I den måde indere kommunikerer på og den måde danskere kommunikerer på? Her tænker jeg både studerende internt og mellem studerende og administration/professorer. a. Jeg vil gerne frem til hvordan du vil evaluere kommunikationen mellem autoriteter og "ikke-autoriteter". b. Hvorfor du tror kommunikationen	

	foregår som den gør?	
	Tilpasser du din kommunikation i forhold til de personer du kommunikerer med – om det er danskere eller indere? Ændrer du dit image/høflighedsniveau eller andet? a. Er du mere opmærksom på aspekter som høflighed, ydmyghed osv. Når du kommunikerer med udlændinge end når du kommunikerer med andre danskere?	Face-question
	Har du et eksempel på en situation, hvor kommunikationen bare var helt vellykket a. Hvis ja, kan du beskrive situationen, hvad lykkedes?	
	Har du oplevet nogle misforståelser mellem dig og en indisk person? a. Hvis ja, kan du beskrive situationen, hvad gik der galt? b. Hvordan løste du problemet?	
	Tror du at sprog spiller en rolle i hvordan udfaldet af en kommunikations situation bliver?	Language question
How did the meetings go?	I forhold til gruppearbejde, hvordan oplevede du beslutningsprocessen, såsom hvem tog beslutningerne om opgavefordeling? a. Deltog alle gruppemedlemmer, eller var der nogle der var mere fremtrædende end andre?	Assertiveness questions – does the individual think he is in charge of the nature?

	b. Hvordan agerede den/de styrende personer?	
	Hvordan opfatter du samspillet mellem de studerende internt? Betyder aspekter som alder, køn, nationalitet noget	Power distance question.
How did the relations end up?	Socialiserede du med dine indiske medstuderende i fritiden? a. Hvis ja, hvordan vil du så beskrive dem som personer når de var i skole og når de var privat personer, var der nogen forskel?	
	Hvad vægter du som person højest, professionelle eller personlige relationer? a. Hvad tror du Inderne vægter højest?	Collectivism question.
	Følte du på noget tidspunkt at dine indiske medstuderende stillede spørgsmålstegn ved dine personlige kompetencer?	Face question.
Danish opinion of a school system.	Hvor meget mener du at en skole skal gøre for sine studerende i forhold til at være behjælpelig med beboelse, opstart, job efter uddannelse etc.	Collectivism question.
	Hvordan opfattede du den indiske skoles håndtering af de studerende og specielt de internationale studerende?	Collectivism question.
Danish opinion of what must be done from CBS's point of view.	Hvis CBS skal formå at lokke flere indiske fuldtids studerende til i fremtiden, synes du så det er nødvendigt at CBS er opmærksom på de kulturelle indsigter som du har fået i din tid i landet? a. Hvis ja, hvilke faktorer mener du så, ud fra dine	

| | erfaringer, er vigtigst? | |

Appendix 13.1.d: Employees at CBS: R2-EMP and R4-EMP

Research questions	Suggested interview questions	Extra questions and comments
Introduction to the respondents' backgrounds and knowledge of India as a segment.	Hvor længe har du arbejdet med Indiske partnere - både forretningsforbindelser og studerende?	
	Hvorfor besluttede I jer for at gå ind i Indien?	
	Hvordan kom I ind på det indiske marked; havde I ex en mellemmand eller andre facilitatorer?	
	Kan du beskrive scenariet/messen i Indien. a. Hvem var i dernede med? Hvor mange uddannelses institutioner var repræsenteret i alt etc.?	
Which considerations did the respondents do concerning the communication to the Indians?	Hvilke overvejelser gjorde I jer omkring det indiske marked ift. kultur før I tog dertil?	
	Forventede I, at de kulturelle forskelle ville skabe problemer. a. Hvorfor/hvorfor ikke?	
	Hvilke komponenter lagde i vægt på når I skulle fortælle om CBS/Danmark?	
	Kan du komme i tanke om noget du gør anderledes når du kommunikerer med inderne ift. når du kommunikerer med folk fra vestlige lande? a. Hvad betyder høflighed generelt for samarbejdet med inderne?	
	Har du nogen eksempler på en rigtig vellykket kommunikation?	
	Har du oplevet at kommunikationen kørte skævt? a. Hvorfor tror du det gik galt? b. Hvad tror du kunne have reddet	

	situationen?	
	Hvilken rolle spillede både jeres faglighed og personlighed? Både for koordinaterne af messen samt de interesserede der kom på messen. - Her tænker jeg på om jeres køn, alder, jobstatus etc. spillede rolle for deres attitude og kommunikation med jer.	
What was the relationship to the Indian business connections?	Da I var i Indien, mødtes I da med jeres indiske samarbejdspartnere uden for arbejdstiden? Bemærkede du nogen forskel i indernes opførsel afhængigt af om de var på arbejde eller om du så dem privat?	
	Hvad vægter du selv højest i en forhandlings/kommunikations situation, (at få budskabet om CBS ud eller skabe relationer og forståelse mellem partnerne) og hvorfor?	
	Hvad føler du inderne vægter højest i en forhandlings/kommunikations situation – business eller det personlige forhold mellem jer? Her er det både messekoordinaterne og messegæsterne.	

What meaning do aspect like Image play in a business situation?	Tilpassede du dit image nede i Indien?
	
	    a. Hvad gjorde anderledes du for at give netop dette billede af dig selv?
	
	    b. Hvilket billede ville du gerne give af dig selv (kompetent/magtfuld/sympatisk/høflig etc.)?	

	Hvad var din oplevelse af Inderne generelt? (Var de tilbageholdende/reserverede/kompetente/ føjelige/ sympatiske osv.)?	
What do the respondents think of CBS as a HE institution and the	Hvad er dine forventninger til CBS's fremtid i forhold til Internationale studerende? a. og herunder specielt indiske studerende?	Vil det hjælpe at gå direkte til bachelor business schools i Indien for at

chances of attracting Indian students?		tiltrække de studerende direkte derfra?
	Hvad mener du at CBS kan gøre bedre for at udbrede budskabet om CBS i Indien? Og er det overhovedet muligt efter din mening (hvorfor/hvorfor ikke).	Hvilke pitfalls har I identificeret? Vil det hjælpe at sænke adgangskrave ne?

Appendix 13.1.e: Heads of CBS departments: R8-EMP and R9-EMP

Research questions	Suggested interview questions	Extra questions and comments
Background knowledge to their opinion of India as managers.	Ved du hvorfor CBS besluttede sig for at højne antallet af internationale studerende?	
	Ved du hvad begrundelsen var for at gå ind i Indien til at begynde med?	Ved du hvorfor CBS stoppede med at rekruttere aktivt i Indien i år?
Information of their opinion of Indian international students.	Hvad er dine forventninger til CBS's fremtid i forhold til Internationale studerende generelt? – og til Indiske studerende?	Hvordan ser du mulighederne for at højne antallet af internationale studerende?
	Hvordan vil det gavne CBS at have flere internationale studerende?	
	Hvad tror du konsekvensen vil være hvis der kommer flere internationale studerende til?	
	Hvilke grupper af studerende vil ifølge dig være mest hensigtsmæssig at bruge kræfter på at tiltrække?	
	Hvad er ifølge dig årsagen til at der ikke er kommet nogle indiske fuldtids studerende ind på CBS i år?	
	Hvad vil du synes om ideen om at sænke adgangskriterierne for Indiske kandidat ansøgere for at gøre det muligt for	Ændret til engelsk kravet

	flere af dem at opfylde adgangskravene? – Hvorfor/hvorfor ikke?	
	Hvilke andre kreative indgangsvinkler kunne du komme i tanke om kunne tages i brug for at højne antallet af indiske studerende?	
	Hvilke kulturelle forskelle tror du vil være i vejen for at indiske studerende vil kunne begå sig på et dansk universitet?	
	Hvordan ser du på CBS når det kommer til den service institutionen yder til sine studerende? – Tænker du over at internationale studerende forventer et meget højere service niveau end danske studerende gør?	
Their opinion of CBS as a global competitor.	Hvad synes du CBS som uddannelses institution har at tilbyde udenlandske studerende?	Hvordan analyserer du CBS på det globale uddannelsesmarked? - hvordan står den i konkurrencen med andre internationale business schools, som ex. London Business School?
	Hvilke faktorer tror du på at studerende, der ønsker at læse deres overbygning i udlandet, lægger vægt på når de skal vælge universitet?	
	Hvor tror du fremtidige internationale studerende finder frem til CBS henne?	
	Hvordan tror du at CBS fremstår for internationale studerende, der vil	

	undersøge mulighederne for optagelse når de går ind og undersøger ex. hjemmesiden?	
	Tror du CBS har nogle chancer for at fremme sit eget image og ry i fremtiden og hvilke metoder tror du skal tages i brug for at opnå dette?	
For R8-EMP only: Her opinion of the future of the unit and CBS's chances of attracting students.	Hvad betyder jeres lille enhed, efter din mening, for CBS?	Hvor gør I en forskel i forhold til den markedsføring der tidligere blev foretaget? Og hvad gør i for de internationale studerende i dag, der ikke tidligere blev gjort?
	Hvilke aspekter (service, ranking, programmerne, Danmark etc) tror du har betydning for indiske studerendes oplevelse af CBS og vil være med til at fremme antallet af Indiske studerende?	
	Når man tænker på at Indiske studerende er meget kollektive og i Indien nærmest tager skolens identitet på sig, tror du så det vil være en barriere at CBS er så individualistisk et universitet?What are the key things that you pay attention to when you are evaluating an applicant for a job?	
	Hvad tror du CBS kan gøre for at give dem den "fællesskabsånd"? Måske bygge "common housings" etc.	

Appendix 13.1.f: Manager of Culturewise: R11-CUL

Research questions	Suggested interview questions	Extra questions and comments
Introduction	Hvor har du din interesse fra Indien fra?	
	Hvor længe har du arbejdet med indiske partnere?	
	Hvad vidste du om den indiske kultur og den indiske måde at kommunikere på inden du startede med at arbejde med Indien?	
Lines perception of collectivism:	Hvordan opfatter du den indiske familiestruktur?	
	Hvordan vil du beskrive en inders forhold til sin virksomhed eller til sin familie? Hvad mener du, at dette gør ved deres selvopfattelse og identitet?	
	Hvordan opfatter du den indiske virksomhedskultur – er det individet frem for gruppen eller gruppen frem for individet?	
	Hvordan vil du beskrive en indiske forhandlings situation – hvordan vil de håndtere situationen med hensyn til hvor meget vægt der bliver lagt på selve forhandlingen og hvordan forholdet til forretningspartneren bliver prioriteret?	
Lines perception of face?	Hvordan opfatter du indernes håndtering af stres situationer?	
	Hvordan vil du beskrive en inders attitude hvis vedkommende er nødt til at meddele noget ubehageligt til en anden?	
	Har du nogensinde oplevet at indere skulle beskrive deres egen kultur/holdning etc. Og	- hvorfor tror du/hvorfor tror du ikke de vil

	sammenholde den med andres – har du nogensinde oplevet at de ikke vil "indrømme/indse" de aspekter som du selv har opfattet?	indrømme de kulturelle forskelle? – kan det være fordi de ikke selv er klar over dem?
Lines perception of assertiveness:	Hvordan vil du beskrive indernes attitude når det kommer til høflighed, værende ydmyg, beskeden, nænsom etc. Overfor andre indere sammenlignet med når de kommunikerer med udlændinge?	
	Kan du beskrive den indiske arbejdsmentalitet i forhold til konkurrence? – hvorfor tror du de har denne mentalitet?	
	Hvordan ser du indernes attitude overfor hinanden på et generelt plan når det handler om at de skal opnå noget?	
Lines perception of power distance:	Kan du beskrive det indiske samfund. – Hvordan er de indiske borgeres interne forhold til andre personer fra lavere/højere caster?	
	Hvordan opfatter du det indiske samfund i forhold til magtdistancen, der er mellem borgerne og politikerne? Er det okay at stille spørgsmålstegn ved den førte politik og politikerne?	
	Hvordan vil du beskrive arbejdsstrukturen i en normal Indisk virksomhed (forholdet mellem leder og medarbejder – hvordan er kommunikationsprocessen)?	
Lines perception of uncertainty avoidance:	Hvordan opfatter du indernes attitude når det kommer til forandringer?	

	Hvordan opfatter du indernes attitude når det kommer til regler og det at være konsekvent i udarbejdelsen af opgaver - hvordan vil kreativ tænkning blive opfattet?	
What is important to Indians when it comes to education and how will they manage:	Hvad tror du indiske studerende lægger vægt på når de skal vælge et internationalt universitet og hvad tror du så der skal til fra CBS's side for at lokke disse til Danmark?	
Line's thoughs of promotion of Denmark/CBS	Hvad tror du CBS, Denmark og Skandinavien vil kunne tilbyde indiske studerende som de ikke vil kunne få, valgte de eksempelvis USA i stedet?	
	Hvordan tror du, at en indisk person vil klare sig i en individualistisk dansk kontekst?	
	Kan du beskrive dine egne begreber. Hvordan bruger du disse begreber når du skal undervise danske virksomheder?	

Appendix 13.2: Interviews

Appendix 13.2.a.: Response from R1-IND:

Nodes:	Response:
Collectivism:	Families have to justify to other family members why they send their children to a specific school, as the whole family, especially in the middle classes, help support the education of the children.
	International orientation and correspondence are important, CBS cannot attract international students if it does not focus on the nursing level.
	CBS is not able to provide this collage atmosphere because the buildings are placed so far apart. This is a lack big time. CBS needs a place where students can meet in the middle, interact and develop ideas. International students do not have a life outside CBS, CBS is the life of the international students, therefore they need a place where they can hang out in the spare time.
	Families take huge loans to pay for the children's education and less financial fortunate families decide to starve to save money for the children's education. Therefore families and money play a huge deal in choosing an education in India.
	There is no synergy between the programmes. If a student is studying one programme, then he is just in this one programme and does not know anybody from the other programmes.
Power Distance:	A lot of Indians do not do what they want to but go for the secure choice and choose what will get them a good job right after graduating. It is often the parents who tell the children that they have to be either an engineer or doctor to get a good job.
	CBS's ranking is going down. This is also a problem if the students have to convince the parents why they wish to go there. The parents will think why they should spend money on a school, which does not lie in the top end and where job offers are not secured afterwards.
Assertiveness:	CBS care more about the exchange students than the international students. CBS should be more caring and

help with for example housing etc. International students come to a foreign country and do not know the system. CBS cannot expect to attract international students if they do not support them.

Face:

The international students are the ones to carry on CBS's name when they go back home, they pay money to get an education and they contribute to the society by living in it.

The school needs to emphasis and constantly tell the international students how important they are for the school and what value they add to the school.

CBS scholarships are provided on the basis of background and therefore it is weird that CBS does not want to know its international students.

CBS needs to change its attitude, it needs to attract international students for the value the students will provide the school. Money will come automatically when the students come but it really needs to be a wish from CBS.

Marketing:

It is important for the parents that it is a good school in order to be able to justify the choice to the other family members.

Indians focus a lot on what the children can use the education for after graduating and how the job possibilities are, if it will be possible to earn good money etc.

Denmark is not the first country, which comes into mind of Indians students when wanting to go abroad.

In the US students can get scholarships and every student in the US pays the same tuition fee no matter of nationality. And they have very low acceptance rates.

CBS could put emphasis on the solidarity and the system in order to brand the country and CBS outside Europe.

In the UK a student is allowed to work two years after the education without any other visa in order to pay of the debt the education has given him. If a student study for three years and work for two, one has earned enough points for a permanent residency. That's worth spending $100.000 on.

CBS needs to show which people have graduated from the school. If the former students do well, the school's ranking goes up and the degree is worth more. Ranking is a very, very big deal!

One of the big selling points is that CBS can help their students get a good student job. It is a very unique student culture that students work and develop the abilities within the work places.

I am very happy about the package deal in meeting cool people, getting a network and learning the working and living culture. I have become a more mature person. This is a very high selling point and CBS should use this.

Communication: CBS needs to differentiate the Danish students from international students.

The communication is also too bad when thinking of the opportunities CBS offers the students. At CBS everything is divided up and it is bullshit that the administration does not have the time to take care of the students. Then they should hire more people.

Appendix 13.2.b.: Response from R2-DEN

Nodes:	Responses:
Collectivism:	Often other parts of the family help collect money for tuition fees etc, as it is very expensive for them.
	The decision to leave the family for two years is a big and important decision, which the whole family is involved in.
	It is a certain type of people we have been working with as fair organisers are on the road for the job all the time. This makes a person very extrovert and outgoing.
Power Distance:	I have never felt that I was not taken serious and that my sex and the fact that am is a young woman have made a difference.
Assertiveness:	Indians are very assertive people, and when it comes to communication they can be almost aggressive and not take "no" for an answer.
	I often had to be very firm and direct and felt I they had to educate the students.
	As the country has so many inhabitants, people need to be assertive and aggressive to be heard.
Face:	Indians seems to feel that there is always a way around any problem. They tend to think they can talk their way out of anything and let it slip easily.
Marketing:	I use a sales pitch for the master students, explaining to them that they only have to be in Copenhagen the first year, paying the high living costs. At the second year they can study abroad and maybe go back to India and take courses at one of the IIMs. And when they are to write the master thesis, there are no requirements for them to be in Denmark, they only need to be in Copenhagen for the defence.
	CBS should learn to think outside the box and focus more on the value international student add to the university instead of focussing on whether or not they fulfil all the specific entry requirements.
	The evaluation should not be based so much on the grades or fulfilling a certain level, but should instead be an overall evaluation of the student, which shows that he or she is still academically qualified but is maybe not

a "top of the line student".

CBS puts up too many blocks for the students. CBS needs to consider where it is possible to be flexible, so CBS as an institution can attract more Indian students. Flexibility is essential if a business school really wants international students. The fact says that 600,000 students go abroad every year and if CBS can attract just two or three of those, then it has come a long way when considering the high competition.

I would like to have the opportunity to promote CBS at its career services and the future prospects a CBS education offers as well as the opportunities for working in Denmark afterwards.

Facts like what the starting salary is, which famous people graduated from CBS and what kind of companies recruit here. It is information like this they can relate to and will end up choosing the university at. But CBS has not investigated these facts and therefore it is not possible to use this as an asset. But students want "value for money".

After a couple of years, when CBS's popularity and name has been built up and have become internationally known, it can start being more strict and picky of the students who are accepted into the university. But until then, we need to recognise that we cannot attract the top-students so we have to go for the "second level".

It is not something a small unit of three people can do alone. CBS has to promote itself, not just to the students but also to their parents and international companies so they want to hire students who come with a CBS background.

Communication: I like to respond to the individual according to the way the individual communicate with me.

I have never experienced that I had to be so strict and assertive towards other groups of individuals as I am towards Indian students.

I try to show goodwill by saying "Namaste" and wear Indian cloth and it often helps. Indians get very flattered when foreigners do an extra effort to show that they care and respect the culture.

I feel that I get good communication by wearing Indian cloths, knows how to say certain words and show devotion.

Appendix 13.2.c.: Response from R3-DEN:

Nodes:	Response:
Collectivism:	The Indian university did too much for its students.
	I felt that the image of the university became the self-identity of the students as well. The university replaces the family during the years the students spent there. I think it hinders the students from becoming individuals and think individualistically.
	A common "CBS identity" is what CBS is lacking as an institution. Students from one programme do not identify with students from another programme. The Danish teaching methods challenges the students and demands a very strong independence and will of the individual, as CBS does not have attendance. Danish students are raised to be independent and are taught to think individually, whereas the Indians are raised with a collectivist culture.
Power Distance:	Between the professors and the students, the communication style is much more characterised by a student/teacher relationship. The professor is there to teach the students and the students are there to learn.
	In Denmark the teaching process is being created as an interaction between the professor and the students, whereas in India the professor is a "Guru" who is expected to have all the answers, which the students are not to question.
	We had to be much more respectful and use phases such as Sir, much more than when in Denmark.
	I experienced that it was much more important to show respect for elder employees and business

partners.

Grey hair is very important in India and it is unusual for such a young man as I am to teach elder individuals.

Unfortunately I think it has a lot to do with the colour of my skin and the fact that they knew I came from a different background and context. If I had been an Indian guy in that job, I would not have been able to act the way I did.

I felt indirectly that the school and the professors questioned my intelligence and competences. We were just to sit and listen and not question what the professor was teaching.

I was not used to the top-down communication style of the Indian organisation.

Assertiveness:	In a business meeting, a business partner, a CEO, during the meeting asked of the differences in picking up girls in Denmark and India.
Face:	I experienced a lot of awkward situations. I often felt that we were at different levels when talking about subjects such as girls, religion and society.
	I experienced a lot of awkwardness. I accidently mentioned subjects that were taboo and not to be talked about in India, as it might have been in another society.
	I felt that this guy (The CEO in the business meeting) violated the boundaries of what is good business communication.
Marketing:	CBS must be much aware of the nursing level and the fact that they (Indian students) are used to be told what to do and how to do it. They are told what the overall goal is and then they are told how they specifically are to reach that specific goal.
	CBS should build a hostel for Indian or international students only.
	I once met an Indian student who went to CBS in the past, who felt that the whole accommodation situation was a very big problem and that the campus spirit and campus life were very much missing. The Indian exchange student was not prepared for the fragmented life, which student life at CBS is

characterised by.

Maybe CBS should try to make the students identify themselves with the school as students at Indian universities do.

Communication: There was a cultural barrier in Indian women not being allowed to socialise much with foreign men.

In Denmark I would share my opinion with the boss but in India I had to be much more polite and less direct in my communication. I acted more diplomatic. If I had an idea I would wrap it up in order to not appear disrespectful.

Appendix 13.2.d.: Response from R4-EMP:

Nodes:	Response:
Assertiveness:	The fairs were very busy it was interesting to meet the Indian students however the competition for the students' attention was very high because of the number of universities present.
	In Hyderabad the students were very rude and threw around the candy paper. They did not take the CBS employees seriously and had not been polite or showed any interest in meeting the universities at all. They had just showed up at the hotel to get some free candy and pens. It was a very unpleasant experience.
	The students were also very polite but of course they would be since they were seeking an education and wanted something specific from us.
Face:	Indians in general are polite, honest and sincerely interested in the foreigners.
Marketing:	The reason for entering the Indian market was that India is a huge market.
	I put must emphasis on the European/Scandinavian teaching methods, as they are quite different from the Indians. I emphasised that it is expected that students participate actively in the class discussions and that it is expected they are being creative and think individually. It is important to prepare the students for this aspect as it is a very Scandinavian way to think, also when entering the business world.
	I told the students about the physical attributes of the school, the cantina, library etc. I made it clear that it is very easy to manage in Denmark as all people speak English at some level.
	I prepared them for the Danish price level and that it is very expensive to live and study in Denmark.
	The unit is to recruit more students and it has to do it fast. CBS did not make any business visits or visits to any schools because of the time limit but it would have been a good idea in order to get closer to the students.

The unit has a great future ahead it if granted the money it needs. However we are not taken seriously. We have been placed in a corner where we are very isolated. If CBS does not decide to keep the unit going the consequences will be that CBS has to lower its expectations in recruiting international students.

The website and the forms are full of language mistakes. CBS is on Facebook and Youtube but how much are those social networks actually being used by CBS. We answer even the stupidest questions on mail. We have created an ambassador programme and a welcoming reception, graduate ceremony. CBS has to acknowledge that international students are different than Danish students. International students need to be nursed and need to feel that they get what they would get if they had studied in for example the US.

The service aspect is really important. The communication on the Internet must be improved, both by using the social networks more but also in improving the website. And last of all, CBS needs to recognise that it "takes money to make money".

The dropout percentage would increase (if the entry requirements were lowered) as students would experience not to be qualified enough for the programme they have been enrolled in, therefore it is not a good idea. Instead CBS should grant more scholarships or look into how to grant half scholarships if more money cannot be collected.

I do not think that the students I have met until now, have had the right educational background. Most of them were engineers. And the students who do have a business background go for bigger and more famous business schools like London School of Economics or ESADE. A reason for CBS to recruit actively would be that maybe the students would choose CBS if they knew about the institution and knew of the opportunities they would get if graduating from CBS.

Communication: I am aware of the way I dressed I was more polite at all times when talking to students.

I experienced a language barrier, as the Indians spoke with a very strong accent even though they were good at English.

Appendix 13.2.e.: Response from R5-DEN:

Nodes:	Response:
Collectivism:	The personal relationships are most important.
	It would be hard on them (if not living on campus and be nursed).
Power Distance:	The power distance was as high as I expected. I was surprised by the respect the students showed the professors and how much it was required to say Sir to the professors.
	My group had to ask a very weird professor if it was possible to build a presentation on some group work we had done in another course. We only succeeded because we came to him in a very humble way and asked very politely.
Assertiveness:	They (the Indian students) were much more competitive than Danish students.
	The Indian girls were not present at the arrangements or at the parties. They were very focussed on the school and seemed very seriously.
Face:	The Indians were very kind and very curious.
	I was much aware of being polite and humble when communicating with the Indians. When foreigners curse or speak ugly in one's own mother tongue it sounds more unpleasant because it is not that specific person's own mother tongue.
Marketing:	An Indian friend found Danish people introvert and not easy to talk to. CBS must raise the nursing level.
	CBS must brand itself on its rankings, what kinds of famous students have attended CBS and what kinds of professors are teaching.
Communication:	It is not just the language, which plays a big role in communication, but the body language also makes a big difference when communicating with foreigners.
	Many Indians have never left their own country and they were therefore very eager to hear how things were other places.

Appendix 13.2.f.: Response from R6-IND:

Nodes:	Response:
Collectivism:	I value long-term relationship, if I help someone today, then they will help me tomorrow.
	The buildings are separated away from each other and the students do not live on campus that might be a problem, as students would not live together. But of course there are residences but those are also spread apart...In India people live together and are always together.
Power Distance:	The students' relationship to either professors or administration in India is slightly more open. The officials in Denmark are slightly more restricted.
Assertiveness:	CBS students are concerned about grades but not at all to the same level as Indian students.
	In India students are used to competition as the number of good opportunities is very less even if the student is really good.
	It has to do with the way Indian children grow up. Everywhere there is competition and when applying for university there are 3000 seats but the numbers of applicants are 1.5 lakh and it is growing. To get in, a student has to be in top 1 per cent. The pressure is always there. Even when in exams if we make one mistake, then we are simply thrown out therefore we always focused on how we can beat others.
	In Denmark, if the students do not stay in touch with each other, they cannot learn from one another. Most of the learning in IIMs is believed to take place outside the classroom therefore just being together in the classroom does not help increase the students' learning process. Being together outside class, working on projects and doing other stuff is more important than classroom learning.
Face:	I do consider aspects such as being polite and humble more important when communicating with foreigners than with Indians. I am presenting India and therefore I am extra careful not to hurt anybody as people are from different backgrounds and different cultures and are grown up in different setups.

The website is really good and, it is very clear and very detailed.

The level of professionalism between the students and the professors is pretty much the same as at CBS.

Indians are mentally prepared for meeting cultural differences, if they wish to leave India. So in general cultural facts are not the problem.

Marketing: The main reason why Indian students do not go out and study in other countries is first of all because of the financial requirements as they need scholarships, if it is to be possible for an average Indian student to pay for himself.

The second aspect is awareness. Indian students at bachelor level do not know of CBS and how big CBS is in Europe.

CBS should contact the administration (of the bachelor schools) and start sending out flyers to the schools, telling the students about CBS and Denmark. Awareness in these colleges would spread among bachelors automatically.

Communication: The administration is very restricted, they do not come out and help a little extra, the staffs just does its job and answers the questions.

Appendix 13.2.g.: Response from R7-IND:

Nodes:	Response:
Collectivism:	It would be the professional relationship with the deal in focus.
	Students in India do a lot of activities outside the classroom while in college. So the students are expected to mingle with the project mates a lot during the term. It is better to stay at one place where it is possible to locate other people easily. Such coordination might be a problem in Denmark. If the system had been the same in India and all people have been scattered around, the system would not work.
	Its good that the college helps the students get a good start in the corporate world.
Power Distance:	It is not the great differences expect from some small things as students in Denmark call their professors by their first name and in India students generally call them "Sir". Professors in Denmark are very approachable, whereas in India it is 80/20.
Assertiveness:	People tend to prefer schools that offer them some kind of scholarship or financial aid.
	In India it is the grades, which drives the work of the students. In Denmark, grades are definitely one of the things but it is not the end of everything as it is in India.
	In India, in many of the corporate houses, people would just work late in order to impress their boss.
Face:	I Cannot think of any cultural aspects.
	There is no real place to meet and hang out as if there was a real campus, as all buildings are scattered around but it will not be a factor for Indian students.
	I have not adapted my image and approach much whenever interacting with Danes. Once I have started talking to the Danes it is very easy. There are no problems at all.
Marketing:	Copenhagen is a little further away from central Europe, which makes it a bit more difficult to travel.
	The ranking among other business schools in the world is very important.

I would look at what kind of scholarships the business school offered and what the costs of living in the country are. If the costs are too high and there is no scholarship offered, then it does not make any sense for the students to come to CBS.

I would contact the seniors from my alumni group at the bachelor college, who have gone to different schools and listen to their experiences. But the absolute starting point would again be the ranking lists from which a student can get hold of all the schools he could be interested in. Then I would get a detailed picture of the schools from the seniors. Afterwards I would go further into details of the university and find out what it offers and what the costs of living are and if it is possible to get a scholarship.

Communication: Language plays a role when interacting with other people. In France, Luxembourg and Italy it is a big problem to communicate with other people. But not here.

Appendix 13.2.h.: Response from R8-EMP:

Nodes:	Response:
Collectivism:	They are hard working, qualified and have a good understanding of Denmark and the Danish culture. Culturally they fit better than ex. Chinese people.
	For several cultural reasons, Indian students choose to study in the Anglo-Saxon countries. They have a common history. That makes it difficult for us to compete on the short run.
	We choose to nurse them while they are here as it is also an introduction to Europe plus they are far away from home. How does a queue function?
	We have started up a buddy system to help them. It is stupid that exchange students are being picked up in the airport and full timers are not.
	The collectivism will not be a problem, as they will find all the other international students to hang out with. We take initiative to "julefrokoster" and welcome-parties and have a facebook-group for them to find each other. The international students themselves will be able to create the missing CBS-spirit. But of course they should have a t-shirt.
	Our diversity focus says that we do not want to put 120 Chinese students in the same class. They need to be integrated into CBS among students from Denmark, Sweden and Italy.
Marketing:	The goal for CBS is not to have 1000 international students but 200 in three years, 2013. The intention was to have most of them paying tuition fee and come from a various different countries as possible. And we want 5 students from each country.
	In the end it is all a question of whether the degree has any value to the companies, which is a question of making the bosses in Indian companies aware of the value CBS provides the students with.
	Even though the degree is only half as valuable as the one CBS offers, perception reality unfortunately has a much higher value.

One of the jobs for the unit is to coordinate what is already going on and try to investigate how CBS may use the fact that it is a big business school which sends out students and researchers into the global world every year. These persons are supposed to be the ambassadors of CBS internationally. We do not want to put up adds in newspapers and just wait for the students to come.

Network is very important. The number of exchange students both coming in and going abroad and professors and researchers who travel, CBS must be better at making these people ambassadors for the school, they must be better prepared to tell the good story of CBS. The alumna should be made ambassadors as well. CBS needs to work closer with its corporate partners – the partner universities, companies and embassies abroad.

The English requirements for the students can easily be raised, as the teaching at CBS is very much into speaking English when interacting, doing group work and participating orally in class. Indians have a high level of English, which is very important. They are interesting as they are in the middle of a boom in the economy.

The higher the entry requirements are placed, the surer CBS is that the students applying are the ones who truly wish to come because they want a good academic experience and background. But this also requires that CBS is able to deliver what it promises when it comes to the quality of the teaching. Much is concerned with matching of expectations.

I have heard from the US and Australian universities talking of "The Russian Princess". The kind of youth who call their parents to come and get them as they do not want to stay at a place anymore every time it rains, who expects someone to take care of them, cook for them and carry their books. CBS does not at all have the capacity to offer the kind of service those students would expect.

CBS needs a junior MBA – a one to two year education where non-business people such as Indian engineers can join.

The students are unhappy about the possibility to apply for scholarships which is too few, long administrative deadlines as in if they have been accepted, it is too expensive to pay rent and live in Copenhagen, there is

not enough contact to the companies so they can get a job both during and after the education.

I had a very good meeting with the Danish embassy in China about how it is possible to built corporation agreements between CBS and Danish companies in China to make it possible for students to get an internship in a Danish company with a branch in China. This is an initiative to show the international students that it is a part of the package and that it is possible for them to get a job when they go home.

Communication: But widening the perspectives of the students by widening the variation of students will create a deeper knowledge and bigger understanding of the global world.

They will get a better understanding of how different cultures do business, how business is created internationally, how a leader manage his employees across cultures, how products are produced etc. it will be a big advantage to get these intercultural meetings already during the educational life.

It is a technical aspect (why no Indian students was enrolled in 10/11). CBS joined the educational fair in 2009 but that fair was a "graduate fair" which is meant to sell university programmes and not business school programmes. Another aspect is that the students who are interested in studying the type of programmes CBS offers have not received the right information of what the differences are of a MSc and an MBA. A lot of qualified business bachelors think they have to take an MBA.

It takes a couple of years to get a certain school placed in the minds of the students. So it is also a question of building awareness in the minds of the students.

CBS has to recognise that it is not in the same league as London Business School or London School of Economics. But we can promote that we are a partner university to those big business schools. CBS's competitors are Rotterdam, ST. Gallen, Lund and Stockholm. When looking at the supply of programmes and English level, we always end up in Northern Europe, so it is mainly Nederland and Sweden.

The unit will be able to help out by take contact to the students who have applied for appraisals and get them interested and help them before the American universities does. We also keep the alumni proactive and proud about CBS. Especially in the long perspective are we able to provide some service.

CBS's strength lies in its location. It is cheap to travel to the rest of Europe. CBS has a lot of possibilities in combining the different programmes, as CBS is Northern Europe's second largest business school. This also gives the possibility to meet a lot of other foreign students. CBS has a lot of groups they may join, salsa, football etc. And CBS has a very high level of English and a very high academic level.

The students will have a chance to practice their English in Denmark as all here have it as a second language. In the English speaking countries they will be overruled by native speakers. Here they have the time to think through what they want to say. Many Danish students do not want to be grouped up with Chinese students as they are so bad at English, but they will be able to teach them something in finance and then the Danish students can help the Chinese speaking better English,

Appendix 13.2.i.: Response from R9-EMP:

Nodes:	Response:
Collectivism:	They do not wish to sit 30 Chinese students in the same room. They come for the international diversity.
	Personally I think that CBS needs to raise the service level. But I am aware that CBS is in a financially tough situation so we do not have the resources to provide the service. Compared to the US we might have a problem.
	At CBS we have an expectation of the students being at the exact same level as the Danish students. So the "nursing package" will not come.
Face:	In spite of a huge complaint from an Indian who were pissed that she was required to take a TOEFL test, the English requirements for Indians will not be changed. The English level in India various so much so we cannot be sure what we get. And we are not qualified enough to distinguish the good from the bad.
Marketing:	CBS really needs an internationalisation strategy. Both for which markets it wishes to focus at and if it wishes to go global at all. The new headmaster is more region-focused than global-focused.
	In a Danish perspective, CBS is the most global HE institution in Denmark. We reject international students. CBS is global it is just a matter of in what way it wishes to be global.
	The students are attracted by our international level.
	The most appropriate to recruit are the "handball"-nations where the general education ends after high school and they start to specialise after that. If Indians come with a business bachelor, they easily fulfil the entry requirements.
	There were offered seats to three Indians this year. However, they chose not to come. In the big world our handicap is that we are not an English-speaking country. CBS needs to come up with something else when we are out communicating.

In my opinion, we need to be more focused – now we choose to go for some specific countries and schools and then they are the ones we focus at. Using a scattergun technique does not work.

CBS is about to establish "One-point-entry" to make it easier for the students to contact CBS if they wish information. CBS needs to put more focus at the graduate programmes.

Communication: Any intentional choice of India was never made. It was more an idea from Janie's site than anything else. The downside may be that India is a very big market. What does CBS have to offer such a big market?

CBS enjoys a lot benefits by having international students. "More international attracts more international". It provides other attitudes towards different subjects and gives more comprehensive discussions among the students. They provide the students with something on the bottom line as in a better education. When being a business school, CBS needs to be international.

The international students are more demanding, as they need help in another way and at another level than the Danish students. CBS therefore needs to learn to think creatively and in an English way. Some may consider it extra work for the administration, I think of it as a chance of culture.

Friend casting and social media would be a creative way to reach out to the students if you ask me. And then the website needs to be severely improved. Different and reliable communication is alpha omega. And then we need to investigate what the students look at in the different countries – how does they choose and how much do the parents have to say.

CBS is a business university. That is our greatest force – it is business in a wide understanding. It is the totality of our teaching: the mix of cases and the teaching. And then our researchers have a very good reputation.

A disadvantage is that we are a "second-language" country. And we are a small country. Must we promote ourselves as Denmark or as Copenhagen? Personally I believe that most people would know

more of Copenhagen than of Denmark. CBS needs to figure out where it wants to go. And NO – we cannot compete with Harvard and LSE.

Mostly the students know somebody how has been on exchange to CBS or have been here themselves. And some are attracted by CBS's profile. We usually divide them up into two groups: The ones who just want to attend CBS and the ones who keep their options open and apply for a wide variety. I think the most interesting is the second group. What makes these students choose CBS at the expense of other business schools? Our problem is that we are hindered by the Danish Public Administration Act which means that we have to wait and choose our students until all applicants have been evaluated. In the US for example they can do it continuously.

At Admissions Office we are very tired of the website. But we do not have other places to communicate. We cannot focus our communication at the moment and therefore the students are bombed with all sort of information, also a lot they do not need. There is no consistency in what is out there. It is a very sore spot for us. We need to think "one-point-entry" into several levels. A lot of students give up before they have even started, as they cannot figure out which programmes we offer. CBS could save a lot if we improved the web.

Appendix 13.2.j.: Response from R10-DEN:

Nodes:	Response:
Collectivism:	Between the students internally, people seemed very individualistic. The competition was hard and not always fair. I experienced several situations of hues and cries when students informed against each other.
	Indian universities do too much for the students, it was like being back in high school. The professors knew the names of all the students and if a student was not happy there was no doubt that the school would take care of him.
Power Distance:	The professors treated the students as children and talked down to them, which would never be accepted at CBS. If a professor at CBS was unreasonable against a student, the student would complain and the professor would get a reprimand for it. But in India it was like being back in primary school.
	I took on some serious battles, I am a woman, has blond hair and pale skin. This type of woman is only shown in magazines and porn movies, which is why I am not the prototype of a common Indian academic.
	A female professor told me to choose my battles carefully as she herself had done the same when she was young and found that in a country like India a woman cannot win all battles.
	There is a very strong hierarchy in the Indian families and the Indian students are caught in a cultural switch where the young academics long for a western lifestyle but it contrasts with the Indian family traditions and the worldviews of their families. This result in many of them living a double life where they drink alcohol, party, smoke and eat beef at campus but have to pray three times a day when being home with their families.
	It is clearly the dad who speaks first before anybody else in the family.
Assertiveness:	The roles in a group were always clearly defined, the exchange students were not taken very seriously. But the Indians internally had always a clearly defined hierarchy. The decision-making process was very primitive. It was often concerned with who could

draw the most attention to them.

I was in a group with a PhD student who took on all tasks. She though she could do it much better than us. None of the other students in the group had a change to join in. But in general the Indians were very eager to take responsibility and it often ends up in a terrible mess because they are not qualified.

Face: Some professors who had also been to Europe to teach and they were very much like the professors from CBS. However, some of those who had never been teaching outside India and did not have international profiles were very authoritarian and proud and were very concerned with not losing face. It was not possible to have an academic discussion with them as they always though of their own point to be 100 per cent correct.

Marketing: For Indians a school's ranking and results play a huge deal. And even though CBS is twenty times better than the Indian schools, the Indian students could not relate to the Danish education because they did not have any ranking of CBS or any concrete numbers of where CBS was placed compared to the Indian MBA programmes. This is also the reason why CBS has a hard time attracting Indian students.

Indians are aware of how "the real world" in western countries functions.

CBS must put much emphasis on branding. And figure out why CBS as a business school is not ranked higher compared to other business schools in Europe. Indians students look for prestige and what looks good on the resume, such as qualified professors and famous ex-students.

Communication: In the beginning I was very afraid to offend them and their culture. However, I experienced that I was not met with the same tendency the other way around, and stopped being so concerned. Many Indians do not respect the culture of others and being a young woman travelling to India alone, did not create respect, it was quite the reverse actually.

Appendix 13.2.k.: Response from R11-CUL:

Nodes:	Response:
Collectivism:	Denmark is very individualistic. Focus in Denmark is on the happiness of the individual and how it is possible to realise ones own dreams. There are almost no people in Denmark taking an education because the parents require it, whereas this tendency is very normal in India. This also goes for the job after the engineering education, people act on what is required from them of their parents.
	If a person wishes to achieve something, it is only the best universities, which are acceptable for a good education. Therefore the whole family helps save money for the tuition fees for maybe only one of the children. When that child gradates and gets a good job, then he or she will help pay for the education of the next child or the pension of the parents. In this way everything is linked together, all money going out of the family is coming back in again, benefitting the greater good of the family.
	It is the joint family and extended family, which is the most dominant family type.
	Family is very important to the Indians and has a big influence on the lives of the individuals.
	There is a high level of sociality and people tend to start talking to others about family and marriage quicker than co-workers in Denmark would do.
Power Distance:	The tendency of listening and doing what parents want springs from a norm of listening and respecting the elder. India has a very traditional family structure with a high hierarchy.
	A person starts in the bottom and proportionally works his way up through the hierarchy during the years.
	When talking from the top and down it is okay to yell and say unpleasant things, however, if the message has to go upwards, the employee will most likely try to convince his co-workers to help him meet the deadline before saying anything to the boss.
	In India, it is impossible to imagine a system where there are no social inequalities. A part of the Indian

mentality is bound to the caste mentality.

In India it is quite normal to have a big car if you have the money for it and to have people carrying your bags when shopping.

Indians are used to a strict culture where everybody knows their place and what they are hired for.

Indians are much more focussed on keeping to the process, which has been outlined for them.

Assertiveness: Status in India is equal to being foreign. Indians in general are very fascinated by westerners and the western countries. The west somehow knows how to do something and it is worth striving for.

They are very individualistic and competitive if one is to use those words. People focus on reaching higher all the time.

It is a very liberalistic society. There are no social benefits. Therefore the Indians always focus on being the best, coming first and getting the most of it for themselves.

It is very normal in India to have a high competition between colleagues and therefore they do not perceive it as being rude or aggressive to study hard and to work hard.

Indians are very good bargainers. It is totally natural to sit in a business situation with a person you know and have a good relationship with, and still try to get the most for yourself. The one who comes first get the most for himself.

An "employee of the month" reward is joked about and people are laughing about in Denmark. In India such a reward would be taken very seriously and it would be something people would work hard to achieve.

Face: It is important to spend some time with the other part and show some pictures of the family.

There is a tendency in India not to speak about uncomfortable situations. If Indians can avoid it they would prefer not to say the word "no".

It is a question of not wanting to tell the boss that a person is not able to do his job. This is also part of the

whole hierarchy structure.

Indians and Danes have different ways of using the words "yes" and "no". A direct "no" is considered much more rude in India than it is in Denmark.

If asking an Indian person about the caste system, most of them will say that that phenomenon does no longer exist. For an Indian it might look like there is no caste, as they are used to the way their society is structured. They do simply not see it. But for foreigners coming from the outside, the caste problems appear everywhere as they are used to another kind of society. It is all depending on the background a person comes from.

Maybe these Indian students think they have a flat structure and are allowed to talk to the professors in a flat way, just because they do simply not think of the term "Sir" as hierarchical.

They might say one thing but in practice it works in another way. The family has more influence in India than in Denmark and if young people are used to the family deciding everything and they for once get a chance to decide just a little bit by themselves, then maybe it feels like they have made the whole decision themselves.

They will answer in regards to how they want it to be. It is always possible to get Danes to talk about negative aspects and differences, where Indians are more reluctant with the negative information.

Marketing: Indians are used to have people doing everything for them. CBS has to have dorms where the Indian students can live and where there is an extra service for them.

CBS needs to know what its ranking is. It could maybe be written into the material, which is sent out to schools or the fairs. But it has to be formulated so the whole family is able to understand the facts as well. Sales material in Denmark would just have to state that CBS gives access to all the student's dreams, whereas in India it would have to say what top university it is, it gives the following certificates, which will help you like this later in your career etc.

Communication: If the Indians are made aware of the conditions they will be able to adapt.

Culture and Education from a Danish and Indian Perspective

Appendix 13.3: Questionnaire:

UDBYDER	Relationwise
NAVN	Survey about CBS
FORFATTER	Rikke Levin Andreasen
PUBLICERET	10/09/2010 05:41:33 PM
Forventet	0
Påbegyndt	38
Afsluttede	12

Appendix 13.3.a: Questionnaire Overview:

3	1: Where do you mostly spot advertising for universities?	Antal	Procent
	1. From mouth-to-mouth from friends/family	15	33,33%
	2. Ads in news papers and magazines	12	26,67%
	3. Ads on TV	3	6,67%
	4. Ads on radio	0	0,00%
	5. Banners on the internet	7	15,56%
	6. Bill boards	3	6,67%
	7. Fliers at your current school	5	11,11%
	Total	**45**	**100,00%**
	Gennemsnit	**3,02**	

4	2: Where do you search for information of a potential university and its programmes, after having heard of the school?	Antal	Procent
	1. The webpage of the school	15	44,12%
	2. Websites for international educations - which ones?	2	5,88%
	3. Educational fairs	4	11,76%
	4. Student guidance service/career guidance	5	14,71%
	5. Friends/family	8	23,53%
	6. Other:	0	0,00%
	Total	**34**	**100,00%**

	Gennemsnit	2,68	

5	3: Who will end up making the final decision of where you are to study your MBA?	Antal	Procent
	1. My self, it depends on the place I like	13	81,25%
	2. My self, based on what my sibling/father/mother did	2	12,50%
	3. My mother and father	1	6,25%
	4. My friends	0	0,00%
	5. Other family members or friends of the family	0	0,00%
	6. Others:	0	0,00%
	Total	16	100,00%
	Gennemsnit	1,25	

6	4: Why will the decision be taken this way?
	1. Answer in free text

7	5: How will your MBA be financed?	Antal	Procent
	1. My mom and dad have made a savings fond for me	4	33,33%
	2. My parents will take a loan in the bank	4	33,33%
	3. My family borrow money from other family members	1	8,33%
	4. Other:	3	25,00%
	Total	12	100,00%
	Gennemsnit	2,25	

8	6: What matters to you, when having to choose the right university?	Antal	Procent
	1. The education and the programmes itself	12	25,00%
	2. The image and ranking of the university	11	22,92%
	3. The experience of taking a MBA in itself	5	10,42%
	4. The possibility of going abroad during studies	5	10,42%
	5. The future prospects of the education, such as good job possibilities	12	25,00%
	6. That my parents will be proud of me	2	4,17%
	7. Other:	1	2,08%

		Antal	Procent
Total		**48**	**100,00%**
Gennemsnit		**3,08**	

9	**7: Would you like the opportunity of working abroad after your MBA?**	Antal	Procent
	1. Yes, it is essential that my MBA give access to this	6	46,15%
	2. Yes, it would be nice but it is not the most important thing	6	46,15%
	3. No	1	7,69%
	Total	**13**	**100,00%**
	Gennemsnit	**1,62**	

11	**8: What does Denmark stand for in your mind?**	Antal	Procent
	1. Innovative country with innovative and respectable companies	3	25,00%
	2. Cozy little country, which puts emphasis on social charity	6	50,00%
	3. Individualistic where people are very impersonal towards one another	3	25,00%
	4. I have never heard of Denmark	0	0,00%
	Total	**12**	**100,00%**
	Gennemsnit	**2,00**	

12	**9: What do you think it stands for in the minds of Indians in general?**	Antal	Procent
	1. Innovative country with innovative and respectable companies	0	0,00%
	2. Cozy little country, which puts emphasis on social charity	4	33,33%
	3. Individualistic where people are very impersonal towards one another	2	16,67%
	4. Indians do not know of Denmark	6	50,00%
	Total	**12**	**100,00%**
	Gennemsnit	**3,17**	

13	**10: How would you interpret the image of CBS?** **http://www.cbs.dk/**	Antal	Procent
	1. International	7	41,18%
	2. Innovative, creative and up in front among the best business schools in the world	4	23,53%

	Antal	Procent
3. Qualified Profs and administration	2	11,76%
4. Slow in its development, lack of innovative and creative ideas	0	0,00%
5. Thinks too highly of it self, but has no reason to do so	0	0,00%
6. Badly qualified Profs and administration	0	0,00%
7. I do not know CBS	3	17,65%
8. Other:	1	5,88%
Total	**17**	**100,00%**
Gennemsnit	**2,94**	

14	11: What do you think of the physical attributes of CBS (buildings/logo)? http://uk.cbs.dk/news_press/menu/photos_and_logo	Antal	Procent
	1. Modern and minimalistic	8	57,14%
	2. Western	4	28,57%
	3. Too institutional, it looks like a company and not like a campus	2	14,29%
	4. Boring and uninspiring. Not cosy at all	0	0,00%
	5. Other:	0	0,00%
	Total	**14**	**100,00%**
	Gennemsnit	**1,57**	

16	12: Is it essential to you that the country you are to study in, have a high level of English?	Antal	Procent
	1. Very important	1	9,09%
	2. Fine if just the teaching is in English	9	81,82%
	3. Its not so important, I will be able to communicate with them anyway	1	9,09%
	4. Not at all. Non-verbal language (body language and face expressions) say more	0	0,00%
	Total	**11**	**100,00%**
	Gennemsnit	**2,00**	

17	13: How much do you think an educational institution should nurse and help its students?	Antal	Procent
	1. Very important, the school must take care of its students and help them in every aspect they need	3	27,27%

		Antal	Procent
	2. Important but people should also be able to take care of themselves	8	72,73%
	3. Not at all. The school is just there to control the overall aspects, people must be able to take care of themselves and solve their own problems	0	0,00%
	Total	**11**	**100,00%**
	Gennemsnit	**1,73**	

18	**14: How do you define time?**	Antal	Procent
	1. In my family we focus mostly on past events and value the ways of our ancestors	1	9,09%
	2. I focus on the present	4	36,36%
	3. I focus on the future and how my actions will influence my life ahead	6	54,55%
	Total	**11**	**100,00%**
	Gennemsnit	**2,45**	

19	**15: How were you raised?**	Antal	Procent
	1. My parents were very controlling in my childhood	2	18,18%
	2. I was raised under freedom with responsibility	9	81,82%
	Total	**11**	**100,00%**
	Gennemsnit	**1,82**	

20	**16: What do you desire in life?**	Antal	Procent
	1. Accomplishments	3	27,27%
	2. Carefree existence	7	63,64%
	3. Spirituality and contemplativeness	1	9,09%
	Total	**11**	**100,00%**
	Gennemsnit	**1,82**	

21	**17: How is the perfect society according to your opinion?**	Antal	Procent
	1. Society must be free in order for people to fulfil their dreams and be responsible for their own lives	7	63,64%
	2. Society must take care of its citizens and make sure that the richest help the poor in order for all to have access to the basic physical needs	4	36,36%
	Total	**11**	**100,00%**
	Gennemsnit	**1,36**	

22	18: How do you see power and inequality?	Antal	Procent
	1. Hierarchy and inequality are part of our society and everyone must know their place	1	9,09%
	2. People are equal and no one should think they are better than others	10	90,91%
	Total	**11**	**100,00%**
	Gennemsnit	**1,91**	

23	19: How do you define power?	Antal	Procent
	1. People are ascribed power through age, caste, family wealth or sex etc.	4	40,00%
	2. People achieve power by developing and focusing on their talent, job and education and not through qualities given to them by birth	6	60,00%
	Total	**10**	**100,00%**
	Gennemsnit	**1,60**	

24	20: How do you define success?	Antal	Procent
	1. High social status	1	3,85%
	2. Material accumulations	0	0,00%
	3. Spiritual fulfilling job	5	19,23%
	4. Good work relations	5	19,23%
	5. Good health	6	23,08%
	6. Happy and healthy family	7	26,92%
	7. Other:	2	7,69%
	Total	**26**	**100,00%**
	Gennemsnit	**4,69**	

25	21: When communicating with colleagues/classmates about a problem, how do you prefer people address each other?	Antal	Procent
	1. I prefer people to confront each other immediately and face to face, for them to get the problem clarified at once	8	72,73%
	2. I prefer if people talk quietly and calmly about problems. There is no need to rush into what the problem is about and by doing so risk embarrassing one another	3	27,27%
	Total	**11**	**100,00%**
	Gennemsnit	**1,27**	

26	22: When trying to achieve something, how do you approach the negotiation situation?	Antal	Procent
	1. I prefer to get to know the person first/small talk in the beginning, in order for both of us to be comfortable before we go to the serious stuff	8	72,73%
	2. I prefer to go straight down to business; no need for us to postpone what must eventually come	3	27,27%
	3. Other:	0	0,00%
	Total	**11**	**100,00%**
	Gennemsnit	**1,27**	

Appendix 13.3.b: Questionnaire Illustrations

1: Where do you mostly spot advertising for universities?

1. From mouth-to-mouth from friends/family	15
2. Ads in news papers and magazines	12
3. Ads on TV	3
4. Ads on radio	0
5. Banners on the internet	7
6. Bill boards	3
7. Fliers at your current school	5

■ 1. From mouth-to-mouth from friends/family
■ 2. Ads in news papers and magazines
■ 3. Ads on TV
■ 4. Ads on radio
■ 5. Banners on the internet
■ 6. Bill boards
■ 7. Fliers at your current school

2: Where do you search for information of a potential university and its programmes, after having heard of the school?

Legend:
- 1. The webpage of the school
- 2. Websites for international educations - which ones?
- 3. Educational fairs
- 4. Student guidance service/career guidance
- 5. Friends/family
- 6. Other:

Bar values: 15, 2, 4, 5, 8, 0

3: Who will end up making the final decision of where you are to study your MBA?

- 1. My self, it depends on the place I like
- 2. My self, based on what my sibling/father/mother did
- 3. My mother and father
- 4. My friends
- 5. Other family members or friends of the family

6	4: Why will the decision be taken this way?
	1. Answer in free text
	Freedom of choice!!
	coz im d one who is supposed to pursue my goal n dependin onmy financial condition i can take up my decision consulting my parents
	coz i will b spendin my life doin it so i make decision based on financial condition n parents concent
	Because my parents/friends/relatives can only guide me, but the final decision is for me to take with all the consequences for me to bear.
	dependent !!!
	I feel I am more informed about b-schools than anyone else in my family
	coz i am the one who will be going for MBA :-)
	Because my family wants me to decide for my self and it's my life.
	Because I believe that I will be the best person to make the decision, given my knowledge of my interests
	MBA is a new generation thing, parents know little about the best place to study

Freedom given by families
Cause I'm going to the univ...hence it's finally my choice!
Upto the UG my parents have a huge say in where I study. Beyond that it shifts to what i really want to do because a) By then i hope to be decently sure of the career i want b)I can finance it myself by taking loans,etc

5: How will your MBA be financed?

1. My mom and dad have made a savings fond for me
2. My parents will take a loan in the bank
3. My family borrow money from other family members
4. Other:
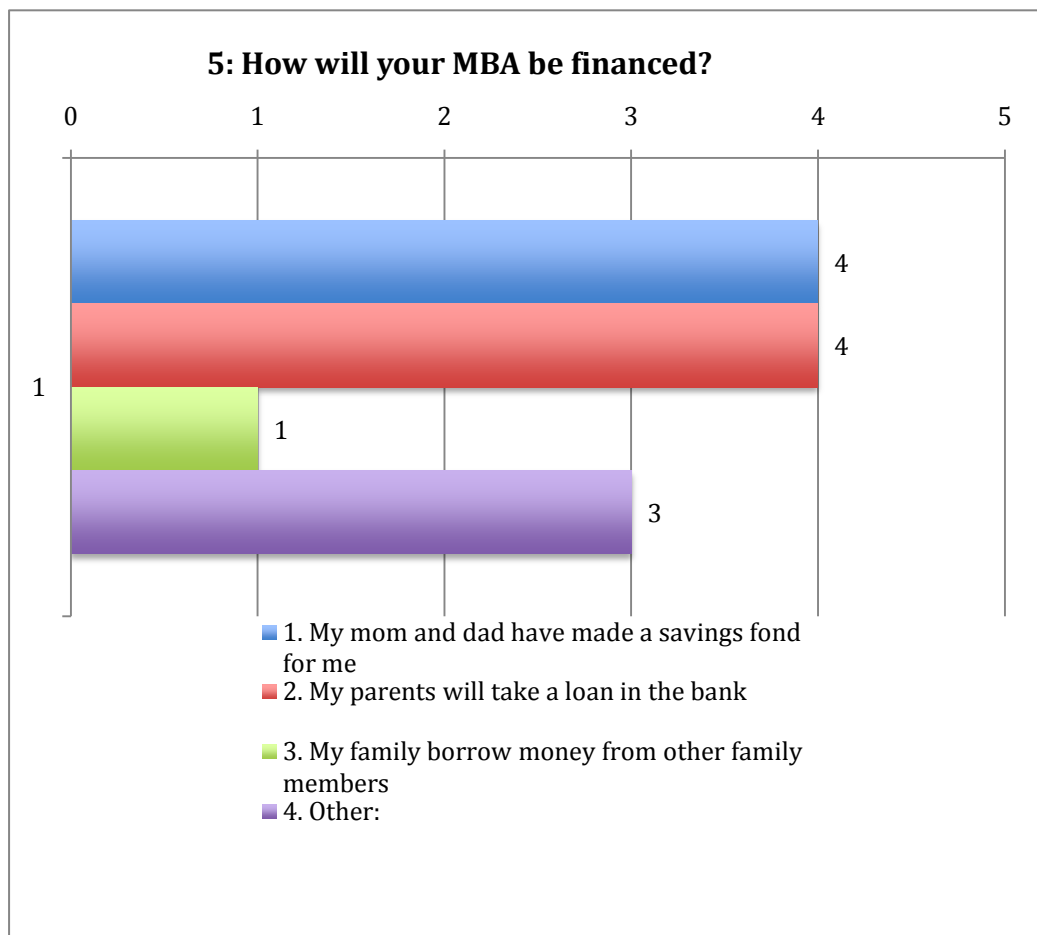
7	5: How will your MBA be financed?
	4. Other:
	I take an education loan
	I will take a bank loan or maybe some sponsorship from an organisaiont
	SU
	educational loan taken by me
	Actually its a bit of both 1 ans 2. Also some of us who've worked before have saved up some money thats at least useful as pocket money!

6: What matters to you, when having to choose the right university?

0	2	4	6	8	10	12	14	

- 12
- 11
- 5
- 5
- 12
- 2
- 1

■ 1. The education and the programmes itself

■ 2. The image and ranking of the university

■ 3. The experience of taking a MBA in itself

■ 4. The possibility of going abroad during studies

■ 5. The future prospects of the education, such as good job possibilities

■ 6. That my parents will be proud of me
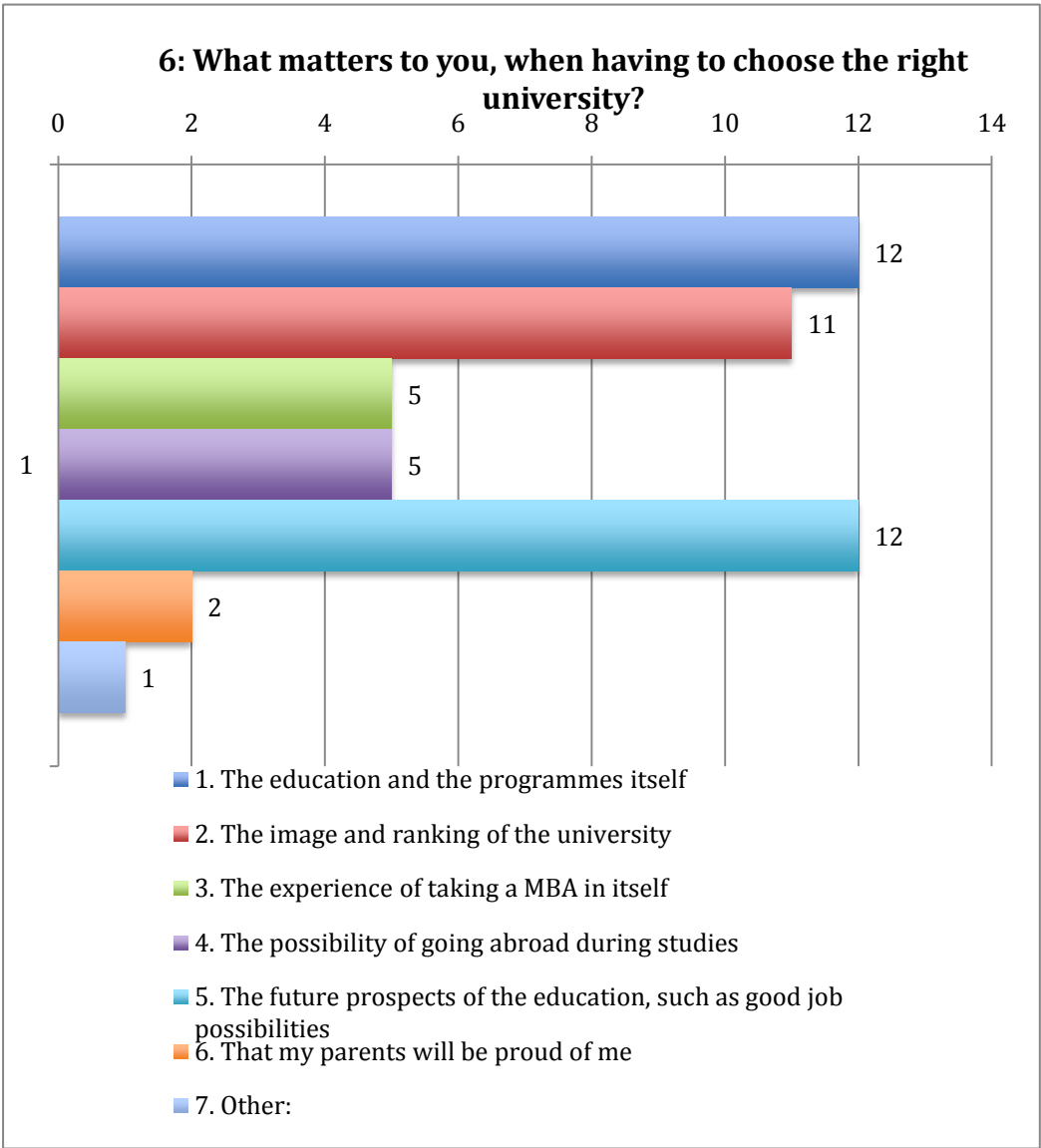
■ 7. Other:

8	6: What matters to you, when having to choose the right university?
	7. Other:
	Alumni

7: Would you like the opportunity of working abroad after your MBA?

1

6

6

1

■ 1. Yes, it is essential that my MBA give access to this
■ 2. Yes, it would be nice but it is not the most important thing
■ 3. No

8: What does Denmark stand for in your mind?

1

3

6

3

0

■ 1. Innovative country with innovative and respectable companies
■ 2. Cozy little country, which puts emphasis on social charity

■ 3. Individualistic where people are very impersonal towards one another
■ 4. I have never heard of Denmark

9: What do you think it stands for in the minds of Indians in general?

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

0

1

4

2

6

■ 1. Innovative country with innovative and respectable companies
■ 2. Cozy little country, which puts emphasis on social charity

■ 3. Individualistic where people are very impersonal towards one another
■ 4. Indians do not know of Denmark

10: How would you interpret the image of CBS? http://www.cbs.dk/

```
        0     1     2     3     4     5     6     7     8
```

1

- 1 ─── 7
- ─────────────────────── 4
- ────────── 2
- 0
- 0
- 0
- ──────────── 3
- ─── 1

■ 1. International

■ 2. Innovative, creative and up in front among the best business schools in the world

■ 3. Qualified Profs and administration

■ 4. Slow in its development, lack of innovative and creative ideas

■ 5. Thinks too highly of it self, but has no reason to do so

■ 6. Badly qualified Profs and administration

■ 7. I do not know CBS

■ 8. Other:

13	10: How would you interpret the image of CBS? http://www.cbs.dk/
	8. Other:
	First time I'd heard of CBS was when u'd joined.

11: What do you think of the physical attributes of CBS (buildings/logo)? http://uk.cbs.dk/news_press/menu/photos_and_logo

| | 0 | 2 | 4 | 6 | 8 | 10 |

8

4

1

2

0

0

■ 1. Modern and minimalistic

■ 2. Western

■ 3. Too institutional, it looks like a company and not like a campus

■ 4. Boring and uninspiring. Not cosy at all

■ 5. Other:

12: Is it essential to you that the country you are to study in, have a high level of English?

- 1. Very important
- 2. Fine if just the teaching is in English
- 3. Its not so important, I will be able to communicate with them anyway
- 4. Not at all. Non-verbal language (body language and face expressions) say more

13: How much do you think an educational institution should nurse and help its students?

■ 1. Very important, the school must take care of its students and help them in every aspect they need
■ 2. Important but people should also be able to take care of themselves

■ 3. Not at all. The school is just there to control the overall aspects, people must be able to take care of themselves and solve their own problems

14: How do you define time?

1	1
	4
	6

- 1. In my family we focus mostly on past events and value the ways of our ancestors
- 2. I focus on the present
- 3. I focus on the future and how my actions will influence my life ahead

15: How were you raised?

1	2
	9

- 1. My parents were very controlling in my childhood
- 2. I was raised under freedom with responsibility

16: What do you desire in life?

- 1. Accomplishments
- 2. Carefree existence
- 3. Spirituality and contemplativeness

17: How is the perfect society according to your opinion?

- 1. Society must be free in order for people to fulfil their dreams and be responsible for their own lives
- 2. Society must take care of its citizens and make sure that the richest help the poor in order for all to have access to the basic physical needs

18: How do you see power and inequality?

■ 1. Hierarchy and inequality are part of our society and everyone must know their place

■ 2. People are equal and no one should think they are better than others

19: How do you define power?

■ 1. People are ascribed power through age, caste, family wealth or sex etc.

■ 2. People achieve power by developing and focusing on their talent, job and education and not through qualities given to them by birth

20: How do you define success?

0	1	2	3	4	5	6	7	8

1

■ 1. High social status
■ 3. Spiritual fulfilling job
■ 5. Good health
■ 7. Other:

■ 2. Material accumulations
■ 4. Good work relations
■ 6. Happy and healthy family

Chart data:
- 1. High social status: 1
- 2. Material accumulations: 0
- 3. Spiritual fulfilling job: 5
- 4. Good work relations: 5
- 5. Good health: 6
- 6. Happy and healthy family: 7
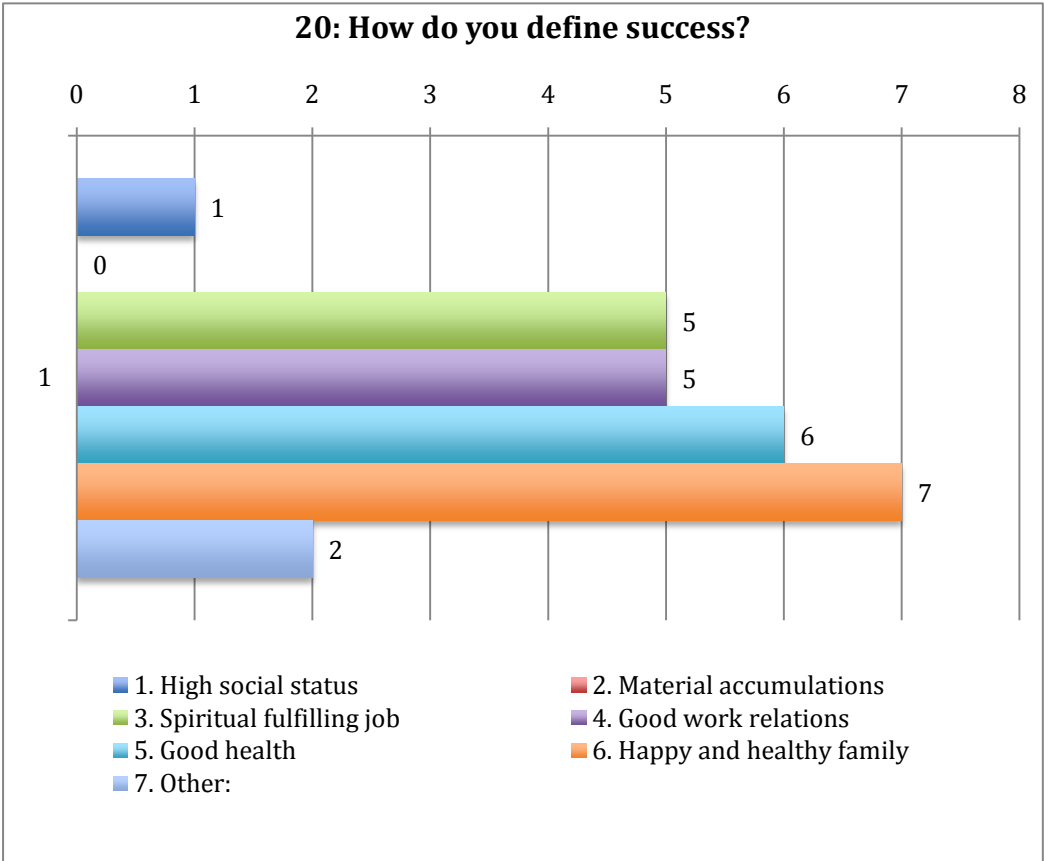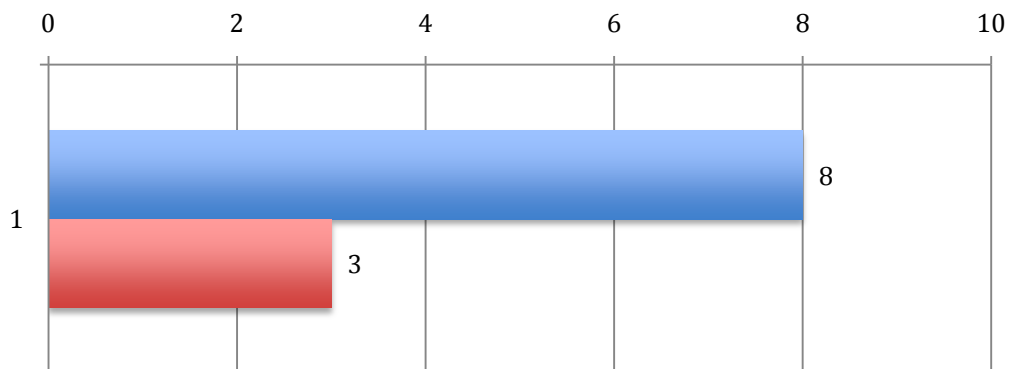- 7. Other: 2

24	20: How do you define success?
	7. Other:
	Chasing after one's dreams is success for me, no matter if u are able to achieve it or not.
	Individual happiness and satisfaction
	Juse happiness and satisfaction

21: When communicating with colleagues/classmates about a problem, how do you prefer people address each other?

0   2   4   6   8   10

1

8

3

■ 1. I prefer people to confront each other immediately and face to face, for them to get the problem clarified at once

■ 2. I prefer if people talk quietly and calmly about problems. There is no need to rush into what the problem is about and by doing so risk embarrassing one another

22: When trying to achieve something, how do you approach the negotiation situation?
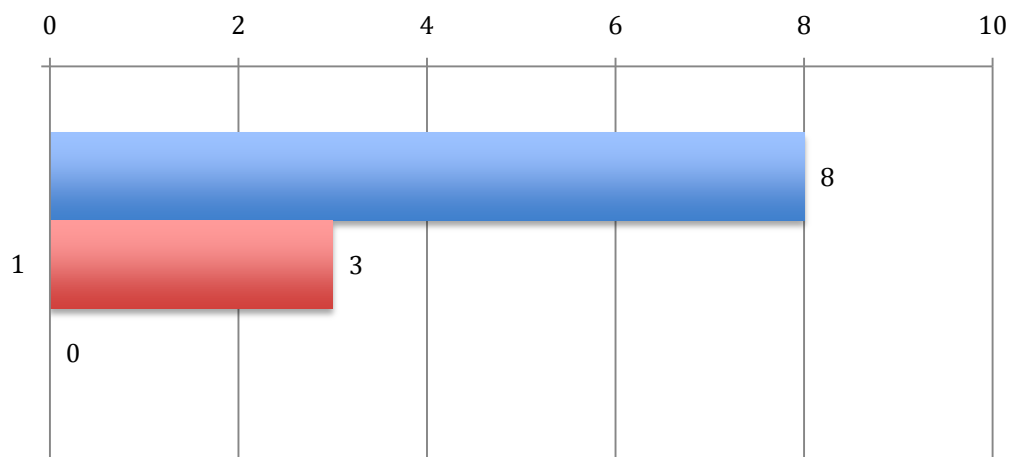
0   2   4   6   8   10

1

8

3

0

■ 1. I prefer to get to know the person first/small talk in the beginning, in order for both of us to be comfortable before we go to the serious stuff

■ 2. I prefer to go straight down to business; no need for us to postpone what must eventually come

■ 3. Other: