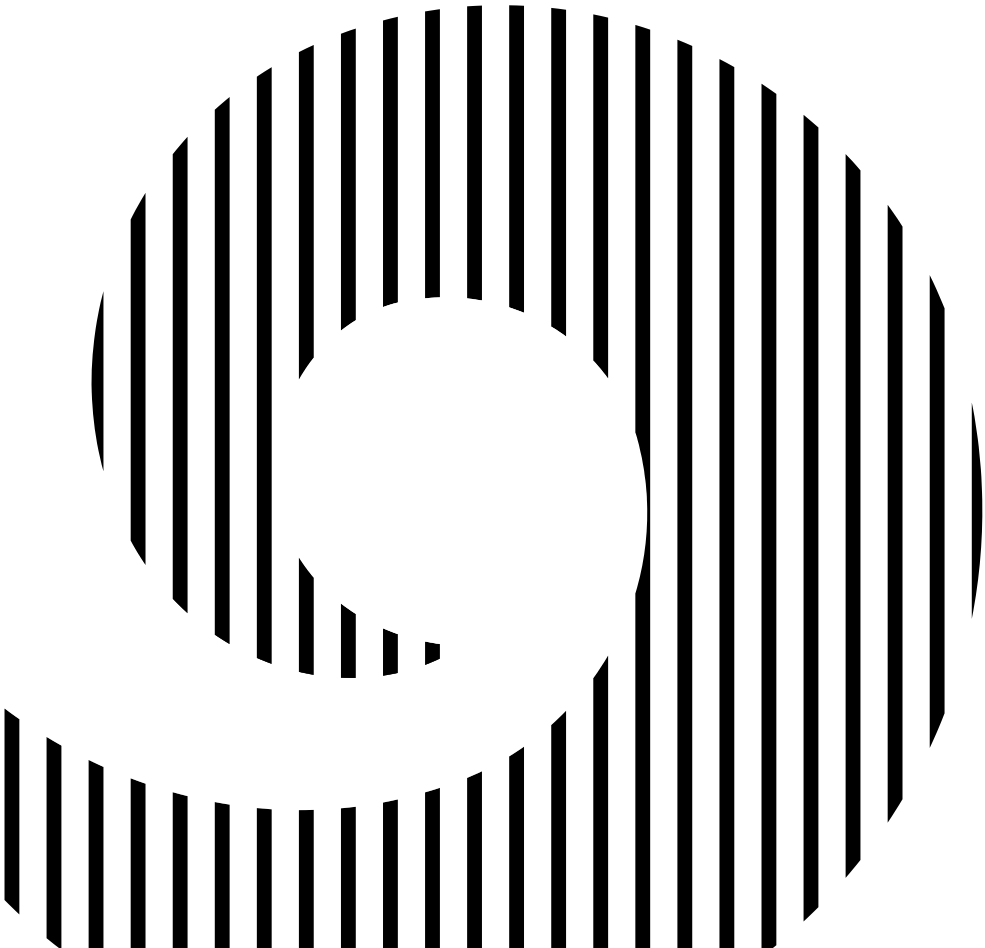
2 | 2021

MARKETING SCIENCE & INSPIRATIONS



Marketing Science & Inspirations ——— Vedecký časopis zameraný na problematiku marketingu a marketingového manažmentu. | *Scientific journal is aimed at the area of marketing and marketing management.*
Ročník XVI, 2021, číslo 2 | *Volume XVI, 2021, Number 2*
Dátum vydania | *Date of Issue* ——— Jún 2021 / *June 2021*
ISSN 1338-7944
Registračné číslo MK SR | *Registration Number* ——— EV 3360/09
Periodicita: štyri riadne vydania | Periodicity: four periodical issues
Vydavateľ a adresa redakcie | *Publisher and Address of Editor* ——— Univerzita Komenského v Bratislave, Fakulta managementu, Odbojárov 10, P. O. Box 95, 820 05 Bratislava 25, Slovensko/Slovakia | tel.: **421 (2) 90 21 2003
e-mail: redakcia@mins.sk | www.mins.sk, msijournal.com ——— Časopis je vydávaný v spolupráci so ŠKODA AUTO VYSOKÁ ŠKOLA o.p. s., Mladá Boleslav, Česká republika | *The journal is published in co-operation with ŠKODA AUTO VYSOKÁ ŠKOLA o. p.s., Mladá Boleslav, Czech Republic*
IČO vydavateľa | *Publisher Id Number* ——— 00 397 865

Grafická úprava | *Graphic Design* ——— Martina Rozinajová
Sadzba textu | *Area composition* ——— SocieDi, s. r. o.
Jazyková úprava | *Editing* ——— Miloslav Vojtech & Dagmar Weberová
Tlač | *Printer* ——— KO&KA, spol. s r. o.
Hlavný sekretár | *Secretary-General* ——— František Olšavský
Cena za číslo | *Price Per a Piece* ——— 10,50 EUR
Objednávky a predplatné | *Orders and Subscription* ——— redakcia@mins.sk
Vedecké príspevky sú recenzované anonymne dvomi nezávislými recenzentmi. Pokyny pre autorov sú zasielané na vyžiadanie. Za obsah a jazykovú úpravu jednotlivých príspevkov zodpovedajú autori. | *Scientific contributions are reviewed anonymously by two independent reviewers. Contribution instructions are provided upon request. Authors are responsible for the content of particular articles.*

Články z časopisu Marketing Science & Inspirations bude možné vyhľadať prostredníctvom výskumných databáz EBSCOhost, ERIH PLUS, Ulrichsweb, EconBiz a GoogleScholar. | *Articles from the journal Marketing Science and Inspirations will be discoverable through EBSCOhost research databases, ERIH PLUS, Ulrichsweb (Ulrich's Periodicals Directory), EconBiz and Google Scholar.*

www.linkedin.com/company-beta/18012483

OBSAH | CONTENT

AUTOMATIC INFORMATION RETRIEVEMENT FOR EXPORTING SERVICES: FIRST PROJECT FINDINGS FROM THE DEVELOPMENT OF AN AI BASED EXPORT DECISION SUPPORTING INSTRUMENT

On the servitization journey, manufacturing companies complement their offerings with new industrial and knowledge-based services, which causes challenges of uncertainty and risk. In addition to the required adjustment of internal factors, the international selling of services is a major challenge. This paper presents the initial results of an international research project aimed at assisting advanced manufacturers in making decisions about exporting their service offerings to foreign markets. In the frame of this project, a tool is developed to support managers in their service export decisions through the automated generation of market information based on Natural Language Processing and Machine Learning. The paper presents a roadmap for progressing towards an Artificial Intelligence-based market information solution. It describes the research process steps of analyzing problem statements of relevant industry partners, selecting target countries and markets, defining parameters for the scope of the tool, classifying different service offerings and their components into categories and developing annotation scheme for generating reliable and focused training data for the Artificial Intelligence solution. This paper demonstrates good practices in essential steps and highlights common pitfalls to avoid for researcher and managers working on future research projects supported by Artificial Intelligence. In the end, the paper aims at contributing to support and motivate researcher and manager to discover AI application and research opportunities within the servitization field.

1 Introduction ——— Emerging technologies, such as Artificial Intelligence, prove to have the potential to give companies a competitive advantage in an increasingly competitive global market situation. Artificial Intelligence applied in marketing enables companies to increase revenues and reduce costs. Businesses are able to make faster business decisions, which are based on outputs of cognitive technologies. Improved marketing decision may further lead to increased revenue streams by identifying and maximizing sales opportunities. Whereas due to the automation and optimization potential of simple marketing tasks, customer services and structured market transactions costs may decrease (Davenport et al. 2020). Moreover, Artificial Intelligence may facilitate the customers' product and service offerings. Servitization is the shift of manufacturers from a product focused business model towards more customer-centric service offerings (Oliva and Kallenberg 2003). This transformation can benefit of the deployment of Artificial Intelligence. AI tools help decision makers to navigate the future path in business. Through AI and Machine learning algorithms, enterprises are equipped to process huge amounts of data in an efficient way, which allow them to formulate the better business decision (Verma et al. 2020).

This paper is based upon the first results of an international research project, which aims at using AI possibilities in the field of service export. One of the main project tasks is to develop a tool, which finally supports Advanced Manufacturers in their service export decision by automatically providing critical service market information with the use of Artificial Intelligence. Academic research on machine learning modeling limitedly addresses the transfer into business. Difficulties are among others how to define business use cases for an AI application or how to convert business requirements into the world of data scientists (Akkiraju et al. 2020). Based on this research project, the authors aim at contributing to a better transfer of AI possibilities into the field of service export by presenting a procedure how to develop an AI solution step-by-step. Therefore, this paper targets to answer the following research questions:

- What market information is needed to support the decision making on the service export of Advanced Manufacturers?
- How can this respective information be collected with the help of Artificial Intelligence?

To answer the questions, the paper is structured as follows: Aligned with the project process, first the target group of Advance Manufacturers is defined. Second the field of service export decisions is separated into operational aspects and strategical questions. Further, the geographic markets and related languages, which shall be supported by the AI tool are selected. Then the methods of Artificial Intelligence being used are specified and the publicly available sources for continuous data collection are determined. Ultimately, the necessary steps to develop an Artificial Intelligent solution to support managers in the export service decision making are described and the project learnings summarized.
The European Union determines advanced manufacturing as the use of knowledge and innovative technologies to produce complex products and improve processes to lower waste, pollution, material consumption and energy use. Important elements in advanced manufacturing are robotics, 3D and 4D printing, artificial intelligence and high performance computing for modelling (Izsak, Perez, and Kroll 2020). Therefore, Advanced Manufacturer are defined as the enablers of advanced manufacturing solutions. To integrate an operational perspective, the classification of companies according to the NACE code can be taken, which comes with a variety of benefits. Using an international recognized classification facilitates comparing the individual companies in the different countries. The enablers of advanced manufacturing solutions are companies that operate mainly in three business sectors according to the Statistical Classification of Economic Activities in the European Community (or NACE): in Code 26, Manufacture of computer, electronic and optical products; Code 27, Manufacture of electrical equipment and Code 28, Manufacture of machinery and equipment (European Communities 2008). The paper follows the project team from the initial idea to the collection of trainings data for the Artificial Intelligence.

2 Research methodology ——— According to Block and Block (2005) every research project follows a series of decisions and steps and therefore follows some sort of process. A research process in a very general form is outlined in the figure 1. Usually, the process progresses from deciding what is to be researched, to select a research design, defining the sampling parameters and data collecting instruments, to conduct the study, as well as preparing and analyzing the data and ultimately reporting the results to answer the research objectives are formulated in the beginning. The research project to develop an AI based solution to support managers in the decision making process regarding the export of services followed a similar process.

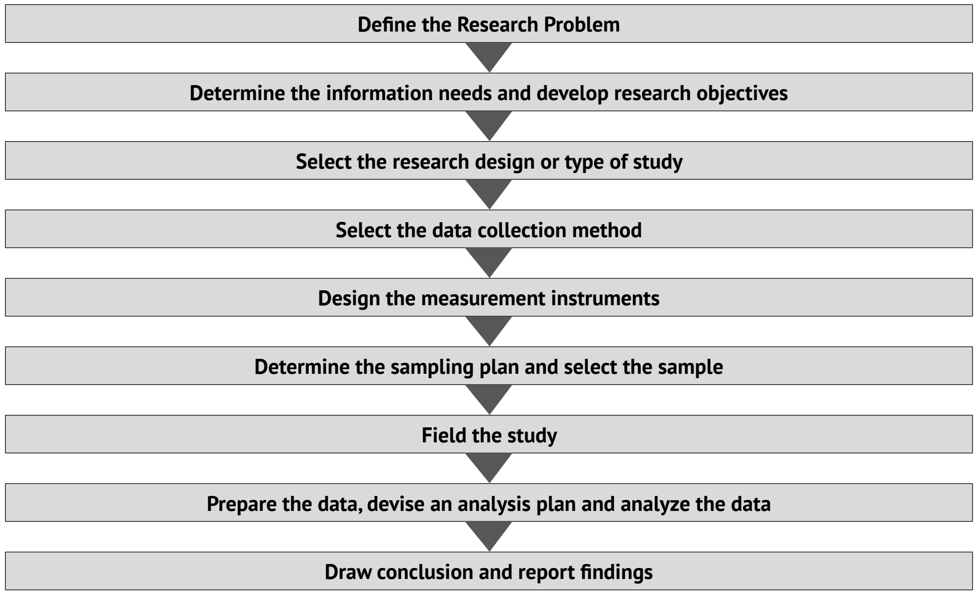


Figure 1: The research process
Source: Block and Block (2005)

After establishing the research questions, the project team had to decide on various aspects to further determine the information needs. First, the focus was specified on those companies, which already sold their products in specific countries and want to expand the export by their service offerings. Secondly, the automatic retrieving of information should support the solution process of strategic questions, and not of operational ones, although both fields are highly relevant for companies in their service export. However, professional and public institutions already support enterprises with operational information as latest relevant legislative requirements. After intensive discussions with ten export managers as well as representatives of business support institutions (as the Chamber of Commerce), a list of parameters relevant for exporting services/service export was created. Due to the focus on strategic aspects for exporting services and the lack of an existing solution, the focus was determined on information about the service competition and the Servitization level of companies in the target markets. Therefore, the AI based solution should support answering the following research questions:

• Which services should the manufacturer offer in a specific country?
• With which partners could the manufacturer collaborate?
• Which of the manufacturers' competitors are active in the specific target market and which services do they offer?

After having established the target companies and defining the questions which should be answered by the tool, the process how to gather and display the relevant information have to be defined as well as the targeted countries have to be selected. As the project team consists of seven countries in Central Europe, the target countries represent these seven countries and the most important export markets of Advanced Manufacturers located in these CE countries. These additional export markets have been identified through desk research, studying economic reports, statistics and outlooks from the chambers of commerce. Additionally, expert reviews from the different markets have been conducted in close cooperation with the business supporting organizations to determine the most promising markets for service export in the next five to ten years. The final focus is hence, put on the following countries: Austria, Czech Republic, France, Hungary, Germany, Italy, Slovakia, Slovenia, United Kingdom and United Stated of America.

In general, Artificial Intelligence enables many applications in business and market research. Based on the project needs, as well as the expertise of project members, it was decided to use Machine Learning techniques and Natural Language Processing (NLP). Natural Language Processing enables machines to understand and interpret written or spoken human languages. Most commonly, NLP is used for speech recognition, language translation, summarization, question responses, speech generation and search applications. Machine Learning algorithms enable insights into structures and patterns within large datasets. If provided with datasets, the algorithms can be used to create prediction models, which predict or forecast outcomes or behavior (Rebala, Ravi, and Churiwala 2019). Using Natural Language Processing as well as Machine learning presupposes that the project team has to provide the system with many examples of texts from which the system can learn (training data). This enables the system to analyze other texts on its own in the future.

Similar to the process in Wilson et al. (2016) an annotation scheme was developed on a literature analysis. The gathered annotations will serve as training and validation datasets for the Artificial Intelligence solution. Besides the general information of a company, the annotation scheme consists of a service specific part. Therefore, we adapted a service categorization by Partanen et al. (2017) with inputs by Olivia and Kallenberg (2003) and Homburg, Fassnacht and Günter (2003). The annotation scheme and the scale of industrial service offerings is shown in figure 2.

In order to conclude the sampling method, one mayor question is still unanswered. Which sources are publicly available and contain the relevant information to answer the given questions? The information has to be publicly available in order to guarantee a continuous future automatic collection. Another important criterion was that the information is readable and interpretable from a Natural Language Processing point of view. Nevertheless, the most important criterion is that the sources contain the relevant information for the Advanced Manufacturers and ideally, there are only a few sources containing most of the relevant information. Otherwise, if the tool has to combine the relevant information from many different sources, this would translate into significantly more processing effort and decrease accuracy of the results. In the end, after having weighed options such as business news articles, professional networking platforms for businesses, etc. the most fitting sources are company webpages, as they check most of the boxes. Such as almost all companies, have publicly accessible webpages containing company specific information. Webpages usually offer manifold details relevant for the projects purpose such as products and services offered, the company size, geographic export activities, customer references, distribution or service partners, etc.

3 Data collection and validation method ——— The following chapter describes the collection of the required training and validation data set. Within 2 phases, the project team collected more than 1800 annotations of company webpages in eight months. Depending on the goal, it is recommended to use a variety of different companies, which fit to the investigated industry. The training data must have enough representation of the world that the model wants to approximate (Akkiraju et al. 2020). In this respect, the training data should include small and big sized companies, as well as national and international companies to provide an as comprehensive as possible overview of the targeted market to the Artificial Intelligence and differences between the webpage professionalism of the different sized companies. As the AI tool will screen multilingual webpages, annotations were collected in Czech, English, French, German, Hungarian Italian, Slovakian and Slovenian language by twenty-two annotators from seven countries. With the collected annotations, the Artificial Intelligence should learn to analyze webpages on its own and provide answers to the research questions.

3.1 Annotation scheme ——— Before analyzing the webpages, an annotation scheme was developed. The scheme is based on a literature research and divided into two major sections and extracts thirty-one pieces of information. On the one hand, rather general information such as the company name, URLs, country, the NACE-code the company is operating in, revenue, number of employees, if the company has a product and/or service webpage, if the webpage indicates different customer segments, as well as customer references were collected. On the other hand, service specific information were collected, too. Therefore, a scale for industrial service offerings was developed based upon service taxonomies (Baines et al. 2013; Gebauer et al. 2010; Homburg, Fassnacht, and Günther 2003; Mathieu 2001a; Mathieu 2001b; Partanen et al. 2017; Oliva and Kallenberg 2003). Figure 2 demonstrates the finally selected six main service categories with twenty-one sub categories.

1: pre-sales services
11: product demonstrations
12: customer seminars
2: product support services
21: warranty
22: technical user training
23: customer consulting and support by phone
24: testing, test rigs, quality assurance
3: product lifecycle service
31: installation services
32: repair service
33: spare parts
34: maintenance
35: retrofit, modernization, upgrades
4: R&D services
41: research service
42: prototype design and development
43: feasibility studies
5: operational services
51: project management
52: service for operating the product for the customer
53: service for operating customer's processes
6: financial services
61: pay-per-use
62: instalment payment
63: leasing
64: rental system

Figure 2: Taxonomy of industrial services offerings
Source: Authors

3.2 Annotation process ——— In order to enable the AI solution to learn, a huge amount of annotations is necessary. The annotation process has been split up into two phases. At the beginning of the first phase of annotation, each of the annotators received a training, in which the goal of the annotations was communicated, the domain knowledge on services was transferred and the annotators did examples together with the trainer. In order to ensure a high quality of the annotations, every annotator had to finish the same set of five test annotations. After finishing the sample companies, the results were discussed together. At this feedback meetings, issue, which came up during the annotations, were discussed and misconception regarding different service categories cleared. Additionally, during the feedback meetings good practice experience from the different annotators were shared and improved the overall understanding of the task. Then the annotators received companies to annotate in tranches of 25-50 companies. A trainer regularly checked the annotations and feedback was provided to the annotators.
In the first phase of annotations, fourteen annotators conducted approximately 1.300 annotations of company webpages operating in NACE codes 26, 27 and 28. To gather the necessary training data, a critical aspect of annotations is the factor time. As annotations demand a precise way of working, it may appear as a tedious task and cannot be done for more than a couple of hours. Otherwise, the quality of annotations suffers significantly by dropping concentration levels of annotators. The annotation process of one webpage took 25 minutes on average, as the annotators had to work precise to extract the relevant information from the webpages. In order to have a sufficient amount of examples per information category a threshold of at least 100 annotations per category of service types was set.
After the first phase of annotation, the intermediate results showed that services especially in the categories product support services and product lifecycle services are well established in the service market and in contrast to the other categories sufficient examples for the training data were found. Therefore, the second phase of annotations focused on the missing training data for eleven sub-categories. With focus on these categories to annotate, the project team also switched to a different process of collecting the annotations. Whereas before the annotators extracted the trainings data by gathering the different web addresses from a company webpage together with the phrases and text passages, which gave the indication of the search service category, now the project team used the browser extension tool „SingleFile". With the tool, annotators were able to save the company webpage in an html-format and highlight the respective text passages in the file. This way of annotation and the focus on the missing service categories, the annotations process was significantly accelerated, averaging with fifteen minutes per annotation.

The process in the second phase of the annotations was similar to the one in the first phase. At the beginning of the second phase, annotators received a training, in which the goal and focus of the annotations was communicated, the domain knowledge on services was transferred and the annotators did examples together with the trainer. Afterwards the annotators received a list of five identical company webpages to annotate, which was different from in the first phase. This served two main purposes. On the one hand, it made the work comparable and enabled the control of the understanding of the task and the quality of the annotators work. The annotations were then compared with a heat map, which showed if the annotators highlighted the same passages and phrases on the webpage. It showed that it is key to highlight just the essential parts on the webpage to reduce the „noise" in the algorithm.
In total, twenty-two different annotators from Austria, Germany, Hungary, Italy, Slovakia and Slovenia have been extracting information from the company websites. Approximately 1.800 annotations have been collected in Czech, English, French, German, Hungarian Italian, Slovakian and Slovenian language. Figure 3 displays the adapted version of the research process up to the point, where the collected trainings data got prepared for further use.

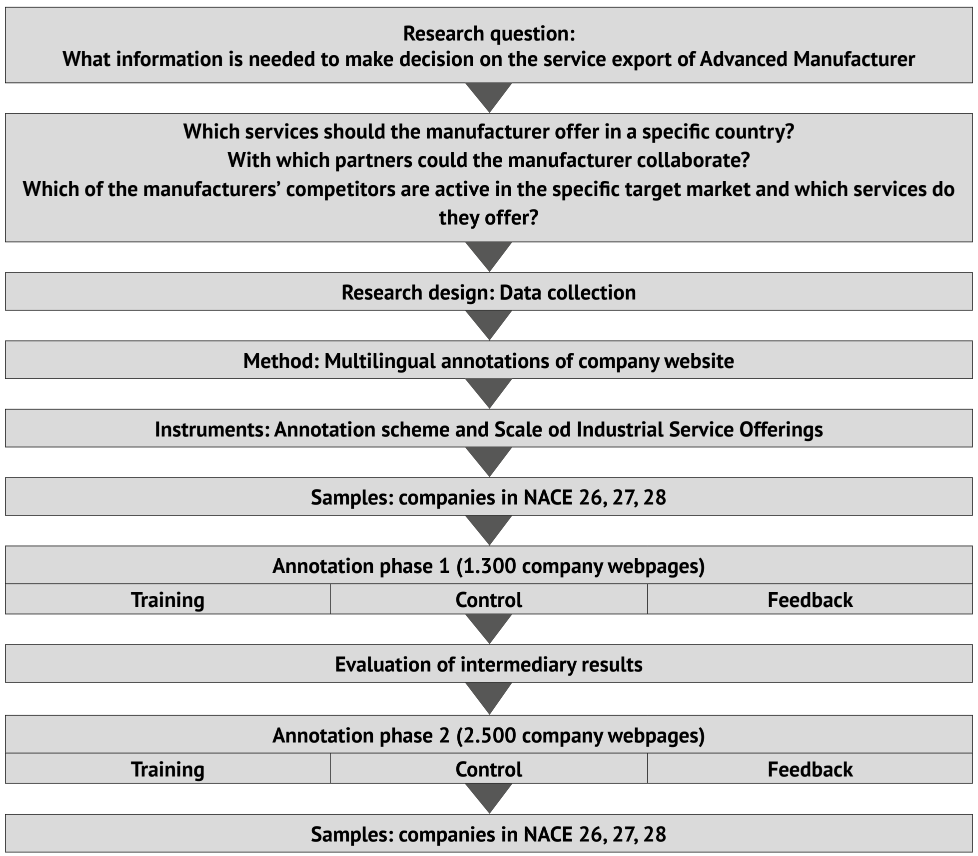


Figure 3. Adapted research project process
Source: Authors

4 Project learnings ——— This chapter describes the major learnings, which were gained during the first phase of the project and especially during the annotation process. One of the most important aspects of annotation is to be as precise as possible. This starts at the definition of the scope of the service categories, and the investigated topic. There has to be a clear understanding of what type of action is included in which service category. If there is a misconception among the service categories, this will result in „noise" in the machine learning algorithms and distort the results. Similar, the annotators have to have a clear understanding of the domain knowledge of the investigated topic, so they do not create „noise" with different interpretations of the text. In general, it is preferable to have only a few well-trained annotators with comprehensive understanding of the domain knowledge to gather the training data for the AI solution. On the one hand, the time it takes for one annotation decreased by the amount of repetitions, meaning there is a learning curve for annotators. On the other hand, it is easier to convey the domain knowledge to fewer people, so they have the same understanding of what action by the companies is included in what service category. Furthermore, individual annotator-specific errors are more easily uncovered, discussed and fixed with a limited number of annotators. If the annotators have difficulties to distinguish between categories, the AI solution will have the same problem. Additionally there should be one unified way of working among the annotators, as this reduces the effort to prepare or clean the data as well as to control the annotations. Regular communication with the annotators is necessary to clarify misunderstandings, clear misconceptions and disputes, as annotations strongly depend on the interpretation of the text and language on the webpages. In general, text is always open for interpretation in the eye of the reader. This means that the language proficiency of the annotator also plays an important role and may has an influence on the overall annotation success.
Additionally, the source of information is critical to the annotations process. Regarding the company webpages, the effort and success of the annotations strongly depends on the professionalism of the webpages. The annotations can only capture the content, which is publicly available at the company webpages. Therefore, the extracted information is limited by the effort companies put into their websites.

5 Summary and outlook ——— The paper follows an international research team, which develops a tool to support Advanced Manufacturer in their decision making process regarding the export of their services giving them relevant information with the use of Artificial Intelligence. Therefore, the team adapted the research process of Block and Block (2005). The paper describes the project process from the initial idea until the finished collection of 1.800 annotated company webpages, which will serve as trainings and validation data for the Machine Learning algorithm. Further, project learnings are summarized to help future Artificial Intelligence project in their development.
The next steps in the project are the detailed specification of use cases and testing of various machine learning algorithms to find the best suited one for these use cases. Additionally, a front-end design for the users of the tool needs to be developed and ultimately the deployment of the collected trainings data to train the Artificial Intelligence. Another aspect in the project will be the validation regarding the quality assurance of the collected annotations.

Poznámky | *Notes* ——— The work described in this document has been conducted as part of a project „prosperAMnet", which is supported by the Interreg CENTRAL EUROPE Programme funded under the European Regional Development Fund.

Literatúra | *List of References* ——— [1] Akkiraju, R., Sinha, V., Xu, A., Mahmud, J., Gundecha, P., Liu, Z., Liu, X. and Schumacher, J., 2020. Characterizing machine learning processes: A maturity framework. In: Business process management. Lecture notes in computer science. Fahland, D., Ghidini, Ch., Becker, J. and Dumas, M., eds. cham: Springer International Publishing, 17-31. ISBN 978-3-030-58665-2. | [2] Baines, T., Lightfoot, H., Smart, P. and Fletcher, S., 2013. Servitization of manufacture. In: Journal of Manufacturing Technology Management. 2013, 24(4), 637-46, DOI: 10.1108/17410381311327431. | [3] Block, M. P. and Block, S. T., 2005. Business-to-business market research: A value-based approach. Mason OH u. a.: Thomson, 2005. [4] Davenport, T, Guha, A., Grewal, D. and Bressgott, T., 2020. How artificial intelligence will change the future of marketing. In: Journal of the Academy of Marketing Science. 2020, 48 (1), 24-42, DOI: 10.1007/s11747-019-00696-0. | [5] European Communities, 2008. NACE rev. 2, Revision 2, English edition. Luxembourg: Office for Official Publications of the European Communities. | [6] Fahland, D, Ghidini, Ch. Becker, J. and Dumas, M., 2020. Business Process Management. Lecture Notes in Computer Science. Cham: Springer International Publishing, 2020. ISBN 978-3-030-58637-9. | [7] Gebauer, H., Edvardsson, B., Gustafsson, A., and Witell, L., 2010. Match or Mismatch: Strategy-Structure Configurations in the Service Business of Manufacturing Companies. In: Journal of Service Research. 2010, 13(2), 198-215, DOI: 10.1177/1094670509353933. | [8] Homburg, Ch., Fassnacht, M., and Guenther, Ch., 2003. The role of soft factors in implementing a service-oriented strategy in industrial marketing companies. In: Journal of Business-to-Business Marketing. 2003, 10(2), 23-51, DOI: 10.1300/J033v10n02_03. | [9] Izsak, K., Perez, M., and Kroll, H., 2020. Advanced technologies for industry – EU report. Technological trends and policies. European Commission. [10] Mathieu, V., 2001a. Product services: from a service supporting the product to a service supporting the client. In: Journal of Business & Industrial Marketing. 2001, 16(1), 39-61, DOI: 10.1108/08858620110364873. | [11] Mathieu, V., 2001b. Service strategies within the manufacturing sector: benefits, costs and partnership. In: International Journal of Service Industry Management. 2001, 12(5), 451-75, DOI: 10.1108/EUM0000000006093. | [12] Oliva, R., and Kallenberg, R., 2003. Managing the transition from products to services. In: International Journal of Service Industry Management. 2003, 14(2), 160-72, DOI: 10.1108/09564230310474138. [13] Partanen, J., Kohtamäki, M., Parida, V., and Wincent, J., 2017. Developing and validating a multi-dimensional scale for operationalizing industrial service offering. In: Journal of Business & Industrial Marketing. 2017, 32(2), 295-309, DOI: 10.1108/JBIM-08-2016-0178. | [14] Rebala, G.,, Ravi, A., and Churiwala, S., 2019. An introduction to machine learning. Cham: Springer International Publishing, 2019. ISBN 978-3-030-15728-9. | [15] Verma, S., Sharma, R., Deb, S. and Maitra, D., 2021. Artificial intelligence in marketing: Systematic review and future research direction. In: International Journal of Information Management Data Insights. 2021, 1(1), 100002, DOI: 10.1016/j.jjimei.2020.100002. | [16] Wilson, S., Schaub, F., Dara, A. A., Liu, F., Cherivirala, S., Leon, G., P., Andersen, S. M., Zimmeck, S., Sathyendra, M. K., Russell, C. N., Norton, B., T., Hovy, E., Reidenberg, J., and Sadeh, N., 2016. The creation and analysis of a website privacy policy corpus. In: Proceedings of the 54th Annual Meeting of the Association for Computational Linguistics, Berlin, Germany, 2016, p. 1330-1340, DOI: 10.18653/v1/P16-1126

Kľúčové slová | *Key Words* ——— export, artificial intelligence, servitization, manufacturing companies
export, umelá inteligencia, servitizácia, výrobné spoločnosti

JEL klasifikácia | *JEL Classification* ——— M16, M31

Résumé ——— Automatické načítanie informácií pre exportné služby: Prvé zistenia projektu o vývoji nástroja na podporu rozhodovania pri vývoze na základe umelej inteligencie
Na ceste servitizácie dopĺňajú výrobné spoločnosti svoju ponuku o nové priemyselné a znalostné služby, čo spôsobuje problémy s neistotou a rizikom. Okrem požadovanej úpravy interných faktorov je veľkou výzvou aj medzinárodný predaj služieb. Tento príspevok predstavuje prvé výsledky medzinárodného výskumného projektu zameraného na pomoc výrobcom pri rozhodovaní o vývoze ich služieb na zahraničné trhy. V rámci tohto projektu je vyvinutý nástroj na podporu manažérov pri rozhodovaní o vývoze služieb prostredníctvom automatizovaného generovania trhových informácií na základe spracovania prirodzeného jazyka a strojového učenia. Príspevok predstavuje cestovnú mapu smerujúcu k pokroku smerom k riešeniu trhových informácií založených na umelej inteligencii. Opisuje kroky výskumného procesu spočívajúce v analýze problémových vyhlásení relevantných priemyselných partnerov, výbere cieľových krajín a trhov, definovaní parametrov rozsahu nástroja, klasifikácii rôznych ponúk služieb a ich komponentov do kategórií a vývoji anotačnej schémy na generovanie spoľahlivých a relevantných údajov vhodných pre spracovanie umelou inteligenciou. Tento príspevok demonštruje osvedčené postupy v základných krokoch a upozorňuje na spoločné úskalia, ktorým sa majú výskumní pracovníci a manažéri vyhnúť pri budúcich výskumných projektoch podporovaných umelou inteligenciou. Na záver je príspevok zameraný na podporu a motiváciu výskumných pracovníkov a manažérov k objavovaniu aplikácií a možností výskumu umelej inteligencie v oblasti servitizácie.

Kontakt na autorov | *Address* ——— MA David Aufreiter, MBA, Degree program Global Sales and Marketing, Upper Austria University of Applied Sciences, School of Management, Wehrgrabengasse 1-3, 4400 Steyr, Austria, e-mail: david.aufreiter@fh-steyr.at

DI Doris Ehrlinger, Degree program Global Sales and Marketing, Upper Austria University of Applied Sciences, School of Management, Wehrgrabengasse 1-3, 4400 Steyr, Austria, e-mail: doris.ehrlinger@fh-steyr.at

FH-Prof. Mag. Christian Stadlmann, PhD., Degree program Global Sales and Marketing, Upper Austria University of Applied Sciences, School of Management, Wehrgrabengasse 1-3, 4400 Steyr, Austria, e-mail: christian.stadlmann@fh-steyr.at

FH-Prof. DI Dr. Margarethe Überwimmer, Degree program Global Sales and Marketing, Upper Austria University of Applied Sciences, School of Management, Wehrgrabengasse 1-3, 4400 Steyr, Austria, e-mail: margarethe.ueberwimmer@fh-steyr.at

MSc Anna Biedersberger, Centre of Market Research of the University of Passau, Am Burgberg 8, 94127 Neuburg am Inn, Germany, e-mail: anna.biedersberger@uni-passau.de

MA Christina Korter, Centre of Market Research of the University of Passau, Am Burgberg 8, 94127 Neuburg am Inn, Germany, e-mail: christina.korter@uni-passau.de

Dr. Stefan Mang, Centre of Market Research of the University of Passau, Am Burgberg 8, 94127 Neuburg am Inn, Germany, e-mail: stefan.mang@uni-passau.de

Recenzované | *Reviewed* ——— 15. March 2021 / 31. March 2021

 https://doi.org/10.46286/msi.2021.16.2.2

MARKETING TOPICS THROUGH ACADEMIC POSTERS: AN AVENUE TO STUDENT AUTONOMY AND ACTIVE CITIZENSHIP

Since social and environmental challenges posed by the highly volatile, uncertain and complex world will mainly impact upon the young, schools need to instill in their graduates a set of critical-thinking, problem-solving, decision-making, strategy-building, and communication skills in order for students to be informed and engaged citizens. This paper postulates that in higher education institutions (HEIs), this can be achieved through fostering motivation and student autonomy. Academic posters are proposed as one of the relevant tools allowing educators to adopt an autonomy-supportive style of teaching that leads to enhanced independence, interest, and responsibility for social affairs. At their core, academic poster projects facilitate academic skills, including information processing, reading, writing, presenting, and defending ideas. Embracing in-depth research and enhanced social dialogue in lessons, they pinpoint leading ideas of the current young generation and as such can predict the topics of the future. Academic poster projects can be adopted in general subjects, as well as in language teaching, thus providing educators with a potent tool to achieve broad educational goals.

1 Educational challenges ——— The main challenges of the 21st century can only be tackled with involved, informed, and responsible citizens. Active citizenship, therefore, should be developed in schools, and an engaged citizen should be, in turn, the ultimate goal of the educational process. This paper aims at proposing approaches to how the process of education, one of the main institutions on the way to a student's maturity, can contribute to achieving this goal.

1.1 Student motivation and autonomy ——— The first prerequisite leading to students' active engagement in social affairs is their motivation to learn. Motivation, a basic force which prompts human actions toward pursuing goals, had first been described in the context of employee job satisfaction and their stimuli for work and higher performance, in which reward systems are developed accordingly (e.g., Herzberg 1959; Maslow 1954; McClelland 1984; McGregor 1960). Motivation has no smaller significance in the field of education.
Motivation and respective reward systems both at work and in school generally distinguish between two basic approaches: extrinsic motivational factors that utilize external tools to reward or punish, such as salary, policies, benefits and working conditions in the context of employment, or evaluation and grading, deadlines, praise, or reprimand in the context of ed education, and intrinsic motivational factors, which build upon internal will and desires, such as achievement, advancement, recognition, responsibility, or autonomy to name a few. Needless to say that all these are generally applicable to both employment as well as studies. Research also confirms that while the extrinsic factors bring fast satisfaction, only the intrinsic truly motivate and drive achievement and self-actualization long-term.
Researchers on motivation in education confirms this (Assor et al. 2005; Clifford 1990; Deci, Koestner and Ryan 2001; Reeve 2009; Reeve, Deci and Ryan 2004; Reeve and Jang 2006; Ryan and Deci 2000). While recognizing the internal and external motivational factors in the controlling and autonomy-supportive styles of teaching and student leadership, data shows (Reeve 2009:159) that „students tend to suffer when teachers control their behavior", but they „educationally and developmentally benefit when teachers support their autonomy". In this respect, controlling is seen as imposing the teacher's perspective on how the students should „think, feel, or behave in a specific way", which frequently results in students' resignation and passivity. The autonomy-supportive style, on the other hand, is proposed to better "identify, nurture, and develop students' inner motivational resources" and support their self-regulation in learning.
Teachers, nonetheless, still seem to delay implementing the autonomy-supportive style into their practices. This delay is believed to result from the controlling style being more easily measurable because exact criteria for reward and punishment are used, while the autonomy-supportive tools aimed at awakening student desires for self-actualization and esteem are hard to be quantified and their results are visible only in the long run (Reeve 2009). The autonomy-supportive style frequently gives rise to uncertainty in teachers and also pressure or impatience from parents. Therefore, it requires strong teacher leadership, confidence, and school support.
Educational transformation is a long-term process demanding systematic effort promoted from both the authorities as well as from within. This paper postulates the use of academic posters in teaching practices as one of the possible tools to enforce student autonomy which can ultimately lead to student internal motivation for learning, interest in social affairs and active social engagement not only on a national but also global scale.

1.2 Academic poster as a multi-purpose educational tool ——— Posters have a long history (Le Coultre and Purvis 2002) dating back to the rise of the printing industry. Ever since then, they have been used in many fields, such as marketing and advertisement, politics and activism, or art and architecture, to name a few. One of the general purposes of posters is to communicate a message to the public within the public space. However, posters are used in academia, too. The purpose of academic posters is to summarize information or research in order to publicize projects or ideas, generate discussions about specific topics in a clear, reader-friendly and attractive way, and network in order to foster trans-institutional and transnational cooperation. Academic posters (Figure 1) require academic skills. They carry standard academic procedures and structure, including literature reviews, adoption of multiple research methods, presentation of data analysis results, as well as a conclusion. Posters combine textual and visual information, such as graphs and charts, tables, or pictures. To communicate their message efficiently to the audience, like any other poster, academic posters need to be elaborated in a concise and attractive manner.

TITLE AUTHOR - INSTITUTION - DATE		
INTRODUCTION **TOPIC** - WHAT **SCENE** - WHO, WHERE, WHEN **PURPOSE, AIM** - WHY	**METHOD** - HOW Data collecion Data analysis	**CONCLUSION** Summary Practical application
DATA ANALYSIS Textual summary of results Visual solutions		**REFERENCE LIST**

Figure 1: Academic poster structure
Source: Author

Academic posters are typically presented at conference poster sessions or research fairs. Authors display their posters and present them in an allocated time in person to an audience. Poster sessions open opportunities for other participants to walk around, view, interact, and network. The authors deliver short presentations and answer questions posed by visiting colleagues. Posters, thus, represent a potent tool for developing research and study skills, academic and professional writing, as well as key communication competences including discussion, argumentation, and presentation. They also represent a comprehensive method for language education. As such, posters can prepare learners well not only for succeeding in their academic efforts or competing and succeeding on the job market but also in handling future social challenges. This tool, therefore, has great potential in education.
Academic posters have a universal use across the educational ladder and subjects. In primary or secondary education, they can help teach students how to present ideas in a structured way and develop study skills necessary to succeed in the higher levels of education. At the tertiary level, they teach them how to conduct and structure research, write academic texts and present results within individual subjects and expert fields. Academic posters also function as an ideal tool for language education as they fit into a modern approach to language teaching known as Content and Language Integrated Learning (CLIL) (Morgado et al. 2015), a holistic approach teaching foreign languages through content and contextualization. The approach is now widely adopted by higher education institutions (HEI) in programs or professional subjects taught through foreign language instruction. As such, poster projects promote students' autonomy (Holec 1981; Little 2008; Little, Dam and Legenhausen 2017; Robertson 2013) in language learning as students can choose topics of individual interests and continue in guiding their further study on their own.
This paper proposes that academic posters not only have a potential to develop professional skills of students in higher education but that they can also motivate students toward active citizenship as not only national, but also international citizens. Henceforth, posters are studied from two perspectives: educational and social. They are on the one side presented as a tool to activate students' interest in social local as well as global topics, gain autonomy in their professional development, motivate and train them for research they have embarked upon themselves, and to open a platform for sharing ideas and debate. At the same time, posters are put forward as a mirror of the social climate of a given generation of students as they reveal concerns and issues the students consider urgent or looming. Serving both the educational and social goal, academic posters are proposed to be a mirror into the future issues and challenges.

2 Methodology ——— The study was conducted at the ŠKODA AUTO University, a private higher education institution (HEI) located in Mladá Boleslav, the Czech Republic, founded by a multinational industrial company. The school offers business administration and industrial management program in a full-time and combined study form at the bachelor's and master's degree. The data for this paper were collected in a business English language course focused on economics, as one of the mandatory English language modules in the school's master's degree language program. The research project presented through academic posters represent the main course requirements worth 60% of the students' final grade. The poster projects aim at developing a set of student study and communication skills as students are required to conduct both primary and secondary research, analyze data, and draw conclusions within a topic of their choice which they then elaborate through textual and visual information in the form or a poster (30 of 60%), submit along with an abstract of 200 words (10 of 60%), and finally, share and defend it in front of an audience through an oral presentation (20 of 60%) followed by a discussion. The topics of the academic posters are not assigned, students choose them on their own from a wide range of macro- or microeconomic themes. This approach thus gives the students a unique chance to pursue topics of their own interest.
Two hundred and eight poster topics collected between the fall of 2014 and summer of 2020 completed by students specializing in finances, management and marketing, human resources or logistics were categorized into topic areas and analyzed. The goal of the analyses was to pursue the students' scope of interests in social topics as an indicator of both their social engagement and themes likely to set the tone for social challenges and issues in the future. It is also believed that giving the students freedom to choose their topics can boost their interest and autonomy, thus prepare them for efficient active engagement.

3 Poster topic analyses ——— Out of the 208 posters collected over the course of 12 semesters, the analysis revealed a set of six main topical areas (Figure 2), which will be organized according to the frequency of occurrence and further discussed under the following categories: (1) ecology (31%); (2) ethics (22%); (3) economy (15%); (4) car industry (14%); (5) health and lifestyle (10%), and (6) politics (8%). Each category will be further analyzed for subtopics and then implications will be drawn as some topics are cross-sectional, overlap over the whole data set as well as change over time. The choice and specialization of the topics then indicate significant conclusions for both the field of education as well as the social sector.

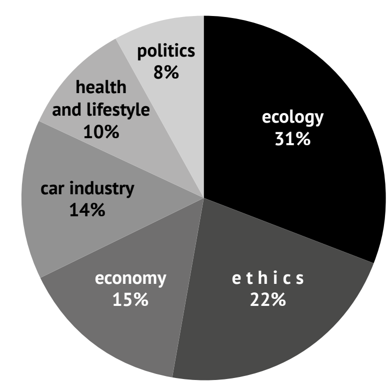


Figure 2: Student topics by theme areas
Source: Author

3.1 Topic area 1: Ecology ——— As seen from the Figure 3, ecological topics dominate, comprising more than 31% of all data (64/208). The most frequently elaborated ecology subtopics address such issues as plastic waste (e.g., plastics in the ocean, ocean pollution, plastic recycling, overuse of plastics and harmful effects of plastics). Students also choose varied topics concerning climate change (e.g., global warming, CO2 emissions, animal and agriculture emissions, greenhouse effect, ozone layer, melting glaciers and water supply). An equivalent degree of interest is invested into topics related to deforestation, while topics referring to bushfires in Australia and South America, tree felling and controlled burning, desertification or water resources and drought tend to overshadow the earlier dominant topics related to harmful effects of palm oil production. Animal extinction (e.g., coral bleaching, collapsing bee colonies, shark finning and disappearing species) is a perennial topic.

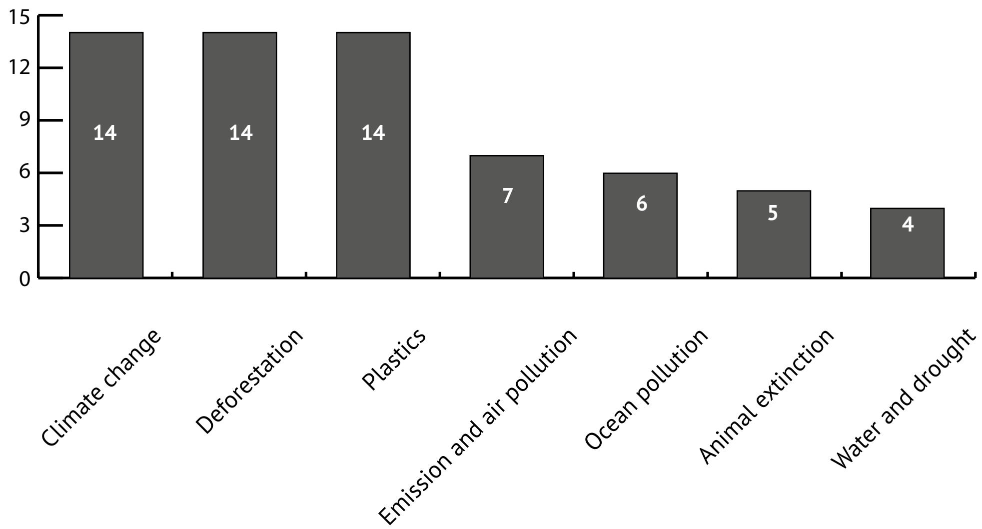


Figure 3: Ecology sub-topics
Source: Author

3.2 Topic area 2: Ethics ——— Ethics represented in about 22% of the topics (46/208) turns out to be another dominating issue of the students' concern (Figure 4), while controversial corporate practices and their social role take the lead. Students frequently analyze and evaluate corporate social responsibility programs of popular global brands, such as Starbucks, McDonalds, or Coca Cola, as well as particular fair-trade initiatives within various market segments such as the clothing, cosmetic, or food industry (e.g., coffee or tea). Some raise issues concerning labor conditions in developing countries (e.g., the sweatshops in Cambodia or India). Recently, growing attention to the issue of the widening inequality gap can be observed (in the context of corruption, taxation policies or Covid-19).

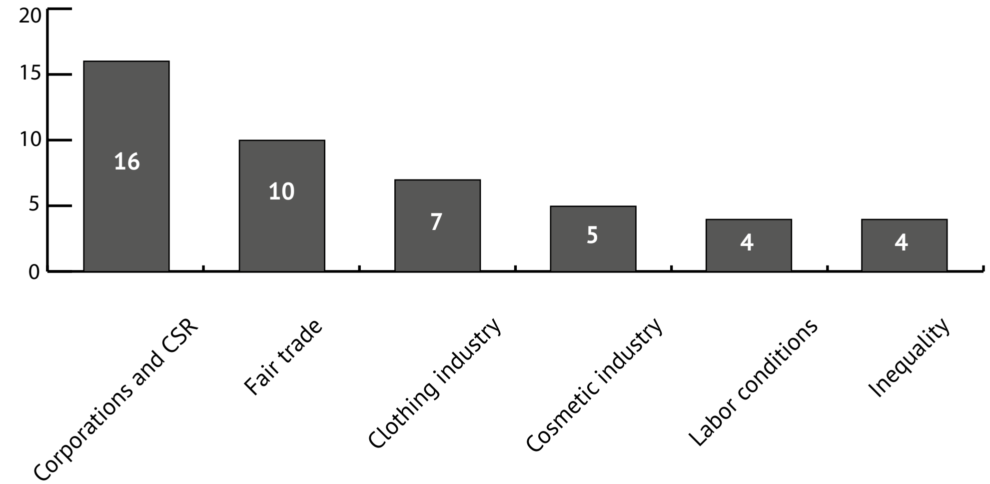


Figure 4: Ethics sub-topics
Source: Author

3.3 Topic area 3: Economy ——— Students general interest in varied economy related issues, which cover almost 15% of the poster topics (30/208), is likely affected by the fact economics is their study field. Therefore, subtopics also vary the most (Figure 5) as students can draw upon a variety of other school subjects. A considerable number of posters address taxation policies (flat vs. progressive tax, electronic revenue records, value-added tax) and some topics slightly overlap with the earlier discussed ethical issues (e.g., tax heavens, the Panama papers scandal). Consumer behavior is a popular topic, too, covering themes such as consumer decisions, purchasing behaviors, Covid-19 spending habits, managing unpredictability and investment incentives. Students also study the pros and cons of the common European currency, the euro, in the Czech Republic. The remaining topics address the structure of the labor market, cryptocurrencies, and government funding of various sectors such as sport or culture, to name a few.

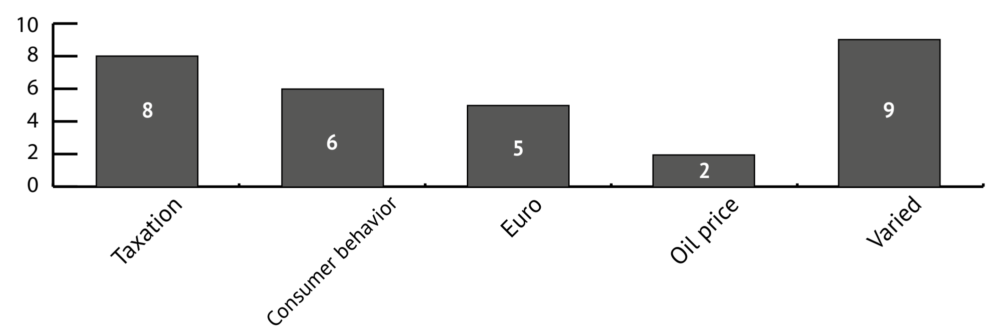


Figure 5: Economy sub-topics
Source: Author

3.4 Topic area 4: Car industry ——— Car industry is the topic of roughly 14% of the poster projects (29/208), a finding which can be partially attributed to the school's close relationship to the automotive sector and the working opportunities the school's students have through manifold school internship opportunities. Students can apply for work with companies from the VW Group during their mandatory internship in their 5th semester at the bachelor's level and facultative internships during their master's studies, an opportunity which many of them exploit. Nonetheless, the structure of the car-industry related subtopics (Figure 6) still reflects the students' general concerns and interests in the context of wider social affairs. The majority of the subtopics address the question of ecology, including electric mobility and its potential to address the ecological challenges for the future, followed by topics discussing the question of lowering emissions, and complemented by pursuing the potential of hydrogen cars. Only a few of the topics relate to technologies, driverless cars, or legal and safety issues.

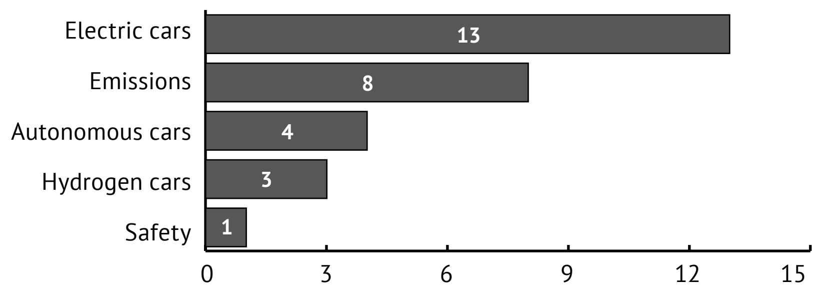


Figure 6: Car industry sub-topics
Source: Author

3.5 Topic area 5: Health and lifestyle ——— At the first glance, the approximate 10% occurrence (21/208) of the health and lifestyle topics (Figure 7) may seem to overlap with ecological or other topic areas. Indeed, most of the topics in this category refer to managing waste and recycling. The few discussing a vegetarian lifestyle perceive a vegetarian diet as ecologically beneficial, thus as a potential solution to climate change, or they define vegetarianism as an ethical issue. Students are, however, also directly concerned about health issues, as reflected in topics discussing the negative impacts of low-quality food, excess use of sugar or smoking. The prospective category, however, contains an important consideration as it indicates the students' readiness to adopt their lifestyle for the sake of solving the issues their generation is likely to be facing in the future.

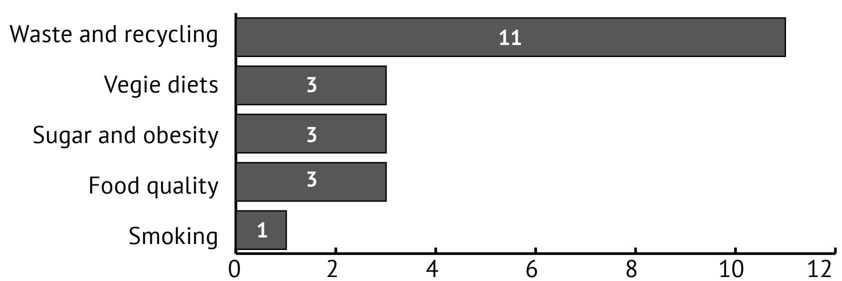


Figure 7: Health and lifestyle sub-topics
Source: Author

3.6 Topic area 6: Politics ——— Quite a few topics covering slightly over 8% of the topic set (18/208) relate to political issues (Figure 8), which indicates the students' interest in social issues and political decisions made by a country's elected representatives. Typically, students show their interest in current social affairs and the way they should be approached by the politicians, as the time they chose topics such as migration or Brexit corresponds with the time these issues occurred. Related to that, students also discuss demographic questions, such as population development (e.g., world overpopulation vs. depopulation trends in Europe or Japan), or address topics related to potential threats to democracy (e.g., world terrorism, populism).

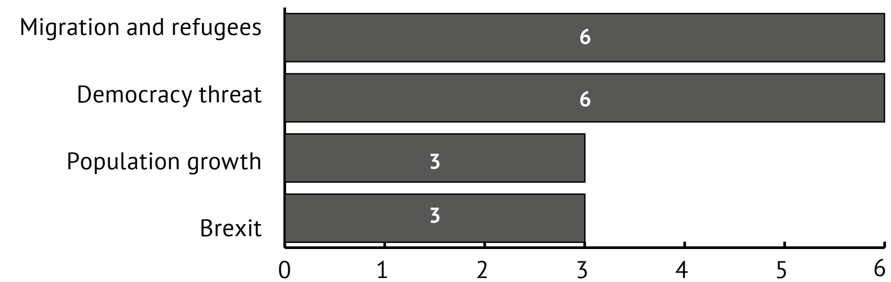


Figure 8: Politics sub-topics
Source: Author

4 Summary ——— As indicated throughout the analysis of the chosen topic areas, the selected topics could be assessed from a variety of perspectives as they indicate a number of cross-sectional themes. For example, ecological concerns permeate more than 50% (105/208) of the data. They are obviously also addressed within the car industry topic area (e.g., electric cars (13), lowering emissions (8) or hydrogen cars (3)), within the health and lifestyle topic area (e.g., waste and recycling (11) or vegetarian diets (3)), or even within the political topic area (e.g., population growth (3)). Similarly, ethical issues occur even more frequently, covering as much as 55% of the data set (115/208) as they are also addressed within the ecological topic area (e.g., deforestation (14), plastic pollution (14), ocean pollution (6) or animal extinction (5)), within the car industry topic area (autonomous cars (4)), within the health and lifestyle section (e.g., waste and recycling (11) or vegetarianism (3)) or even within selected political topics (e.g., migration (6) or threats to democracy (6)).

Of course, health and lifestyle topics seem widely covered, in the end constituting 57% (119/208) of the posters as many of the other topic area issues assume a necessary change in the way people live if the civilization challenges are meant to be seriously faced. Changing lifestyles would need to be adopted to solve the ecological issues (e.g., climate change (14) plastic pollution (14)) and the ethical issues (e.g., clothing (7) or cosmetic industry (5)). Similarly, personal choices go along with car-industry related changes (e.g., electric cars (13), hydrogen cars (3) or combustion engines (8)). Finally, lifestyles are shaped by political decisions (e.g., democracy (6), population (3), or migration (3)) as well as affected by various economy related phenomena (e.g., consumer behavior (7) or the acceptance of the euro in the Czech Republic (5)).

Last but not least, it may seem students' interest in political issues is rather low given that they represent in only 8% of the overall topic set. However, a concealed reference to politics can be traced in most of the topics, especially when students draw their conclusions or recommendations for implementation. Students in their conclusions suggest solutions to the ecological issues, as they very much relate to the governments and related policies in a global scope, including adopting climate change measures, or making decisions to stop deforestation, plastic pollution, lowering emissions, or protecting animals, water or the oceanic biosphere. The same applies in the ethical topic area as political representations makes decisions for policies related to corporations within varied industry sectors, fair trade, labor issues, or inequality. Likewise, taxation policies or the adoption of the European common currency count as political decisions, as well as many of the issues related to car industry topics because they closely link to strategic decisions regarding emission limits or the national as well as global environmental strategies tackling the climate issues. The health and lifestyle topics are not an exception, as national policies determining waste management, or the quality of food have a considerable impact on human health. Seen from this perspective, the vast majority of the topics can be in the end considered political.

4.1 Conclusions and implications ——— Criticism of the young generation, its lifestyles and sense of responsibility frequently resonate through the public discourse. This fact can be demonstrated by a statement from one of the prominent Czech intellectuals who published the following remark in an online daily news journal: „I am telling the young that they will die of hunger, but with a beautiful mobile phone" (Cílek 2020). This study, however, shows that students are neither ignorant nor negligent in what are the challenges of their future if they are given a voice. The data show their high awareness and interest in ecological issues, ethical issues, and thanks to their close and frequently internal contact to the automotive industry, they also pose questions to the quality of environment and search solutions to lower emission and find alternative sources of energy for transportation. They, at the same time, show an awareness of macro-economic and political issues which frequently overlap with the current affairs and decisions made on a political level, proving their engagement with the actual social issues. Last but not least, the students seem to realize the need to adopt their lifestyles to tackle the ecological, ethical, and social challenges of the current era. As such, their projects indicate the social topics these students' generation is likely to face in the coming years.

Besides the potential of giving students autonomy, high degree of responsibility and freedom to choose the area of their interest which leads to enhanced curiosity, motivation and engagement in wider social affairs, this study also shows that implementing academic posters into the teaching practices can have additional and multiple potential in the students' personal and professional development. First, through the academic poster project, they learn important study and work habits which are crucial for their future chances in the job market. Specifically, they need to adopt conscious planning and time management and develop their technical skills by using IT tools and applications to design their posters. Through independent research, students get a chance to dive into collecting expanding information from various resources. They learn how to identify, sort, evaluate, and critically assess resources and data. They get experience in data collection and analysis, including using various tools of qualitative and quantitative research. They develop their analytical thinking and learn how to synthesize information into clear conclusions. They develop their critical thinking, and this growth in their intellectual capacity leads to suggesting solutions, proposing strategies, or making responsible decisions.

Second, academic posters develop the whole communication skill set. The students practice reading and academic writing techniques. They learn how to present their ideas, argue, negotiate , and answer questions during their presentations and debates. And they learn how to compete and 'sell' their research ideas or topic interests to their colleagues and teachers.

Third, implementing the poster projects into language courses represents a potent tool for modern education. The CLIL approach adopted at the language department of the ŠKODA AUTO University was first introduced in the late 1980s (Morgado et al. 2015) when it integrated the leading ideas and findings from earlier concepts in the field of language teaching and methodologies. It draws upon the communicative approach (Brumfit and Johnson 1991; Littlewood 1994; Widdowson 1978) introduced in the 1970s, which unlike the earlier used grammar-translation or audio-oral methods, emphasized a balanced development of all language competences with by the aim to develop skills to use foreign languages in practical social situations. The natural approach introduced in the early 80-ies (Krashen and Terrell 1983) can be traced in the accent on learning through immersion into natural life situations and contexts, like mother tongues get acquired. The CLIL approach also accentuates the functional and pragmatic use of foreign languages over formal and grammatical precision, as later described in the lexical approach (Lewis 1993), SLA studies (Firth 2009; Firth and Wagner 1997) and ELF (English as a Lingua Franca) research (Cogo and Dewey 2006; Jenkins 2007; Mauranen 2006; Seidlhofer 2005). It also aims at reaching „global intercultural competence", as inscribed in BELF (Business English as a Lingua Franca) (Louhiala-Salminen and Kankaanranta 2011; Pullin 2013; Pullin 2015). Last but not least, CLIL allows for a learner-centered and collaborative approach described in the Reading and Writing through Critical Thinking initiative (RWCT) (http://www.rwctic.org/) as it teaches languages through contextual problem-solving, decision-making, planning, and strategizing with reinforced student engagement. Along with similar concepts like the Content-Based Instruction (CBI) (Brinton at al. 1989) or Task-Based Instruction (TBI) (Ellis 2003), CLIL represents a holistic approach by teaching foreign languages through content and contextualization, and as such has been lately widely adopted by higher education institutions (HEI) in programs teaching professional subjects through foreign language instruction.

To conclude, a close look into the topics the students select for their poster projects when given autonomy to freely choose shows not only their awareness of the current issues, but also their readiness for active engagement. It also indicates that the young generation should be taken as a serious partner for tackling the upcoming social challenges, as they are nor ignorant, nor negligent of their future. Their teachers, on the other hand, using academic posters as a tool to teach them necessary skills for the 21st century can help students handle the challenges they will be tackling in their prospective lives.

Literatúra | *List of References* ——— [1] Assor, A., Kaplan, H., Kanat-Maymon Y. and Roth, G., 2005. Directly controlling teacher behaviors as predictors of poor motivation and engagement in girls and boys: The role of anger and anxiety. In: Learning and Instruction. 2005, 15(5), 397-413. ISSN 0959-4752. | [2] Brinton, D. M., Snow, M. A. and Wesche, M. B., 1989. Content-based second language instruction. New York: Newbury House, 1989. | [3] Brumfit C. and Johnson, K. (eds.), 1991. The communicative approach to language teaching. Oxford University Press, 1991, 5-26. | [4] Cílek, V., 2020. Mladým říkám, že umřou hlady, ale s nádherným mobilem. In: Novinky.cz. 2020, 9(18). | [5] Clifford, M. M., 1990. Students need challenge, not easy success. In: Educational Leadership. 1990, 48(1), 22-26. ISSN 0013-1784. [6] Cogo, A. and Dewey, M., 2006. Efficiency in ELF communication: From pragmatic motives to lexico-grammatical innovation. In: Nordic Journal of English Studies. 2006, 5(2), 59-94. ISSN 1654-6970. | [7] Deci, E. L., Koestner, R. and Ryan, R. M., 2001. Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. In: Review of Educational Research. 2001, 71(1), 1-27. ISSN 1747-938X. | [8] Ellis, R., 2003. Task-based language learning and teaching. Oxford: Oxford University Press, 2003. ISBN 9780194421591. | [9] Firth, A. and Wagner, J., 1997. On discourse, communication, and (some) fundamental concepts in SLA research. In: The Modern Language Journal. 1997, 81(3), 285-300. ISSN 1540-4781. [10] Herzberg, F., 1966. Work and the nature of man. Cleveland: World Publishing, 1966. [11] Holec, H., 1981. Autonomy and foreign language learning. Oxford: Pergamon, 1981. ISBN 9780080253572. | [12] Jenkins, J., 2007. English as a lingua franca: Attitude and identity. Oxford University Press, 2007. ISBN 9780194422376. | [13] Krashen, S. D. and Terrell, T. D., 1983. The natural approach: Language acquisition in the classroom. Hayward, CA: Alemany Press, 1983. ISBN 0-13-609934-3. | [14] Le Coultre, M. F. and Purvis, W. A., 2002. A century of posters. Lund Humphries Pub Ltd. 2002. ISBN 978-0853318637. | [15] Lewis, M., 1993. The lexical approach. Hove: Language teaching publications, 1993. ISBN 0-906717-0-99-X. [16] Little, D., 2008. Language learner autonomy: Some fundamental considerations revisited. In: Innovations in Language Learning and Teaching. 2008, 1(1), 14-29. ISSN 1750-1229. [17] Little, D., Dam, L. and Legenhausen, L., 2017. Language learner autonomy: Theory, practice and research. Bristol: Multilingual Matters, 2017. ISBN 9781783098590. | [18] Louhiala-Salminen, L. and Kankaanranta, A., 2011. Professional communication in a global business context: The notion of global communicative competence.In: IEEE transactions on professional communication. 2011, 54(3), 244-262. ISSN 0361-1434. | [19] Littlewood, W., 1994. Communicative language teaching. Cambridge University Press, 1994. | [20] Maslow, A. H., 1954. Motivation and personality. New York: Harper and Row, 1954. | [21] Mauranen, A., 2006. Signaling and preventing misunderstanding in ELF communication. In: International Journal of the Sociology of Language. 2006, 177, 123-150. ISSN 0165-2516. | [22] McClelland, D. C., 1985. Human motivation. Glenview, Illinois: Scott, Foresman & Co., 1985. | [23] McGregor, D., 1960. The human side of enterprise. New York: McGraw-Hill. 1960. | [24] Morgado, M., Coelho, M., Ribeiro, M. del C. A., Albuquerque, A., da Silva, M., Chorâo, M., Cunha, S., Gonçalves, A., Carvalho, A. I., Régio, M., Faria, S. and Chumbo, I., 2015. CLIL training guide: Creating a CLIL learning community in higher education. Santo Tirso – Portugal: De Facto Editores, 2015. ISBN 978-989-8557-50-6. | [25] Pullin, P., 2013. From curriculum to classroom: Designing and delivering courses in workplace communication. In: Babylonia. 2013, 2(13), 32-36. ISSN 1420-0007. | [26] Pullin, P., 2015. Culture, curriculum design, syllabus and course development in the light of BELF. In: Journal of English as a Lingua Franca. 2015, 4(1), 31-53. ISSN 2191-933. [27] Ryan, R. M. and Deci, E. L., 2000. Intrinsic and extrinsic motivations: Classic definitions and new directions. In: Contemporary Educational Psychology. 2000, 25(1), 54-67. ISSN 0361-476X. | [28] Reeve, J., Deci, E. L. and Ryan, R. M., 2004. Self-determination theory: A dialectical framework for understanding the sociocultural influences on student motivation. In: McInerney, D. M. and Van Etten, S. Research on sociocultural influences on motivation and learning: Big theories revisited. Greenwich, CT: Information Age Press, 2004, 4, 31-59. ISBN 9781593110529. | [29] Reeve, J., 2009. Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. In: Educational Psychologist. 2009, 44(3), 159-175. ISSN 0022-0663. | [30] Reeve, J. and Jang, H., 2006. What teachers say and do to support students' autonomy during a learning activity. In: Journal of Educational Psychology. 2006, 98(1), 209-218. ISSN 0022-0663. | [31] Robertson, Z., 2013. The autonomous language learner. University of Birmingham. 2013. | [32] Seidlhofer, B., 2005. English as a lingua Franca. In: ELT Journal. 2005, 59(4), 339-341. ISSN 1916-4742. [33] Widdowson, H., 1978. Teaching language as communication. Cambridge University Press, 1978. ISBN 9780194370776.

Kľúčové slová | *Key Words* ——— academic poster, student autonomy, critical-thinking, active citizenship
akademický poster, autonómia študenta, kritické myslenie, aktívne občianstvo

JEL klasifikácia | *JEL Classification* ——— I23, M31

Résumé ——— Marketingové témy prostredníctvom akademických posterov: Cesta k autonómii študentov a aktívnemu občianstvu
Nakoľko sociálne a environmentálne výzvy, ktoré predstavujú veľmi nestály, neistý a zložitý svet, budú mať dopad hlavne na mladých ľudí, školy musia svojim absolventom vštepiť súbor kritického myslenia, riešenia problémov, rozhodovania, budovania stratégie a komunikačné zručnosti, aby študenti boli informovaní a zainteresovaní občania. Tento príspevok predpokladá, že na vysokých školách sa to dá dosiahnuť podporovaním motivácie a autonómie študentov. Akademické postery sa navrhujú ako jeden z relevantných nástrojov, ktoré umožňujú pedagógom prijať štýl výučby podporujúci autonómiu, ktorý vedie k zvýšenej samostatnosti, záujmu a zodpovednosti za sociálne veci. Akademické posterové projekty vo svojej podstate uľahčujú akademické zručnosti vrátane spracovania informácií, čítania, písania, prezentovania a obhajoby myšlienok. Vďaka dôkladnému výskumu a zdokonalenému sociálnemu dialógu na hodinách určujú popredné myšlienky súčasnej mladej generácie a ako také môžu predpovedať témy budúcnosti. Akademické posterové projekty môžu byť prijaté tak vo všeobecných predmetoch, ako aj vo výučbe jazykov, a tak poskytujú pedagógom účinný nástroj na dosiahnutie širokých vzdelávacích cieľov.

Kontakt na autorov | *Address* ——— Mgr. Dagmar Sieglova, MSEd., Ph.D., ŠKODA AUTO University, Na Karmeli 1457, 293 01 Mladá Boleslav, Czech Republic, e-mail: dagmar.sieglova@sieglovi.cz

Recenzované | *Reviewed* ——— 16. March 2021 / 18. March 2021

https://doi.org/10.46286/msi.2021.16.2.3

SALES ORGANIZATIONS ON THE PATH OF DIGITALIZATION – A REFLECTION FROM GERMANY, FINLAND AND AUSTRIA

Companies are either proactively driving the digital transformation or are forced to digitalize by markets and ecosystems. In order to identify the status about the digital transformation of sales in practice and to get deeper knowledge about treated areas in sales and challenges on the path of digitalization, in-depth interviews of sales executives and managers of more than 50 internationally operating companies in three countries Germany, Finland and Austria were conducted in this research. The results show that one major goal for companies is to accelerate digitizing processes as digitalization helps to work more efficiently. Access to systems is necessary, hence investments in digitalization are seen as sustainable and absolutely essential for to serve B2B customers today. Digital tools lead to adaptions in the sales process as with support sales processes and sales management. Accelerated also by the COVID-19 crisis, face-to-face customer visits have been reduced even more and online meetings have increased as the speed of response has become more and more important. Finally, the necessary skill set of a sales force has to be adapted, which has to be further researched in the future, having support of higher education institutions being the order of the day. Companies have realized that a good sales pitch does not necessarily need to be in person, due to new virtual technologies.

1 Introduction ——— Digital transformation is going on in most B2B companies. After a systematic literature review, Reis et al. (2018) define digital transformation „as the use of new digital technologies that enables major business improvements and influences all aspects of customers' life". Digital technologies have the ability to make disruptive change and cause strategic reactions of companies to adapt value creation paths, thereby structural changes have to be managed and organizational barriers have to be overcome considering possible outcomes which might be positive and negative ones (Vial 2019).
While digital transformation and digitalization are used as synonyms, digitization is seen as narrow definition meaning driving the path from analogue to digital processes (Reis et al. 2018). If companies digitize their processes, Wengler et al. (2021) identify huge potential of digitization when investigating sales process steps across the three business types of product, project and relational business and suggest a market-oriented transformation of sales focusing on people, processes and data. Although further boost in the digital transformation of companies is expected by making use of the potential of artificial intelligence systems in sales, Gentsch (2019) states that the potential of AI is still unclear as it has hardly been researched.
On the one hand, sales managers are confronted with digital technologies for sales and marketing and numerous upcoming tools and on the other hand, companies try to identify and innovate digital products and services while following various motives like gaining or keeping market shares, diversifying, catching up with their vision of innovativeness or increasing the user experience. If companies are on the path of servitization, digital services are added or incorporated to build competitive advantage for the future (Lerch 2015). Brunetti et al. (2020) raise three strategic pillars, i.e. (1) infrastructures and technologies, (2) ecosystems and (3) culture and skills while clustering the challenges of digitalization for regional stakeholders, companies, education, and public authorities.
There is little evidence about the knowledge of companies concerning digitalization and how they drive the digital transformation in practice and how they identify areas for effective actions. This leads to the following research questions:

RQ1: What does digital transformation in sales mean?
RQ2: Which areas/activities are mostly affected by the digital transformation in marketing and sales?

2 Methodology ——— In order to answer the research questions, 50 in-depth interviews were conducted in Germany, Austria and Finland. The telephone and online (via MSTeams) interviews were chosen to understand the participants' objectives and perspectives, along with giving the opportunity to ask for clarification (Wilson 2014). The interview partners were Sales managers and CEOs from industrial companies with B2B focus. In every country, the researchers chose companies based on judgmental sampling following the criteria of 50 to 500 employees and operating in the field of manufacturing or ICT.
All interviews were audio recorded and transcriptions of the interviews were made. After the transcriptions, the qualitative content analysis was applied, which has the aim to structure and to extract meanings from the collected data in order to draw conclusions based on it (Bengtsson 2016). These conclusions are the basis for presenting the findings in the next chapter.

3 Findings ——— Respondents agree mostly that the major driver for digitalization is usually the management board, but in some cases, the IT departments are the drivers and in certain situations, companies are also forced by customers to digitalize sales processes. Furthermore, there is common agreement among the respondents that the offered solutions to be sold will become more complex in future and this is a reason why digital tools should support sales.

3.1 What does „digital transformation in sales" mean? ——— As mentioned in the introduction, digital transformation will cause strategic and structural adaptation from the organization, but also adaptation of behavior and attitude of the Sales managers. In order to answer that Research question, three different sub-topics are discussed:

3.1.1 Digitization of processes ——— The core sales process will still be the same as in the past, but it will be digitalized. Sales Managers require digital tools as CRM, content management tools, simulations, and analytic tools in order to succeed in sales. However, there seem to be an increased need for collaboration in this new digitized business environment.
One of the central statements of the interview partners: „All processes (Purchasing, Sales, Production, Marketing and HR) will be digitalized". It is not just that the processes will be digitalized, also the online access to the processes and to specific data, especially from ERP (Enterprise

Resource Planning)/CRM (Customer Relation Management) systems are necessary for the sales managers, in order to increase the effectiveness and efficiency and help to convince the customers of the offered solution.
Digitalizing internal processes like product development help to reduce costs and improve quality, which also creates value for the customers. Professional companies see some new focuses: customer focus and focus on DATA (analytics). However, the importance of internal collaboration will increase especially between production and sales. One interviewed partner for example claimed that their organizations productization was automated already 20 years ago but somehow the salespeople do not use the information build by ERP systems.
Digitalization helps to work more efficiently, therefore a strong investment in digitalization is seen from the interview partners as absolutely necessary. There was a clear commitment from all interview partners to actively drive the digitization process.

3.1.2 Data and data management ——— The relevance of data increases massively. Data management and real-time availability are the key for being successful in Sales and Marketing. Data, in order to convince the customer, but also for internal analysis (sales and marketing analysis, analyses of different market segments) are very important for strategic decisions.

3.1.3 Sales culture and customer interaction ——— There will be a fundamental change in contacting and dealing with the customers. Regarding the first contact, customers prefer to be contacted via different kinds of social media platforms (e.g., LinkedIn, Teams or Xing) instead of by phone. Meeting customers in person will be reduced, but we need to bear in mind that the speed of response needs to be increased, as a pre-requisite from the customer. A close contact with the customer is still important, but not necessarily in a physical form.
Digitalization will further increase the integration of marketing and sales; hence the customer interaction is not only limited to the salesforce. However, the data shows that there are still difficulties to combine sales and marketing functions to work together to the same goal.
There is still an uncertainty in the market and with the sales force because of undefined new directions. But one point is clear: sales managers need to improve their skills in data analytics (how and where to get the data, how to use the data, how to market the data and what is the role of data in marketing and sales operations).
This knowledge and new skills must be learned already at the universities.

3.2 Which areas/activities are mostly affected by the digital transformation in marketing & sales? ——— The researchers try to find out what areas and activities are mainly affected by the digital transformation. Based on the interviews, three major areas could be identified. The changes due to the digital transformation will dramatically influence the Marketing and Sales organization, but also the role of the sales force needs to be directed toward a digital mentality. However, the sales department also needs dedicated support from other departments in order to be successful with the customers.

3.2.1 Huge changes in the sales and marketing department and in the whole company. ———
The internal and external communication will be affected by digitalization; a lot of different channels can be used in order to transmit the information. These channels are more flexible, some of them will disappear, others will remain. The lead generation will change – Google analytics and other tools will help to create new leads. The first contact, as previously mentioned, is mainly done by Social Media,- LinkedIn or Xing – this makes it easier to get in contact with potential business partners as it is possible to get some knowledge about the company and the contacted person in advance. Therefore, the success rate increases because the customer is addressed directly and get tailor-made solutions.
The entire sales process will be digitalized. The customer experience changes with AR or VR glasses – these help to explain complex products and help to impress the customer. But it is also necessary for the sales force to have online access to all data in order to convince the customer about the offered solution. Tools like value calculators, TCO concepts (total cost of ownership) and reference cases have to be available in real-time. But not only the direct customer contact will change, also the process of inquiries and quotations will be digitalized and based on AI continuously being improved.
The sales managers / CEOs mentioned that a certain „Master plan" is necessary. This includes changes in the management, strategy, business model, organizational changes, closer cooperation between the different departments, including lower hierarchical levels.
Not only the business models but the organization and the tools will change, meaning the new role of sales needs to be discussed.

3.2.2 Role of sales ——— The role of sales will no longer be to sell classical products with the classical tools. The digital transformation in sales has already started and the speed of change will constantly increase. The biggest challenges which are mentioned from Sales Managers and CEOs are the integration of various data sources and the re-organization of sales teams. A mental change of the sales force will be necessary, to create a digital mentality in order to drive the change.
It will be a challenge to transform the existing sales team, but also hiring new salesforce will not be an easy task. The selection of new candidates, the further education and the right mentality of the sales force is a key for being successful as an organization.

3.2.3 Support for sales ——— The digital transformation is changing the role of sales. In order to be successful in this digital world, Sales needs to get some support and supporting tools.
The quote and inquiry generation needs to be digitalized and simplified for the customer. This would save some resources internally and for the customers, as well. As mentioned before the customer's experience will change – Virtual Reality creates new opportunities to illustrate and present products. The sales force needs to get the right tools and to know how to internalize them.
The company needs to develop more digital products and services – this would help to sell on a global base.
The online access to data which are in ERP or CRM systems, is necessary. New software tools e.g., PLC (Product Life Cycle) would help to improve and shorten the development process, to reduce redundancy and to improve the quality. This would lead to additional value to the customer.

4 Implication and further research
4.1 Implication ——— Companies are often forced by market and their customers to change. As mentioned from some Sales managers / CEOs all processes will be digitalized and in order to stay competitive, companies need to push this change process. Most companies have little knowledge about further developments of digital tools and AI supported tools and their impact on international sales and their sales force.

4.2 Managerial implications ——— It would be recommendable to have a „Master Plan" for digitalization, including updates of the management, strategy, business model, organizational adaptation, the product development and the sales process.

• It is essential to build up some competence in data analytics for analyzing markets, to do internal analyses and to do specific analyses as a base for strategic decisions.
• The sales department needs to get the right tools in hand to change the customer experience (AR, VR), to have real – time access to all necessary data (ERP/CRM systems).
• In order to use the tool appropriate trainings, labs need to be installed in order to improve the digital sales skills of the sales team.
• Not only the skills have to be improved – a culture of digital mentality should be implemented.

4.3 Implication for universities ———
• Digital mentality is also necessary for universities.
• Lectures need to be updated towards digital solutions.
• Training labs for digital sales should be implemented (students need to get the digital experience already at the university).
• Students need to be educated on how to implement digital changes.
• Finally, the curriculum needs to be adapted (on a regular basis).

4.4 Further research ——— As the research is limited to three European countries, it could be expanded to other geographical areas to check if the speed of the transformation process is different.
It would also be interesting to analyze the acceptance of digitalization of sales employees and their customers.
Some other aspects, which could be analyzed are the use of digital tools in the different industrial areas. Are there some restrictions from sales people or from customers to use these tools.
The skill set of a sales force in order to work successfully in a digital environment needs to be considered.
What are implementation hurdles in the digitalization transformation.

Poznámky | *Notes* ——— The authors want to thank Gabriele Hildmann, KAIROS GmbH, and Ulrich Vossbein, Technische Hochschule Mittelhessen, for their support in conducting in-depth interviews in Germany.

Literatúra | *List of References* ——— [1] Bengtsson, M., 2016. How to plan and perform a qualitative study using content analysis. In: NursingPlus Open. 2016, 2, 8-14. ISSN 2352-9008. [2] Brunetti, F., Matt, T. D., Bonfanti, A., De Longhi, A., Pedrini, G. and Orzes, G., 2020. Digital transformation challenges: strategies emerging from a multi-stakeholder approach. In: The TQM Journal. 2020, 32(4), DOI 10.1108/TQM-12-2019-0309, 697-724. | [3] Gentsch, P., 2019. AI in marketing, sales and service. Cham: Palgrave Macmillan. ISBN 978-3-030-07904-8. [4] Lerch, Ch. and Gotsch, M., 2015. Digitalized product-service systems in manufacturing firms. In: Research Technology Management. 2015, 58(5), 45-52. ISSN 0895-6308. | [5] Reis, J., Amorim, M., Melão, N. and Matos, P., 2018. Digital transformation: A literature review and guidelines for future research. In: Rocha, A., Adeli, H., Reis, L. P., Costanzo, S., (eds). Trends and advances in information systems and technologies. WorldCIST'18 2018. Advances in intelligent systems and computing. 2018, 745, 411-421. Springer, Cham, DOI: 10.1007/978-3-319-77703-0_41. | [6] Vial, G., 2020. Understanding digital transformation: a review and a research agenda. In: Journal of Strategic Information Systems. 2020, 28(2), 118-44. ISSN 0963-8687. [7] Wengler, S., Hildmann, G. and Vossebein, U., 2021. Digital transformation in sales as an evolving process. In: Journal of Business & Industrial Marketing. 2021, 36, 1-16. DOI: 10.1108/JBIM-03-2020-0124. | [8] Wilson, Ch., 2014. Semi-structured interviews. In: Interview Techniques for UX Practitioners. 2014, 23-41. ISSN 9780124103931.

Kľúčové slová | *Key Words* ——— digitalization, digital transformation, B2B customers, sales management
digitalizácia, digitálna transformácia, B2B zákazníci, riadenie predaja

JEL klasifikácia | *JEL Classification* ——— M31

Résumé ——— **Obchodné organizácie na ceste digitalizácie – pohľady z Nemecka, Fínska a Rakúska**
Spoločnosti buď aktívne riadia digitálnu transformáciu, alebo sú nútené digitalizovať trhy a ekosystémy. S cieľom zistiť stav digitálnej transformácie predaja v praxi a získať hlbšie vedomosti o analyzovaných oblastiach predaja a výzvach na ceste digitalizácie boli realizované dôkladné rozhovory s manažérmi predaja a manažérmi viac ako 50 medzinárodne pôsobiacich spoločností. V tomto výskume sa uskutočnili v troch krajinách: Nemecko, Fínsko a Rakúsko. Výsledky ukazujú, že jedným z hlavných cieľov spoločností je urýchliť digitalizačné procesy, pretože digitalizácia pomáha pracovať efektívnejšie. Prístup k systémom je nevyhnutný, a preto sa investície do digitalizácie považujú za udržateľné a absolútne nevyhnutné. Nevyhnutné na to, aby organizácie dnes mohli slúžiť B2B zákazníkom. Digitálne nástroje vedú k úpravám v procese predaja, ako aj pri podpore procesov predaja a riadenia predaja. Urýchlením aj krízou COVID-19, sa počet osobných kontaktov so zákazníkmi ešte viac znížil a online stretnutia sa zvýšili, pretože rýchlosť odpovedí je čoraz dôležitejšia. Nakoniec je potrebné prispôsobiť potrebné zručnosti predajných síl, ktoré je v budúcnosti potrebné ďalej skúmať. V tomto kontexte je potrebné podporovať vysoké školy. Spoločnosti si uvedomili, že nárast predaja nemusí byť nevyhnutne realizovaný osobne, a to vďaka novým virtuálnym technológiám.

Kontakt na autorov | *Address* ——— FH-Prof. DI Dr. Margarethe Überwimmer, Degree program Global Sales and Marketing, Upper Austria University of Applied Sciences, School of Management, Wehrgrabengasse 1-3, 4400 Steyr, Austria, e-mail: margarethe.ueberwimmer@fh-steyr. at

Dr. Pia Hautamäki, Tampere University of Applied Sciences, Tampere, Kuntokatu 3, FI-33520 Tampere, Finland, e-mail: pia.hautamaki@tuni.fi

Prof. Dr. Stefan Wengler, Hof University, Alfons-Goppel-Platz 1, D-95028 Hof/Saale,Germany, e-mail: stefan.wengler@hof-university.de

FH-Prof. Ing. Mag. Robert Füreder, Degree program Global Sales and Marketing, Upper Austria University of Applied Sciences, School of Management, Wehrgrabengasse 1-3, 4400 Steyr, Austria, e-mail: robert.fuereder@fh-steyr.at

Recenzované | *Reviewed* ——— 1. April 2021 / 6. April 2021

TEXT | DARKO PANTELIC,
PETER BRANDSTAETTER,
EMILIA FLORIN SAMUELSSON

https://doi.org/10.46286/msi.2021.16.2.4

EDUCATING FUTURE MANAGERS FOR A CULTURALLY DIVERSE WORKSPACE: USING COURSE AS A LIVING LABORATORY

Society is increasingly becoming multicultural, with more pressure to improve the quality of intercultural interactions. Higher education institutions are experiencing internationalization through increased mobility of students and faculty, which creates the need to manage diversity with the imperative of smoothing communication, reducing stress and making studying and working in a multicultural environment more efficient. Employers also dictate a need to educate culturally competent professionals, who are capable of succeeding in a globalized environment characterized by increased workforce mobility and international assignments. Intercultural competences discourse has a long track with researchers and practitioners, without any agreement on its definition or measurement, but with a clear message that cultural diversity will not result in increased intercultural competences. In this paper, intercultural competences are viewed as a transversal learning outcome, considering the increasing internationalization of higher education institutions. The research is qualitative in nature, based on the analysis of course evaluations and an open-ended survey. This study used a purposeful sample of current and former students who have been exposed to a diverse intercultural environment while studying at an international business school in Sweden. Based on the findings, a course design is suggested where exposure to cultural diversity is guided and facilitated by bringing students to collaborate in an assignment-driven context, with a culturally diverse group composition. Lecture-based components of the course are balanced with the addition of a component of self-reflection assignment, providing both culturally specific and general knowledge, thus contributing to the ability to extrapolate the experience on future intercultural encounters.

1 Introduction ——— Globalization has propelled the internationalization of higher education in terms of creating a vibrant multicultural study environment as well as of various stakeholders' expectations of what the higher education institutions should deliver regarding knowledge, skills and qualities that future professionals should have. Knight (2015) defined internationalization in higher education as „the process of integration of international, intercultural, or global dimensions into the purpose, functions or delivery of postsecondary education". According to Knight and De Wit (2018, p. 2), „internationalization has evolved from a marginal and minor component to a global, strategic, and mainstream factor in higher education". This results in intercultural diversity being tangled in the purpose, functions and delivery of higher education. Accordingly, students need to learn how to effectively work and live in such an environment and use the opportunity to prepare for culturally diverse workspaces.
„The development of culturally competent students" (Deardorff 2006, p. 241) is an important

goal of internationalization of higher education, because „increasing globalization, workforce mobility, and international assignments are creating demand for culturally adept employees" (Ramsey and Lorenz 2016, p. 79). The significance of intercultural competences (ICC) in organizational settings was also elaborated on by researchers like Earley and Peterson (2004), Fischer (2011), and Podsiadlowski et al. (2013).
Internationalization, the resulting diversity and the need for ICC are also driven by the increasing competition in the higher education industry (Engwall 2016; Nada and Araújo 2019; Rust and Kim 2012), accreditation bodies' requirements (e.g., EFMD Quality Improvement System), or government strategies (e.g., Internationalisation of Swedish Higher Education Institutions).

1.1 The problem and the purpose ——— Diversity is an appealing idea and it is easy to argue its benefits, which range from the general view that it „enriches each of us" (Liu, Volčič and Gallois 2019, p. 16), to more business-focused ones, such as „increased creativity, productivity, and quality" (Stevens, Plaut and Sanchez-Burks 2008, p. 118). However, Roberge and Van Dick (2010, p. 295) concluded that „many studies have found that diversity leads to negative consequences such as rising conflicts or decreasing group cohesiveness". Stahl et al. (2010) confirmed that the negative effects of multicultural teams are dominant topics in literature.
Trice (2003) and Leask (2009) reported on the segregation of student groups and reducing possibility of interaction and cooperation. Negative experiences resulting from challenging group work further fortify cultural stereotypes (Harisson and Peacock 2009; Zhang et al. 2016). Students working in culturally diverse groups have to overcome many obstacles, including communication problems, reconciling different values, varying perceptions of time, responsibility, or different understanding of group work.
A frequent assumption is that exposure to different cultures automatically leads to enhanced ICC, but this has been identified as a dangerous misconception by numerous scholars (Jackson 2015; Lokkesmoe, Kuchinke and Ardichvili 2016; Ramsey and Lorenz 2016; Wang and Kulich 2015; Zhang et al. 2016). Bennett (as cited in Manzitti 2016) pointed out that „We sometimes mistakenly think that diversity in and of itself is valuable, but it's not, it's actually more problematic." Anecdotal evidence from the classroom and content analysis of the course evaluations confirm that there is resistance toward culturally diverse groups.

„I like diverse groups and I highly appreciate the idea behind it, but…" (anonymous student, course evaluations 2019)
„International groups make little sense anyway…" (anonymous student, course evaluations 2018)
„…putting people of such different cultures together is not always a good idea… simply because the cultures are so far apart." (anonymous student, course evaluations 2017)

Scholars agree that ICC is significant and very much needed. However, according to Deardorff (2015), despite great interest and a plethora of research in the field, some cardinal issues that still require further attention: – concept definition(s), development of ICC, and ICC assessment.
Accordingly, this paper focuses on understanding the concept of ICC from the perspective of business graduates and senior-year students at an international business school. The interest lies in collecting thoughts and feelings that describe their intercultural experience, and the assessment of their ability to reach goals in such a setting. By understanding how they perceive intercultural encounters, the researchers hope to be able to better understand what is necessary to design courses in order to promote and enhance ICC.

2 Theoretical background ——— The focus of this study makes it necessary to address the concept of ICC and discuss previous research and insights on course design with the purpose of enhancing ICC.

2.1 Intercultural competences ——— There is no single, universally accepted definition of the ICC concept, and concepts appear in literature under various names. Deardorff (2006, 2015, 2020), Griffith et al. (2016), Jackson (2015), Pinto (2018), and Wang and Kulich (2015), used the term „intercultural competence". Bartel-Radic and Giannelloni (2017), and Ramsey and Lorenz (2016) preferred the term „cross-cultural competence"; while Lokkesmoe et al. (2016) have mentioned „intercultural competence", „cross-cultural competence" and „global competence" in their work. Sinicrope, Norris and Watanabe (2007) listed almost 20 different concepts that are related to enhancing the efficiency and effectiveness of interaction in a culturally diverse setting.
A broad, encompassing definition claims that „intercultural competences are about improving human interactions across the difference, whether within a society (differences due to age, gender, religion, socio-economic status, political affiliation, ethnicity and so on) or across borders" (Deardorff 2020, p. 5). As a complex phenomenon, ICC might be based on:
• intercultural traits (open-mindedness, tolerance for ambiguity, flexibility, patience);
• intercultural attitudes and worldviews (ethnocentric-ethnorelative, cosmopolitanism);
• intercultural capabilities, such as communication, linguistic skills, social flexibility, and knowledge of other cultures (Leung, Ang and Tan 2014).

Analyzing multiple definitions of the concept (Griffith et al. 2016), the theory of action and job performance are adapted (Boyatzis 2008) and combined with the general framework of intercultural effectiveness (Leung et al. 2014) to capture three identified themes in these definitions: the need for ICC that facilitates successful performance of a role or a task in an environment where cultural differences exist (see Figure 1).

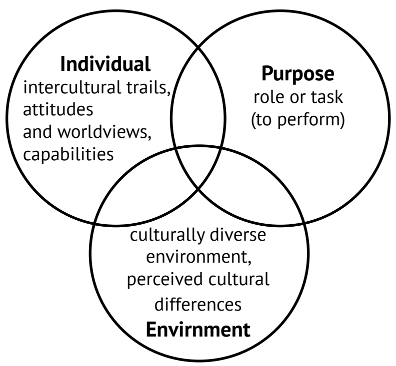


Figure 1: Context, skills and the purpose of ICC
Source: Authors

2.2 Learning (or acquiring) intercultural competences ——— There is wide agreement among authors that ICC can be enhanced, and that its development is a lifelong process, rather than a measurable end-point (Deardorff 2015; Reichard et al. 2015). The development of ICC can occur in different formal and informal settings (Leask 2009). This research focuses on the formal course setting, involving course structure, content, activities and assignments.
There is evidence that, among other learning formats, courses can support the development of ICC. Fischer (2011) confirmed that course design with incorporated intercultural training resulted in increased cultural awareness. Eisenberg et al. (2013) reported a positive impact of a cross-cultural course on cultural intelligence. Jackson (2015) created an elective course focusing on intercultural transition, which resulted in increased ICC. Wang and Kulich (2015) designed a course centering on intercultural interaction and reflection on the experience that resulted in increased ICC.
Analyzing previous research, experiential learning was found to be a common concept used across different course designs. If „culture is experienced" (Valentine and Cheney 2001, p. 92), then experiential learning is seen as facilitating „connection between knowledge gained in the classroom and its application in real life" is a relevant tool. Kolb and Kolb (2005) discussed the four stages of learning in experiential learning design (see Figure 2) that have been applied in the context of the designing courses with the underlying motive to enhance ICC.

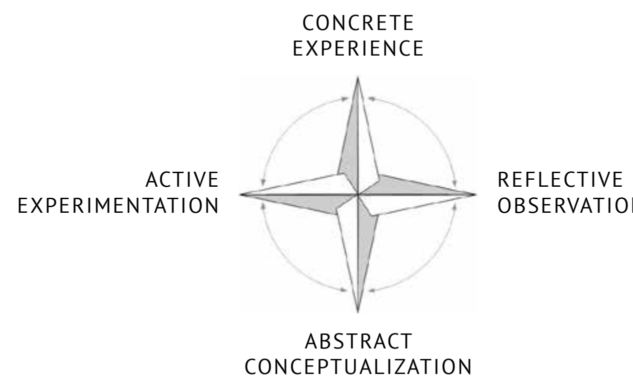


Figure 2: The experiential learning cycle
Source: adapted from Radford, Hunt and Andrus (2015)

Experiential learning considers learning to be a process that includes relearning and conflict resolution, and it happens in the interaction between individuals and the environment. This resembles the process of enhancement of ICC, where there is „assimilation of new experiences into existing concepts and accommodating existing concepts to new experience" (Kolb and Kolb 2005, p. 194).
To create meaningful learning experiences, the point made by Leung et al. (2014, p. 508) can be used – namely, that most of the learning is happening in „direct, on-the-job experiences". Thus, creating a course context that supports such conditions should be beneficial for ICC enhancement. Zhang et al. (2016) suggested using campus diversity as an asset, creating an environment that might reflect future business/workspace situations. An intercultural environment can be embedded as group work assignments facilitating interaction between students with different cultural backgrounds. Following the intergroup contact hypothesis, „it has been found that these positive effects of intergroup contact are most prominent when intergroup contact takes place in an environment that fosters (a) common goals, (b) equal status, and (c) intergroup cooperation" (Bocanegra, Markeda and Gubi 2016).

3 Method ——— After the literature review, a survey was designed to capture self-reflections from former students (master graduates) and current students in their final year of studying at an international business school. The survey, which contained mainly open-ended questions, was anonymous and administered through Qualtrics using purposive sampling. A total of 42 responses were collected, with students being personally approached via LinkedIn. Three responses were eliminated from further processing due to lack of responses. The content analysis was performed identifying major themes as well as an online word frequency counter to be able to spot patterns. The research instrument (see Table 1) was partly built on the Assessment Framework for Intercultural Competence in Higher Education by Griffith et al. (2016) and the research design presented by Arasaratnam and Doerfel (2005).

BLOCK	Questions	Description
I	Q1-Q6	Demographic data – degree, gender, nationality, age;
II	Q7-Q10	Five-point Likert scale self-assessments: exposure to other cultures in academic and work environment, significance of ICC for future, and open-ended question on own understanding of the concept of intercultural competence;
III	Q11-Q13	Three open-ended questions relating to thoughts and feelings associated with intercultural encounters, together with perceived efficiency and effectiveness of reaching goals within multicultural team;
IV	Q14-Q15	Open-ended questions that asked respondents to profile a person considered to be interculturally competent and to provide a self-assessment;
V	Q16-Q17	Suggestions and ideas for improvement of ICC in the university setting.

Table 1: Research instrument overview
Source: Authors

The research was performed at an international business school known for high mobility among students and faculty, resulting in high diversity at campus. During the last five years, master programs have had an average of 65% foreign students, while foreign students' participation in bachelor programs increased from 22% in 2015 to 39% in 2019. Both authors are part of an internal project called Learning Across Borders, which was initiated to investigate the expectations and needs of different stakeholders related to internationalization and ICC.

4 Preliminary findings ——— All respondents reported exposure to other cultures during their studies and in their line of work, and almost unanimously agreed that the significance of ICC would increase over time. The sample consisted of 28 master students who had already graduated and 11 students in their final study year, most of who are either employed or working part-time. The group included 18 different nationalities, consisting mostly of German, Dutch and Swedish individuals.
In search for a contextualized definition of ICC, respondents were asked to give their own perception of the concept. Three themes were identified: environment/situation where the ICC is relevant, the purpose of ICC, and mechanisms instrumental for the purpose. Business graduates define ICC in the context of existing cultural differences as the purposeful ability that enables them to work with others, which is facilitated through knowledge, understanding, communication, and respect. This is in line with the definition proposed by Deardorff (2020), and the theoretical frameworks presented by Boyatzis (2008) and Leung et al. (2014).
When asked about intercultural interactions/collaborations, the respondents mainly connected this to goal-oriented behavior in an academic or work environment, with several respondents emphasizing the necessity to find a common ground in order to be able to work together. This is relevant for this study's purpose, embedding the enhancement of ICC in the course design, following recommendations by Bocanegra et al. (2016), Leung et al. (2014), and Leask (2009, p. 205) to create a group assignment that facilitates „meaningful interaction between students from different cultural and linguistic backgrounds in and out of the classroom".
Respondents emphasized the following differences: approach to the problem, behavior in general, dealing with stress or conflict, different approaches to leadership, attitudes toward time, and ambition. They stated that bridging these differences can be achieved through understanding, communication and patience. Some respondents claimed that self-awareness and reflection on one's own culture is also important for being able to understand other cultures:

„if you realize your own culture and how you act in a group, I believe that you can more easily adapt and understand other cultures." (Respondent MS25)

Another identified theme relating to cultural differences is a need to treat everyone with respect and achieve „equality with the difference" (Respondent MS24) or, to paraphrase, equality despite the difference.
In the responses, it is possible to identify both negative and positive thoughts/feelings toward intercultural experiences. The positive associations remain very general: learning, novelty, inspiration, broadening of minds, multiple perspectives and synergy, as captured by Respondent BS26, „enhances thinking outside the box". Considering the research by Stahl et al. (2010), it is no surprise then when talking about negative aspects, the focus is narrower, more specific, and respondents connect explicitly some nations and experienced challenges, misunderstandings, frustration, stress and conflicts. Some participants reported that multicultural groups may underperform due to cultural differences.
Communication and language barriers were emphasized as one of the main issues: Respondent MS08 exemplified, „…message sent is not message received"; or Respondent BS35, „…I had no clue how much can be interpreted differently by people from different countries." Communication is emphasized extensively in literature as one of the key factors of ICC. Respondents agreed on the time-consuming nature of intercultural interactions/work. Extra time is needed to compensate for communication difficulties and for different perceptions of deadlines and time. Therefore, topics dealing with differences in communication patterns (e.g., high- and low-context cultures, direct and indirect languages/cultures, pattern of communication, etc.) need to be introduced in a course content. Likewise, it is important to ensure realistic time frames for the assignment's process and delivery.
The sample's overall sentiment toward intercultural cooperation is positive, with a general good understanding of potential perils and obstacles – „difficult and frustrating, but rewarding when you 'get it'" (Respondent MS10). There is a general agreement that the academic environment and education can significantly contribute to the development of ICC, encapsulated in the statement:

„…there are things that can be taught theoretically and other that have to be lived or experienced". (Respondent MS16)

In line with a didactive approach to intercultural training (Graf 2003), respondents are suggesting more emphasis be placed on the delivery of content from instructors/experts on topics of culture and intercultural interactions, contributing to building a knowledge base and awareness of the scope of the topic. A second argument is creating more opportunities to experience intercultural interactions and build ICC. The suggestions range from exposure to cultures (e.g., exchange semesters or cultural fairs), to creating experiences where people from different cultures will have the opportunity to work together and provide context, guidance and assessment through such experiences.

According to Leask (2009), embedding ICC in the formal curriculum design should be guided by meticulous course design that promotes interaction and learning from it as well as requires teaching staff with necessary knowledge. It is important to bear in mind that this experience can be stressful for students with increased perception of risk of failure.

5 Practical implications ——— The purpose of the paper is to showcase a course design based on acquired insights from students, supported by available previous research, in order to enhance ICC within a formal higher education setting. While the primary focus was on a business school, this paper argues that principles of learning experience design for ICC can be applied in education in general.

The case course is Applied International Marketing, which is offered in the second semester for two master programs: International Marketing and Strategic Entrepreneurship. The course had an average of 70 students from approximately 20 different countries in the last five years. The majority of students come from Germany, the Netherlands and China, while Swedish students are usually a minor group.

The compulsory component of the course is group work for Swedish small and medium size enterprises in the initial stages of internationalization, where student teams are assigned to perform initial market screening and provide ideas related to the advancement to a foreign market for their host company. Following recommendations by Bocanegra et al. (2016), Jackson (2015) and Leung et al. (2014), the intention was to create life-like experiences that would mobilize the diverse group around a common and challenging goal. For a detailed course timeline and structure, see Figure 3.

Experiential learning makes the learner engaged, responsible for own learning, which makes it suitable to deal with complex issues in context (Radford et al. 2015). This paper argues that ICC is a complex issue best addressed in the context of intercultural interaction.

With the course design, the intention was to create a „learning space" defined by Kolb and Kolb (2005, p. 200) as a „construct of person's experience in the social environment". The course design is instrumental to securing various dimensions of learning (see Figure 2) linked to the course design, intended to secure learning of the disciplinary content (professional knowledge) as well as impacting ICC (as a soft skill):

• Abstract conceptualization: involves introducing the theoretical concepts relevant for ICC; increasing knowledge about culture and diversity; providing theoretical frameworks for categorizing cultures; ensuring awareness of the impact of culture on behavior, communication and group dynamics.

• Concrete experience: the actual exposure to work and collaboration within a culturally diverse group – this learning process is secured mainly through group assignment – company-driven project; this encompasses work in the classroom, but also interactions outside in organizing and delivering work.

• Reflective observation: is facilitated through structured reflections on intercultural experiences. The reflection is formatted according to the ICC assessment framework by Griffith et al. (2016). Learners are encouraged to create their own take-outs and actively evaluate their experiences.

• Active experimentation: is an opportunity for the learner to test acquired knowledge, and as Li and Armstrong (2015, p. 423) concluded, „…active experimentation both completes the cycle of learning and ensures that it begins anew by assisting the creation of new experiences".

Learning processes are not linear. Phases, or different ways of learning, have a profound influen-

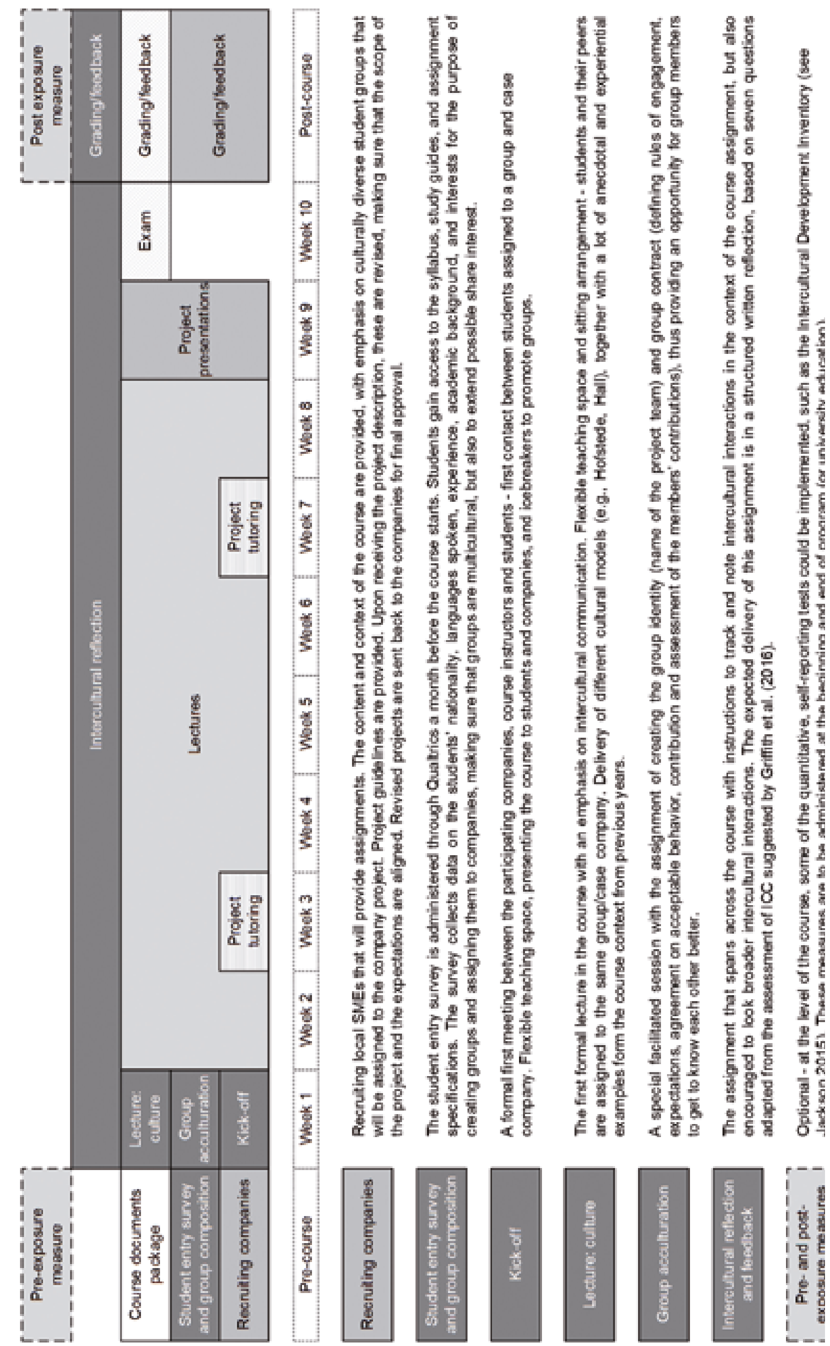


Figure 3: Applied international marketing course description and timeline
Source: Authors

ce on each other. The course evolved over time with the intention of combining the didactic and experiential approach (Graf 2003), as well as of using the principles of constructivist learning (Bada 2015) suitable for learning complex skills, within heterogenous groups, by means of promoting social and communication skills through collaboration and exchange of ideas.

The presented course is a living laboratory, giving the opportunity to experiment with different elements of course design to enhance students' ICC. Gradually, over the years, intercultural interaction was introduced into the course and became one of the focal themes. As a proxy of students increased focus on international encounters, it can be reported that the volume of text in the course evaluations, which can be directly or indirectly connected to intercultural issues and perspectives, increased almost 30 times in 2019 compared to 2015.

6 Conclusion ——— The multicultural workspace is becoming a standard, resulting in a need to enhance ICC as a transversal learning outcome (Pinto, 2018). Transversal competences are „competences that have the special feature of being transferable to any area of knowledge" (Sá and Serpa 2018, p. 3) and they have critical role in employability nowadays. Furthermore, in the contemporary job market, „general skills and personal qualities are considered at least as important as professional qualifications" (Illeris, 2003, p. 397). This paper strives to enhance students' communication skills, problem-solving, creativity, leadership and – as part of these universal, soft skills – ICC. Responsibility for the development of these skills does not rest on a single educator, or a lecture or isolated event, but needs to be embedded as a guiding value in the way courses and programs are designed and delivered.

Advancements in technology, transportation, communication, as well as the mobility of people and ideas are without precedent in human history. If there is agreement on these facts, time and effort might need to be invested in to enhance individuals' ability to work together with people of different cultural backgrounds. Higher education is international not because it is diverse, but because students can utilize diversity to enhance their lives and the lives of those around them.

Literatúra | *List of References* ——— [1] Arasaratnam, L. A. and Doerfel, L. M., 2005. Intercultural communication competence: Identifying key components from multicultural perspectives. In: International Journal of Intercultural Relations. 2005, 29(2), 137-163. ISSN 0147-1767. | [2] Bada, S. O., 2015. Constructivism learning theory: A paradigm for teaching and learning. In: Journal of Research and Method in Education. 2015, 5(6), 66-70. ISSN 1743-727X. [3] Bartel-Radic, A. and Giannelloni, L. A., 2017. A renewed perspective on the measurement of cross-cultural Competence: An approach through personality traits and cross-cultural knowledge. In: European Management Journal. 2017, 35(5), 632-644. ISSN 0263-2373. [4] Bocanegra, J. O., Newell, L. M. and Gubi, A. A., 2016. Racial/ethnic minority undergraduate psychology majors' perceptions about school psychology: Implications for minority recruitment. In: Contemporary School Psychology. 2016, 20(3), 270-281. ISSN 0361-476X. [5] Boyatzis, R. E., 2008. Competencies in the 21st century. In: Journal of Management Development. 2008, 27(1), 5-12. ISSN 0262-1711. | [6] Deardorff, D. K., 2006. Identification and assessment of intercultural competence as a student outcome of internationalization. In: Journal of Studies in International Education. 2006, 10(3), 241-266. ISSN 1028-3153. [7] Deardorff, D. K., 2015. Intercultural competence: Mapping the future research agenda. In: International Journal of Intercultural Relations. 2015, 48, 3-5. ISSN 0147-1767. | [8] Deardorff, D. K., 2020. Manual for developing intercultural competencies. London: Routledge. 2020. [online]. [cit. 2020-01-24]. Available at: <https://doi.org/10.4324/9780429244612> | [9] Earley, P. Ch. and Peterson, S. R., 2004. The elusive cultural chameleon: Cultural intelligence as a new approach to intercultural training for the global manager. In: Academy of Management Learning & Education. 2004, 3(1), 100-115. ISSN 1537-260X. | [10] Eisenberg, J., Lee, J. H., Brück, F., Brenner, B., Claes, T. M., Mironski, J., and Bell, R., 2013. Can business schools make students culturally competent? Effects of cross-cultural management courses on cultural intelligence. In: Academy of Management Learning & Education. 2013, 12(4), 603-621. ISSN 1537-260X. | [11] Engwall, L., 2016. The internationalization of higher education. In: European Review. 2016, 24(2), 221-231. ISSN 10627987. | [12] Fischer, R., 2011. Cross-cultural training effects on cultural essentialism beliefs and cultural intelligence. In: International Journal of Intercultural Relations. 2011, 35(6), 767-775. ISSN 0147-1767. | [13] Graf, A., 2004. Assessing intercultural training cesigns. In: Journal of European Industrial Training. 2004, 28(2/3/4), 199-214. ISSN 0309-0590. | [14] Griffith, R. L., Wolfeld, L., Armon, K. B., Rios, J. and Liu, L. O., 2016. Assessing intercultural competence in higher education: Existing research and future directions. In: ETS Research Report Series. 2016, (2), 1-44. ISSN 2330-8516. [15] Harrison, N. and Peacock, N., 2010. Cultural distance, mindfulness and passive xenophobia: Using integrated threat theory to explore home higher education students' perspectives on 'internationalisation at Home.' In: British Educational Research Journal. 2010, 36(6), 877-902. ISSN 1469-3518. | [16] Illeris, K., 2003. Towards a contemporary and comprehensive theory of learning. In: International Journal of Lifelong Education. 2003, 22(4), 396-406. ISSN 1464-519X. | [17] Jackson, J., 2015. Becoming interculturally competent: Theory to practice in international education. In: International Journal of Intercultural Relations. 2015, 48, 91-107. ISSN 0147-1767. | [18] Knight, J., 2015. Updated definition of internationalization. In: International Higher Education. 2015, 33(3), 2-3. ISSN 2151-0393. | [19] Knight, J., and de Wit, H., 2018. Internationalization of higher education: Past and future. In: International Higher Education. 2018, (95), 2-4. ISSN 2151-0393. | [20] Kolb, A. Y. and Kolb, A. D., 2005. Learning styles and learning spaces: Enhancing experiential learning in higher education. In: Academy of Management Learning & Education. 2005, 4(2), 193-212. ISSN 1537-260X. | [21] Leask, B., 2009. Using formal and informal curricula to improve interactions between home and international students. In: Journal of Studies in International Education. 2009, 13(2), 205-221. ISSN 1028-3153. | [22] Leung, K., Ang, S., and Tan, L. M., 2014. Intercultural competence. In: Annual Review of Organizational Psychology and Organizational Behavior. 2014, 1(1), 489-519. ISSN 2327-0608. | [23] Li, M. and Armstrong, J. S., 2015. The relationship between kolb's experiential learning styles and big five personality traits in international managers. In: Personality and individual differences. 2015, 86, 422-426. ISSN 0191-8869. | [24] Liu, S., Volčič, Z. and Gallois, C., 2019. Introducing intercultural communication: Global cultures and contexts. London: Sage, 2019. ISBN 9781526431707. | [25] Lokkesmoe, K. J., Kuchinke, P. K. and Ardichvili, A., 2016. Developing cross-cultural awareness through foreign immersion programs: Implications of university study abroad research for global competency development. In: European Journal of Training and Development. 2016, 40(3), 155-170. ISSN 2046-9012. [26] Manzitti, V., 2016. Bringing intercultural competence to development. 2016. [online]. [cit. 2019-11-17]. Available at: <https://europa.eu/capacity4dev/article/bringing-intercultural-competence-development> | [27] Nada, C. I. and Araújo, C. H., 2019. When you welcome students without borders, you need a mentality without borders' internationalisation of higher education: Evidence from Portugal. In: Studies in Higher Education. 2019, 44(9), 1591-1604. ISSN 0307-5079. | [28] Pinto, S., 2018. Intercultural competence in higher education: Academics' perspectives. In: On the Horizon. 2018, 26(2), 137-147. ISSN 1074-8121. [29] Podsiadlowski, A., Gröschke, D., Kogler, M., Springer, C. and van der Zee, K., 2013. Managing a culturally diverse workforce: Diversity perspectives in organizations. In: International

Journal of Intercultural Relations. 2013, 37(2), 159-175. ISSN 0147-1767. | [30] Radford, S. K., Hunt, M. D. and Andrus, D., 2015. Experiential learning projects: A pedagogical path to macromarketing education. In: Journal of Macromarketing. 2015, 35(4), 466-472. ISSN 0276-1467. [31] Ramsey, J. R., and Lorenz, P. M., 2016. Exploring the impact of cross-cultural management education on cultural intelligence, student satisfaction, and commitment. In: Academy of Management Learning & Education. 2016, 15(1), 79-99. ISSN 1537-260X. | [32] Reichard, R. J., Serrano, A. S., Condren, M., Wilder, N., Dollwet, M. and Wang, W., 2015. Engagement in cultural trigger events in the development of cultural competence. In: Academy of Management Learning & Education. 2015, 14(4), 461-481. ISSN 1537-260X. | [33] Roberge, M. É. and van Dick, R., 2010. Recognizing the benefits of diversity: When and how does diversity increase group performance? In: Human Resource Management Review. 2010, 20(4), 295-308. ISSN 1053-4822. | [34] Rust, V. D. and Kim, S., 2012. The global competition in higher education. In: World Studies in Education. 2012, 13(1), 5-20. ISSN 1441-340X. | [35] Sá, M. J. and Serpa, S., 2018. Transversal competences: Their importance and learning processes by higher education students. In: Education Sciences. 2018, 8(3), 1-12. ISSN 2227-7102. | [36] Sinicrope, C., Norris, J. and Watanabe, Y., 2007. Understanding and assessing intercultural competence: A summary of theory, research, and practice (Technical teport for the foreign language program evaluation project). In: Second Language Studies. 2007, 26(1), 1-58. ISSN 2542-3835. [37] Stahl, G. K., Mäkelä, K., Zander, L. and Maznevski, L. M., 2010. A look at the bright side of multicultural team diversity. In: Scandinavian Journal of Management. 2010, 26(4), 439-447. ISSN 0956-5221. | [38] Stevens, F. G., Plaut, C. V. and Sanchez-Burks, J., 2008. Unlocking the benefits of diversity: All-inclusive multiculturalism and positive organizational change. In: The Journal of Applied Behavioral Science. 2008, 44(1), 116-133. ISSN 0021-8863. [39] Trice, A. G., 2003. Faculty perceptions of graduate international students: The benefits and challenges. In: Journal of Studies in International Education. 2003, 7(4), 379-403. ISSN 1028-3153. | [40] Valentine, D. and Cheney, S. R., 2001. Intercultural business communication, international students, and experiential learning. In: Business and Professional Communication Quarterly. 2001, 64(4), 90-104. ISSN 2329-4906. | [41] Wang, Y. A. and Kulich, J. S., 2015. Does context count? Developing and assessing intercultural competence through an interview- and model-based domestic course design in China. In: International Journal of Intercultural Relations. 2015, 48, 38-57. ISSN 0147-1767. | [42] Zhang, M., Xia, J., Fan, D. and Zhu, J., 2016. Managing student diversity in business education: Incorporating campus diversity into the curriculum to foster inclusion and academic success of international students. In: Academy of Management Learning & Education. 2016, 15(2), 366-80. ISSN 1537-260X.

Kľúčové slová | *Key Words* ——— cultural diversity, manager education, living laboratory, mobility of students, self-reflection assignment
kultúrna rôznorodosť, vzdelávanie manažérov, živé laboratórium, mobilita študentov, sebareflexné zadanie

JEL klasifikácia | *JEL Classification* ——— I23, M14, M31

Résumé ——— **Vzdelávanie budúcich manažérov pre kultúrne rozmanitý pracovný priestor: Využívanie kurzu ako živého laboratória**
Spoločnosť sa čoraz viac stáva multikultúrnou a rastie tlak na zvyšovanie kvality medzikultúrnych interakcií. Inštitúcie vysokoškolského vzdelávania zažívajú internacionalizáciu prostredníctvom zvýšenej mobility študentov a učiteľov, čo vytvára potrebu riadenia rozmanitosti s nevyhnutnosťou hladkej komunikácie, znižovania stresu a zefektívňovania štúdia a práce v multikultúrnom prostredí. Zamestnávatelia tiež diktujú potrebu vychovávať kultúrne schopných odborníkov, ktorí sú schopní uspieť v globalizovanom prostredí charakterizovanom zvýšenou mobilitou pracovnej sily a medzinárodnými úlohami. Diskusia o medzikultúrnych kompetenciách má u výskumných pracovníkov a odborníkov z praxe dlhú cestu bez akejkoľvek dohody o jej definícii alebo meraní, ale má jasný odkaz, že kultúrna rozmanitosť nebude mať za následok zvýšenie interkultúrnych kompetencií. V tomto príspevku sa interkultúrne kompetencie považujú za prierezový vzdelávací výsledok, berúc do úvahy rastúcu internacionalizáciu vysokých škôl. Prieskum je svojou povahou kvalitatívny, založený na analýze hodnotení kurzov a na otvorenom prieskume. Táto štúdia použila účelovú vzorku súčasných i bývalých študentov, ktorí boli počas štúdia na medzinárodnej podnikateľskej škole vo Švédsku vystavení rôznorodému interkultúrnemu prostrediu. Na základe zistení sa navrhuje kurz, v ktorom majú študenti pracovať na zadaní v kultúrne rozmanitom tíme. Komponenty kurzu založené na prednáškach sú vyvážené pridaním komponentu sebareflexného zadania, ktorý poskytuje kultúrne špecifické aj všeobecné vedomosti, čím prispieva k schopnosti extrapolovať skúsenosti pri budúcich medzikultúrnych stretnutiach.

Kontakt na autorov | *Address* ——— Darko Pantelic, PhD, Jönköping International Business School, Gjuterigatan 5, 553 18 Jönköping, Sweden, e-mail: darko.pantelic@ju.se

Mag. Peter Brandstaetter, MBA, Upper Austria University of Applied Sciences, School of Management, Wehrgrabengasse 1-3, 4400 Steyr, Austria, e-mail: Peter.Brandstaetter@fh-steyr.at

Emilia Florin Samuelsson, PhD, Jönköping International Business School, Gjuterigatan 5, 553 18 Jönköping, Sweden, e-mail: emilia.florin-samuelsson@ju.se

Recenzované | *Reviewed* ——— 29. March 2021 / 6. April 2021

TEXT | MARGARETHE ÜBERWIMMER, HARALD HAMMER, JAKOB VABOSCHEK

https://doi.org/10.46286/msi.2021.16.2.5

EXPORT RESILIENCE – A FUTURE KEY SUCCESS FACTOR FOR UPPER AUSTRIAN B2B COMPANIES?

Motivation: Seeing Upper Austrian B2B companies struggle in keeping up their export business intensity and simultaneously accelerating the usage of digital communication and export channels, creates the starting point for an Export Resilience study in Upper Austria, an export-oriented region. The main motivation for implementing a study in this particular field was the creation of a pool of current key findings, ring-fenced by clear managerial implications and recommendations, which respond to future export trends emerging out of the study.
Findings: An online questionnaire was sent out to exporting B2B companies which was completed by 173 respondents. The data provides insights in triggers of export resilience, insight in future export channels and differences in the export strategy of Upper Austrian B2B companies. For example, the survey has shown that 52% of the participating businesses can be classified as being „immune" to external influences. Further insights are given according to the change of digital export tools, the form of meetings and AI based export tools.
Conclusion: Consequently, the extent to which the implementation of the export resilience study stimulated the dialogue between the academic and business community led to managerial recommendations for Austrian B2B export companies.

1 Introduction ——— For a long period of time, the Upper Austrian economy has performed extraordinarily well in comparison to other similar regions. Even though Upper Austria is home to only 16.7% of the Austrian population (Statistik Austria 2021), Upper Austrian companies create 25.4% of total Austrian exports. The export quota of Upper Austria (57.7%) is almost 20% higher than the Austrian average, putting itself in the top field also in an international comparison (Austrian Economic Chambers 2019). Therefore, it makes sense to analyze the behavior of these companies in order to secure this business also for the future. Especially in the current COVID-19 crisis, the flexibility paired with the robustness of a business can play a decisive role. The Austrian Institute of Economic Research (2020) has recorded a decrease in total export of 11.6% compared to 2019 while the total GDP shrank by only 7.3%, indicating that export is especially volatile in the event of a global crisis. However, the Austrian Institute of Economic Research also expects the export business to grow faster than total GDP for the next two years (+5.2% vs. +4.5% for 2021, +7.3% vs. +3.5% for 2022). This implies that it is particularly important to help the more volatile exporting business overcome crises as well as possible to keep also changes in total GDP at a minimum.
In the past, resilience has been understood as the ability to avoid or reduce risks that are presented by specific events in order to get back to the same state as before the shock as soon as possible. However, it is increasingly suggested to also interpret it as the ability of an organization to remain robust and flexible in an uncertain environment to develop further possibilities for growth. Following this interpretation, a crisis is not only considered to pose a threat to the organization, but also to offer the possibility to develop the necessary skills to be successful in a rapidly changing environment. Steccolini, Jones and Saliterer (2017) identified four major action and ability dimensions that distinguish resilient businesses:
1. Resilient businesses have a clear understanding of their surroundings to recognize chances and risks as soon as possible and to develop measures to optimize the impact a certain development has on the business.
2. Resilient businesses show a particularly high degree of robustness in the anticipation and puffer period of an upcoming crisis which is marked by a proactive approach to develop solutions.
3. The recoverability describes the ability of an organization to adapt to a new environment after a crisis. Resilient businesses therefore find a way to integrate new, robust processes into the existing structures.
4. To be more resistant in an unstable environment, resilient businesses do not hesitate to think of new, more effective ways to solve a problem even if that means to abolish existing ways of working. This flexibility can be a decisive element in the strategy of a business (Steccolini, Jones and Saliterer 2017).

Morisse and Prigge (2017) developed a practice-oriented model of resilience for businesses in the Industry 4.0 manufacturing industry to illustrate the necessary components of transforming into a more resilient business. The following six components have been identified:
• Understanding the environment: Businesses should be aware of the current situation and recognizing trends as early as possible.
• Understanding the own system: Businesses should be aware of the company culture and values and how changes might be perceived.
• People: Businesses should have people with the right personality type (who are acting in favor of resilience proactively).
• Processes: Connected to the first component, processes need to be continuously adapted to the current environment.
• Technology: New technologies are developed to increase the efficiency of processes and are therefore supportive of reaching business resilience.
• Information: In times of Big Data, as much data as possible should be processed and used in order to predict upcoming changes (Morisse and Prigge 2017).

Reflecting existing literature, authors use the definition of resilience from Flüter-Hoffmann, Hammermann and Stettes (2018) which is depicted in figure 1. According to this definition, those companies, which are not affected by a crisis, or those for which the positive effects are at least as strong as the negative effects are known as „Immune Businesses". Companies that are negatively affected by the crisis but are experiencing an upward trend are called „Resilient Businesses". Consequently, the ones that are negatively affected and do not see any improvement in the near future are „Non-resilient businesses". The Institute of the German Economy published both, the theoretical concept and the empirical study on individual and organizational resilience (Flüter-Hoffmann, Hammermann and Stettes 2018). Using this classification of businesses regarding their responsiveness to external influences, the study investigates the resilience of Upper Austrian businesses in the case of the current COVID-19 crisis.

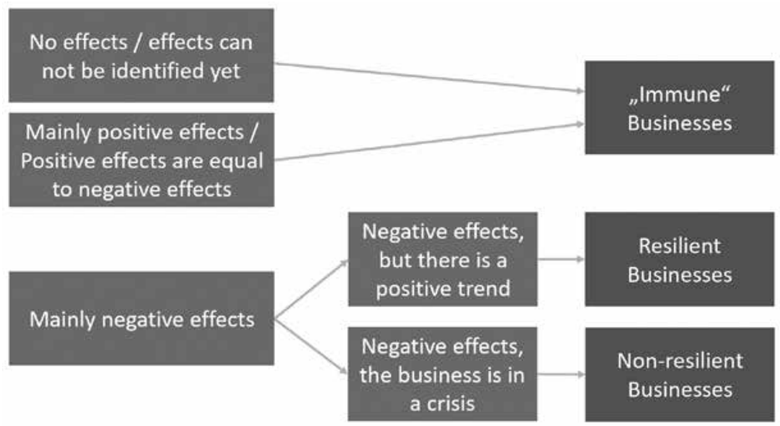


Figure 1: Classification of businesses regarding their degree of resilience
Source: adapted from Flüter-Hoffmann et.al. (2018)

2 Methodology ——— In order to gather insights from Upper Austrian companies regarding their performance during the COVID-19 crisis as well as their export performance in general, an online survey was designed and distributed to a total of 3.755 different recipients on November 20th, 2020 using two separate internal databases. After using two additional reminders (December 3rd,2020 and January 19th, 2021) to increase the number of respondents, the questionnaire was filled out by 172 sales or export managers, resulting in a response rate of approximately 4.6%.
Rather than displaying the structure of the entire Austrian economy, the authors decided to focus on exporting business-to-business (B2B) companies. As represented in figure 2, the distribution of the total number of respondents of this survey fits the relative monetary export volume of each sector (based on total Austrian exports) relatively well.

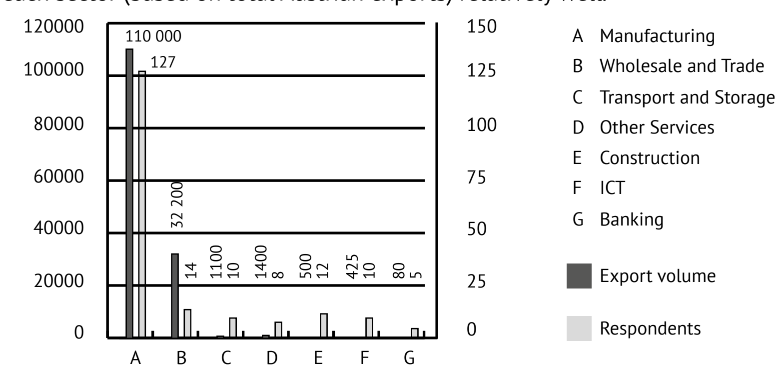


Figure 2: Structure of respondents vs. relative export volume
Source: Statistik Austria (2020)

The questionnaire consisted of eight statistical questions as well as 34 content-related questions. These content-related questions were split up into the following categories:
1. General resilience of the business (6 questions)
2. Resilience of the business regarding export (4 questions)

3. Handling of export markets in general (7 questions)
4. Market analysis in export countries (2 questions)
5. Sales in export countries (6 questions)
6. Market communication in export countries (6 questions)
7. Business models (3 questions)

The main part of the survey consisted of quantitative questions. Moreover, four open questions distributed evenly in the categories allowed the respondents to give additional statements and insights into their business.
For the interpretation of the results, the authors focused on descriptive statistics in the first part. To identify dependencies between the participants' responses in terms of resilience in general as well as in an export context, chi-squared tests were performed in a second step.

3 Findings
3.1 The resilience of export-oriented Upper Austrian businesses ——— Referring to the previously introduced definition from the Institute of German Economy Cologne (2018), the participants were asked about the effects COVID had on their company. Using the same classification, it can be said that about 52% of the participating businesses are „immune" to the current crisis, meaning that they were not negatively influenced. 38% of the businesses have experienced negative effects but can feel a positive trend, which makes them „resilient businesses" according to the definition. Only about 10% of the businesses are classified as non-resilient businesses, meaning that they are still in a crisis triggered by COVID-19. These findings are illustrated in detail below.

From today's perspective: Which effects did the COVID-19 crisis have on your company? (n=172)

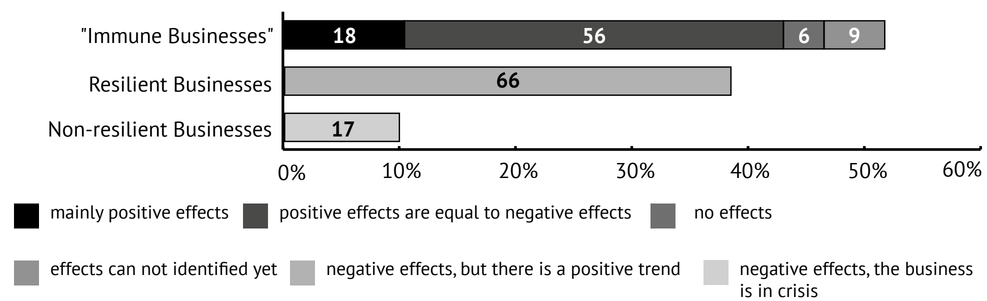


Figure 3: Resilience of export-oriented Upper Austrian businesses
Source: Authors

3.2 The reaction of export-oriented Upper Austrian businesses to the COVID-19 crisis
Upper Austrian businesses turn out to be relatively robust in the current crisis. About 63% of the respondents indicated that the introduction of new products to international markets is not affected by the crisis. At the same time, the participating companies seem to be stable in terms of keeping personnel and staying in international markets. Only 14% intend to make changes in terms of the personnel who are responsible for international markets while less than 10% intend to leave certain markets due to the crisis. This trend might be an indicator for the businesses' awareness about the need to invest resources in foreign markets even though they might not be profitable at the moment in order to be in a strong competitive position once the crisis is over.

Which statements are true for your company - due to the Covid-19 crisis?(n=160)

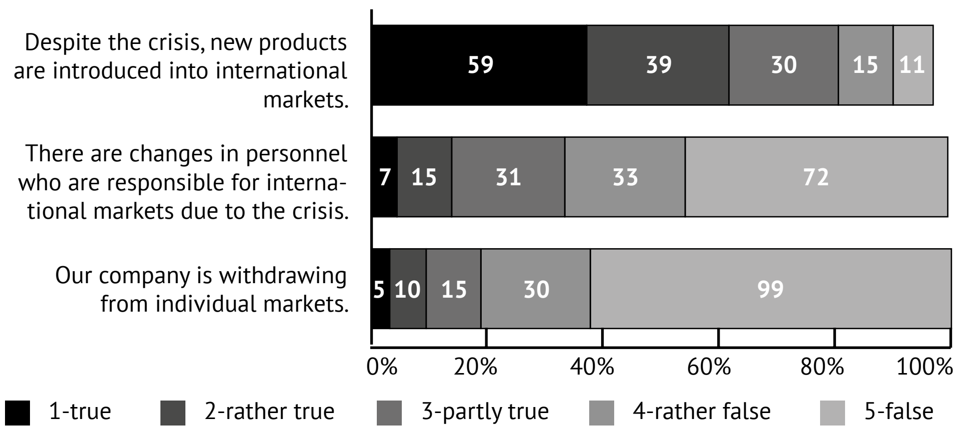


Figure 4: Reaction of Export-oriented Upper Austrian Businesses to the COVID-19 crisis
Source: Authors

3.3 Export business success of Upper Austrian companies ——— As for all crises, the current COVID-19 situation brings upon businesses a particularly challenging amount of uncertainty. Therefore, the respondents were asked how successful they would expect the business to be for this year as well as for the next two years respectively.
What can be observed is that the COVID-19 crisis led to a negative development for many companies. However, a positive trend is noticeable which will intensify over the next two years. In contradiction to figure 3, where the effects of the COVID-19 crisis were illustrated, figure 5 shows an estimation of the business success.

How would you rate the success of your export business? (n=160)

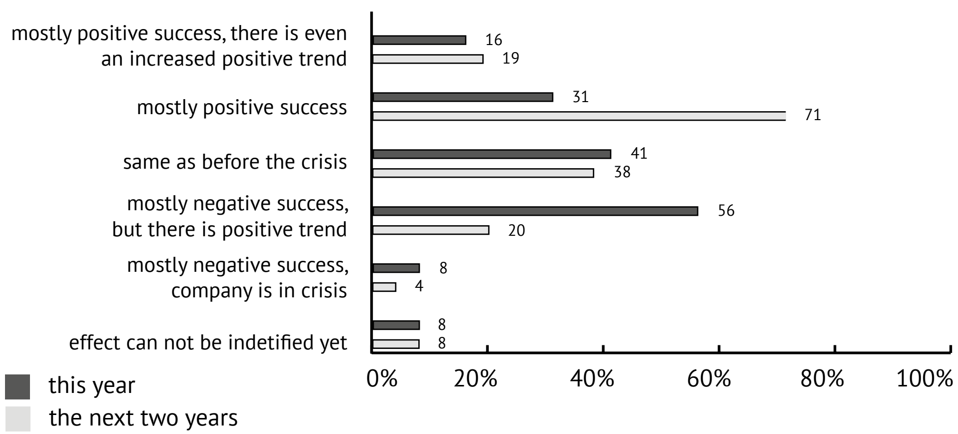


Figure 5: Reaction of export-oriented Upper Austrian businesses to the COVID-19 crisis
Source: Authors

3.4 Findings from open questions ——— The research identified, among others, two main strategic streams where companies tried to reach a higher level of Export Resilience by focusing on Digitalization and Artificial Intelligence (higher efficiency and customer readiness) and simultaneously minimizing risk and discovering new opportunities by developing market entry strategies for new regions. Four open questions provided an in-depth view bouncing around those described, critical influential factors for an optimized export resilience.

• Digitalization and AI
The core of 69 respondents indicated a clear acceleration on utilizing digital tools in export for an improved response and cost-efficient communication between the export partners and the final customers. This enables faster feedback, higher decision rates and let overall service costs drop, with a focal point on reduced business trips of Technical Service and Export Managers. Next to the classical digital Technical Services, instruments like remote and pro-active maintenance, more and more commercial tools like virtual negotiation platforms or VR-Gadgets for negotiations and pinpointing on USPs are emerging. This virtual Export Marketing Mix is rounded up by digital in-house fairs, especially focused on the Asian area, intense web shop offerings and home office systems. On the HR dimension some companies try to upgrade their sales partners by continuous online sales trainings and full CRM integration of indirect sales channels like distributors or agents.
35 respondents put their digital export resilience focus on cross-linked, digitalized processes like CRM, EDI and PDM/PLM systems, which lead to a seamless and fully integrated end-to-end sales and operation planning from end-customers to export partners and Austrian producers. Digitalized prospect to cash processes within the total export value chain are also contributing to an optimized export resilience.
The third export digitalization cluster where companies intensified their strategic maneuvers for boosting exports deals with classical remote services, utilizing VR and AR tools and finally heads for a better on-line integration into production processes with Internet of Things or Industry 4.0.

• Future export countries to serve
In order to increase risk minimization, two continents were mentioned prominently: Africa (in particular South Africa, Tunisia and Morocco) and South America. However, no clear answers were provided regarding a more country-specific market entry strategy, compensating for the higher macroeconomic volatility those continents show.
Those two strategic export resilience factors on the revenue side were also combined with continuous cost optimization, stringent cash flow monitoring and a solid financial treasuring strategy.

3.5 Discovered dependencies ——— As mentioned before, Chi-squared tests are conducted to identify dependencies between the way businesses operate and their degree of resilience. Those questions with relevance in the field of resilience have been tested against each other. As a result, the following hypotheses are rejected:

1. H0: The region in which the competitive pressure is most noticeable is independent of the performance of the sales strategy. (p=0.041 -> H0 is rejected)
2. The sales strategy of the participating businesses seems to work especially well for those who have their main competitors outside of Europe. Respectively, those who have their main competitors in Europe are more likely to struggle with their sales strategy.

3. H0: Whether the company leaves individual markets is independent of the performance of the sales strategy. (p=0.045 -> H0 is rejected)
4. Companies, whose sales strategy perform better, are more likely to stay in their markets than those with unsatisfactory sales strategies.
5. H0: Whether the export risk has increased in regions particularly affected by Covid-19 is independent of the degree of implementation of digital lead generation. (p=0.039 -> H0 is rejected)
6. Companies, which have not yet implemented digital lead generation, are more strongly influenced by the travel restrictions than those who have, since those companies perform their customer acquisition process digitally to a large extent.
7. H0: Whether the company leaves individual markets is independent of the effects Covid-19 had on the business. (p=0.041 -> H0 is rejected)
8. Companies, which are classified as „immune", tend to stay in the business while non-resilient companies are more likely to leave individual markets.
9. H0: Whether new products are introduced to international markets is independent of the effects Covid-19 had on the business. (p=0.044 -> H0 is rejected)
10. Companies, which are classified as „immune", tend to introduce new products to international markets while non-resilient companies are more likely hesitate.
11. H0: Whether there are changes in the export partners due to the crisis is independent of the effects Covid-19 had on the business. (p=0.031 -> H0 is rejected)
12. Companies, which are classified as „immune", tend to keep their export partners unchanged while the resilient businesses (those who were negatively influenced but are feeling a positive trend) are more likely to change their export partners.
13. H0: The expected business success for the next two years is independent of the effects Covid-19 had on the business. (p=0.014 -> H0 is rejected)
14. Companies, which are classified as „immune", expect a positive business success for the next two years, while non-resilient companies expect the success to be mostly negative.

4 Managerial implications ——— Summarizing the key findings and identified dependencies, those Austrian companies enjoy a stronger export resilience and profitability, which:
• Combine robustness factors (as indicated in chapter 3.4.) like sufficient cash, cost leadership, superb new customer opportunity management with flexibility parameters like scenario planning techniques, using AI for drip campaigns, virtual negotiations, which results in magnificent outpacing response times towards their international customers.
• Consistently upgrade their international direct and indirect sales force utilizing also digital communication tools like online sales trainings and having implemented sales enablement.
• Equips on top their world class export team with integrated, digital and AI supported tools, with the final purpose to achieve an integrated end-to-end planning and execution process driven by instant digital and AI-supported customer responsiveness. These AI-supported and digital tools must be ring-fenced by creating a digital culture and acceptance for all involved the Export participants.
• Individualize and customize their export products and services better and quicker than competition.

5 Survey results versus theoretical hypotheses ——— The key findings of this research confirmed overall the Resilience hypotheses from Steccolini, Jones and Saliterer (2017). A detail the following can be stated:

„Resilient businesses have a clear understanding of their surroundings to recognize chances and risks as soon as possible and to develop measures to optimize the impact a certain development has on the business."
• Confirmed, as those companies which have clear understanding of existing but especially new markets to be entered, minimize their Export Risk. The higher the new customer knowledge is, the lower is their risk level, simply by generating more opportunities. A clear measurement and utilizing new digital Tools for KPIs and measurements accelerates this dynamic.
• Also, the first dependency emerging from chapter 3.5 confirms above mentioned hypothesis. The better the sales strategy understanding in terms of customer\regional, product and innovation mix and its sales strategy execution, the higher the export resilience.

„Resilient businesses show a particularly high degree of robustness in the anticipation and puffer period of an upcoming crisis which is marked by a proactive approach to develop solutions."
• The survey confirms that a high degree of innovation capability and execution for the well-defined export regions create a certain level of robustness. Particularly successfully launched products with a certain differentiation potential create a more constant buying pattern throughout the CoVid19 crisis.
• Furthermore, those companies, which had not a standard linear budget setting and operated rather with scenario techniques, thus had crisis scenarios in their drawer, were capable to maintain a pro-active approach and limiting the revenue decreases.
• The third dependency of chapter 3.5. confirms also the hypothesis, as companies who established digital tools and channels before the crisis, could easily switch proactively to a continuation of customer coaching and business overall.

„The recoverability describes the ability of an organization to adapt to a new environment after a crisis. Resilient businesses therefore find a way to integrate new, robust processes into the existing structures."
• 35 respondents confirmed the implementation of and adaption to digital Export Processes, like digital sales acquisition tools (e.g.: oneflow.com), fully integrated end to end planning processes throughout the value chain network and web-based communication tools with their customers.

„To be more resistant in an unstable environment, resilient businesses do not hesitate to think of new, more effective ways to solve a problem even if that means to abolish existing ways of working. This flexibility can be a decisive element in the strategy of a business."
• The degree of innovativeness outside the product focus confirms the above-mentioned hypothesis. Entities, which were searching and implementing alternative logistic chains at an early stage and used digital communication tools proactively had less impact on their business.
• Dependency 4 of chapter 3.5 confirms the hypothesis as well: Companies, which are classified as „immune", tend to stay in the business while non-resilient companies are more likely to leave individual markets.

6 Future research ——— To monitor the performance of the participating companies also in the long run, the authors suggest a longitudinal research design. This would also make it possible to investigate how certain trends, such as digitalization and globalization, evolve over time and are adopted by an increasing number of businesses.
Furthermore, expanding the study to an international format would deliver additional insights regarding the level of resilience of different regions and countries.
Up to now, only internal data collected by interviews with sales and export managers are used as the source of information. Obviously, this leaves some space for interpretation. For future research, it could therefore be interesting to combine collection of external data with self-reflective data on the resilience of businesses.

Literatúra | *List of References* ——— [1] Austrian Economic Chambers, 2019. Exportstandort OÖ. 2019. [online]. [cit. 2021-03-21]. Available at: <https://www.wko.at/site/export-center-ooe/exportstandort-ooe.html> | [2] Austrian Institute of Economic Research, 2020. WIFO-Konjunkturprognose. 2020. [online]. [cit. 2021-03-22]. Available at: <https://www.wifo.ac.at/wwadocs/konjunktur/Prognosen/WIFO-Konjunkturberichterstattung_Prognose_Hauptergebnisse.pdf> [3] Flüter-Hoffmann, Ch., Hammermann, A. and Stettes, O., 2018. Individuelle und organisationale Resilienz. In: Forschungsberichte aus dem Institut der Deutschen Wirtschaft. Institut der Deutschen Wirtschaft, eds. Cologne, IWMedien. 2018, 127, 1-89. 2019. [online]. [cit. 2021-03-21]. Available at: <https://www.iwkoeln.de/fileadmin/user_upload/Studien/IW-Analysen/PDF/2018/Analyse_127_Individuelle_Resilienz.pdf> | [4] Statistik Austria, 2020. Außenhandel nach Wirtschaftszweig (NACE): Berichtsjahr 2018. 2020. [online]. [cit. 2021-03-21]. Available at: <http://www.statistik.at/wcm/idc/idcplg?IdcService=GET_NATIVE_FILE&RevisionSelectionMethod=LatestReleased&dDocName=111315> | [5] Statistik Austria, 2021. Übersicht der Bundesländer. 2021. [online]. [cit. 2021-03-22]. Available at: <http://www.statistik.at/web_de/klassifikationen/regionale_gliederungen/bundeslaender/index.html> | [6] Steccolini, I., Jones, S. D. M. and Saliterer, I., 2017. Introduction: Governments and crises. In: Governmental Financial Resilience. Perspectives on How Local Governments Face Austerity, Steccolini, I., Jones, S. D. M. and Saliterer, I., eds. New York, Emerald. 2017, 27, 1-16. DOI: 10.1108/S2053-769720170000027001 [7] Morisse, M. and Prigge, C., 2017. Design of a business resilience model for industry 4.0 manufacturers. 3rd Americas Conference on Information Systems (AMCIS 2017): A Tradition of Innovation, Association for Information Systems, eds. Boston, Massachusetts, Association for Information Systems, 2017, 23, 2929-38. [online]. [cit. 2021-03-22]. Available at: <https://core.ac.uk/download/pdf/301371962.pdf> | [8] Manzitti, V., 2016. Bringing intercultural competence to development. 2016. [online]. [cit. 2019-11-17]. Available at: <https://europa.eu/capacity4dev/article/bringing-intercultural-competence-development>

Kľúčové slová | *Key Words* ——— export, export resilience, digital communication, Upper Austria, sales management, B2B companies,
export, odolnosť voči exportu, digitálna komunikácia, Horné Rakúsko, riadenie predaja, B2B spoločnosti

JEL klasifikácia | *JEL Classification* ——— M21, M31, O33

Résumé ——— Odolnosť exportu – budúci kľúčový faktor úspechu pre hornorakúske B2B spoločnosti?
Motivácia: Vidieť hornorakúske B2B spoločnosti bojovať pri udržiavaní ich vývoznej intenzity podnikania a súčasne urýchliť používanie digitálnej komunikácie a vývozných kanálov, vytvára východiskový bod pre štúdiu pružnosti vývozu v regióne Horného Rakúska, regióne zameraného na vývoz. Hlavnou motiváciou pre uskutočnenie štúdie v tejto oblasti bolo spracovanie súčasných kľúčových zistení s jasnými manažérskymi dôsledkami a odporúčaniami, ktoré reagujú na budúce vývozné trendy, vyplývajúce z tejto štúdie.
Zistenia: Online dotazník bol zaslaný vyvážajúcim B2B spoločnostiam, z ktorých 173 sa zapojilo do prieskumu. Údaje poskytujú postrehy v spúšťačoch vývoznej odolnosti, pohľad na budúce vývozné kanály a rozdiely vo vývoznej stratégii hornorakúskych B2B spoločností. Napríklad prieskum ukázal, že 52% zúčastnených podnikov možno klasifikovať ako "imúnne" voči vonkajším vplyvom. Ďalšie postrehy sú uvedené podľa zmeny nástrojov digitálneho exportu, formy stretnutí a vývozných nástrojov na základe AI.
Záver: V dôsledku toho, do akej miery štúdia implementácie odolnosti vývozu stimulovala dialóg medzi akademickou a podnikateľskou komunitou, viedla k manažérskym odporúčaniam pre rakúskych B2B exportérov.

Kontakt na autorov | *Address* ——— FH-Prof. DI Dr. Margarethe Überwimmer, Degree program Global Sales and Marketing, Upper Austria University of Applied Sciences, School of Management, Wehrgrabengasse 1-3, 4400 Steyr, Austria, e-mail: margarethe.ueberwimmer@fh-steyr.at

Dr. Harald Hammer, MBA, Degree program Global Sales and Marketing, Upper Austria University of Applied Sciences, School of Management, Wehrgrabengasse 1-3, 4400 Steyr, Austria, e-mail: harald.hammer@fh-steyr.at

BA. Jakob Vaboschek, Degree program Global Sales and Marketing, Upper Austria University of Applied Sciences, School of Management, Wehrgrabengasse 1-3, 4400 Steyr, Austria, e-mail: jakob.vaboschek@fh-steyr.at

Recenzované | *Reviewed* ——— 25. March 2021 / 29. March 2021

SAILING THROUGH THE CHANNEL MANAGEMENT: FROM MULTI- TO OMNI-CHANNEL APPROACH

Etymologically, the word channel is multi-layered and multi-faceted with meanings spanning many disciplines ranging from geography, geology, communication, construction to physics. The term channel management has been widely used in salespeople parlance since 1980s. Channels are vehicles for selling products. A marketing or distribution channel is made of people, organizations, and activities necessary to mediate relationships between providers and customers. Channels include physical stores, social media platforms, events or automated emails. The approach blends distribution and communications tactics in an operational way to keep products and services moving from companies to clients.
Channels are usually third-party organizations. Historically various channels used to be treated and managed in parallel by dedicated sales personnel, more recently marketers tend to view channels as integrated gateways unlocking unified customer experience. Integration of vendors to become trusted partners, who communicate product benefits aligned with desired positioning, relies on shared sales planning and balanced approach to compensation. Attention needs to be paid to transparency of (customer) service, provision of channel choice and consistency in content and process. Especially in the online environment, where customers switch easily from one platform to another.
Omnichannel experience is connecting seamlessly individual touchpoints over a variety of channels, allowing customers to pick up where they left off on one channel and follow the same customer journey on another. Keeping price levels and price incentives comparable across channels and combining push and pull approach without losing efficiency from sight are just as important determinants of successful channel strategy. One way of analyzing, whether products are under- or over-distributed is making use of velocity graphs. If intensive distribution results in a small market share, the push approach succeeded, however this is not sustainable as it requires significant investments and sales efficiency for both provider and distributor is compromised. Similarly, if availability of a product in distribution points is limited while market share is relatively high, it may indicate problems with customer convenience and satisfaction.

There are generally three main challenges with retail channel integration – moving through different offline channels, moving through online channels and switching between online and offline shopping experiences. A traditional question of transferring customers between different brick-and-mortar retail outlets seems to be the most challenging one as it relies on intensive cooperation of channel partners and their dedication to feed shared CRM platforms. Various technology companies offer solutions for hassle-free transition between online platforms, combining mostly customer contact and sales data with location and device identifiers. Endless aisles offer a solution to a transition from brick-and-mortar store into online – retail outlets get equipped with in-store kiosks to allow customers to place their orders for products, which are not available in-store and have them later shipped to their homes. Conversely, click-and-collect services (formerly in this column described as BOPUS) enable customers to buy online and have their items delivered to a store of choice.
Sailing bumpy waters of channel management is still an adventure for many and unlikely to become a comfy cruise ever. Once marketers are able to swim against the odds of the channel divide, they cross the Rubicon of truly united customer experience.

Résumé ——— Splouvání channel management: Od multi- k omni-kanálovému přístupu
Pojem channel managementu či channel marketingu je od osmdesátých let dvacátého století využíván pro spíše operativní integraci distribuce prostřednictvím třetích stran s marketingovou komunikací v dané distribuční cestě – kanále. Přesun a fluidní přechod zákazníků mezi a napříč jednotlivými kanály znamená nutnost integrovat jednotlivé distribuční články do té míry, aby poskytly zákazníkovi ucelenou zákaznickou zkušenost. K tomu je nutno distribuční články neřídit paralelně (tj. multi-kanálově) nýbrž synteticky (tj. omni-kanálově).

Kontakt na autorov | *Address* ——— doc. Ing. Pavel Štrach, Ph.D., Ph.D., ŠKODA AUTO Vysoká škola o.p.s., Katedra marketingu a managementu, Na Karmeli 1457, 293 01 Mladá Boleslav, Česká republika, e-mail: pavel.strach@savs.cz

PŘÍPRAVY NA MARKETÉRA ROKU POKRAČUJÍ

Vedecký časopis Marketing Science & Inspirations ako mediálny partner podporuje súťaž České marketingové společnosti aj v roku 2021. Organizátor súťaže vydal tlačovú správu o prípravách súťaže.

Už jen necelý měsíc zbývá do uzávěrky přihlášek do letošní soutěže Marketér roku 2020, kterou každoročně vyhlašuje Česká marketingová společnost. Z dosavadní bilance přihlášených do obou částí soutěže (Marketér roku + Mladý delfín) se zdá, že mládí vyráží skutečně vpřed. Oproti minulým ročníkům stoupl počet přihlášených týmů zatím dvojnásobně a stále ještě jsou avizováni další kandidáti. Že by snad nepříznivá situace uplynulých měsíců byla podnětem k marketingové kreativitě mladé generace?

Ještě je čas se přihlásit, zkuste i Vy představit svůj projekt, který může pomoci ukázat cestu pro další rozvoj naší poněkud unavené a rozpolcené společnosti.

Přihlášky do soutěže Marketér roku 2020 (stejně tak do sekce Mladý delfín) mohou všichni zájemci z řad odborníků i vysokoškolských studentů marketingu zasílat na naši adresu prostřednictvím e-mailu (info@cms-cma.cz), přihlášky na těchto www i klasickou poštou do 20. července 2021.

Slavnostní vyhlášení výsledků by mělo proběhnout 23. září 2021, konečný termín bude v dostatečném časovém předstihu oznámen.

SÚŤAŽ FLEMA MEDIA AWARDS 2021

Tento rok sa odohrá už šestnásty ročník súťaže FLEMA. Ide o súťaž o najlepšie mediálne kampane na českom a slovenskom trhu, ktorá oceňuje autorov i zadávateľov. Najdôležitejšia pri hodnotení je inovatívna komunikačná stratégia a kreativita pri plánovaní kampaní. Do súťaže budú zaradené práce, ktoré boli zrealizované na českom alebo slovenskom trhu v období od 1. januára 2020 do 30. júna 2021.

Uzávierka súťaže je 18. júna 2021. Práve teraz je ideálny čas na spracovanie a podanie prihlášok. Na webovej stránke súťaže www.flema.cz je okrem detailných informácií uverejnený aj manuál prihlasovateľa a jednoduché tipy ako vyhrať súťaž. Úzky výber postupujúcich kampaní bude vyhlásený 14. septembra 2021 a víťazi budú oznámení 21. októbra 2021.

Kto by mal záujem stať sa porotcom a nájsť súčasne inšpiráciu v oblasti marketingovej komunikácie, môže sa prihlásiť organizátorom súťaže. Hodnotenie bude v prvom kole prebiehať on-line formou v období 29. júla až 6. septembra 2021.

VYSEKALOVÁ, JITKA, MIKEŠ, JIŘÍ A BINAR, JAN, 2020. IMAGE A FIREMNÍ IDENTITA. 2., AKTUALIZOVANÉ A ROZŠÍŘENÉ VYDÁNÍ.

PRAHA: GRADA PUBLISHING. 224 S. ISBN 978-80-271-2841-9.

S odstupom desiatich rokov prichádza na trh druhé, aktualizované a doplnené vydanie publikácie, ktorá na prvý pohľad pragmaticky už len svojim názvom jednoznačne definuje skúmanú problematiku a vyvoláva očakávaný prínos pre jej čitateľa. Popri teoretickom vymedzení kľúčových pojmov, ako sú firemná identita a imidž, firemný dizajn, komunikácia a kultúra či produkt obsahovo prináša množstvo prakticky implementovateľných tipov či odporúčaní zameraných na riadenie firemnej identity v previazanosti na budovanie imidžu, využijúc pritom celý rad príkladov z domácej i zahraničnej hospodárskej praxe a parciálnych výsledkov realizovaných výskumov.

Pôvodná, pre zainteresovanú odbornú verejnosť známa a etablovaná, dvojica autorov Jitka Vysekalová a Jiří Mikeš bola doplnená o Jana Binara, prezidenta Asociace komunikačních agentur a riaditeľa agentúry McCann. Ich spolupráca priniesla skutočne hodnotné a do istej miery dokonca nadčasové dielo. Veď, ako uvádza sám Jan Binar v krátkom úvode, „Kolik zdánlivě revolučních přístupů je jen novou manifestací starých, staletími prověřených pravd.“. V tomto prípade sa však určite nejedná o novú manifestáciu, ale o prakticky využiteľný zdroj poznania, ktorý kladie dôraz na to základné: „srozumitelnost, unikátnost, smysluplná role, svěží kontinuita a emoce jsou, byly a budou prazákladem úspěšné identity.“.

Áno, publikácia prináša časom overené princípy, základ v pôvodnom prvom vydaní je citeľný, rovnako je však citeľný i rozsah jej novelizácie, ktorý vyústil do podoby jej druhého vydania. Štruktúra ostáva zachovaná, plynulo od vysvetlenia podstaty firemnej identity a imidžu, cez identifikáciu kľúčových prvkov, resp. nástrojov firemnej identity (corporate identity), a to firemného dizajnu (corporate design), firemnej komunikácie (corporate communication), firemnej kultúry (corporate culture) a produktu, či služby sa predchádza k pochopeniu osobnosti firmy, k objasneniu významu a typov imidžu a spoločenskej zodpovednosti firiem (corporate social responsibility), v danom kontexte i akcentu na význam emócií pre tvorbu imidžu a jeho analýzu s využitím vybraných metód výskumu. Záver patrí nekonečnému príbehu budovania identity a imidžu domovskej krajiny autorskej trojice – Českej republiky.

Z množstva prezentovaných aktuálnych konkrétnych príkladov či výsledkov realizovaných výskumov, pri ktorých si čitatelia budú môcť nájsť zreteľa hodné inšpirácie, je možné uviesť prípadové štúdie orientované napríklad na problematiku rebrandingu či analýzy imidžu, parciálne výsledky primárnych výskumov odkrývajúcich preferencie značiek a vnímanie českých značiek alebo motiváciu zamestnancov, praktické tipy súvisiace s tvorbou firemného dizajnu a dizajn manuálu, či konkrétne loga, prehľad determinantov firemnej kultúry alebo metodické prístupy k analýze imidžu s akcentom na vybrané metódy. Autori neprezentujú len „holé“ fakty, ale zastávajú i vlastné názory a postoje opierajúc sa pritom o svoje rozsiahle znalosti skúmanej problematiky a praktické skúsenosti, čo je citeľné napríklad aj v poslednej kapitole zameranej na budovanie identity Česka a jeho imidž.

Slovenský čitateľ si možno bude klásť otázku, ako je to v prípade Slovenska? Dala by sa v danom kontexte zvažovať dokonca možnosť realizácie komparatívneho výskumu. Inou otázkou pre neho môže byť, prečo sa v texte nepoužívajú výrazy imidž či dizajn a miesto nich sa uvádza image, resp. design? V českom jazyku to však jednoducho tak je, pričom je potrebné uviesť, že autori citlivo narábajú s anglickými výrazmi a jednoznačne a zrozumiteľne vysvetľujú ich terminologický význam a obsah, i keď terminologický slovník nie je súčasťou recenzovanej knižky. Naopak, očakávaný by bol napríklad dôraz na špecifiká online prostredia vo vzťahu k skúmanej problematike, digitálny dizajn či akcent aj na potenciálne reputačné riziká, ich negatívne konzekvencie a možnosti ich minimalizácie.

Kombinácia využiteľných teoretických poznatkov a praktických príkladov a konkrétnych v praxi implementovateľných odporúčaní predstavuje kľúčový atribút komplexne, pútavo a zrozumiteľným spôsobom spracovanej publikácie, čo je aj dôvodom, pre ktorý by po nej mali siahnuť tak marketingoví manažéri či majitelia firiem a/alebo zástupcovia a reprezentanti aj iných typov organizácií, ktorí sú zodpovední za budovanie ich identity a snahu o získavanie očakávaného imidžu, ako aj študenti manažmentu, marketingu, masmediálnej komunikácie a príbuzných odborov či (dokonca) ich učitelia.

GIL, CARLOS, 2021. KONEC MARKETINGU. OVLÁDNĚTE TRH PROSTŘEDNICTVÍM SVÝCH ZÁKAZNÍKŮ NA SOCIÁLNÍCH SÍTÍCH.

PRAHA: GRADA PUBLISHING. 200 S. ISBN 978-80-271-1296-8.

V mesiaci jún 2021 sa dostáva do predaja kniha Carlosa Gila. Ide o český preklad z anglického originálu „The End of Marketing. Humanizing your brand in the age of social media and AI." Ten vyšiel v minulom roku v londýnskom nakladateľstve Kogan Page. Autor je riaditeľom a zakladateľom spoločnosti Gil Media Co. v Los Angels, ktorá poskytuje kompletný servis v online marketingu. Pokiaľ nechceme zostať pri superlatívoch a odporúčaniach osobností biznisu uverejnených na prvých stranách knihy, pozrime sa spoločne do jej vnútra a vytvorme si vlastný názor.

Kniha je členená do 12 kapitol. Za každou kapitolou sa uvádza zoznam použitých zdrojov. V texte sú zvýraznené hlavné myšlienky, zásady a postupy, ktoré sumarizujú prezentované poznatky. Základnou myšlienkou knihy je, že „marketing v podobe, v akej ho poznáme, je mŕtvy." Do akej miery ide o revolučné tvrdenie, keď už prvá kapitola končí myšlienkou, že: „K úspechu stačí naučiť sa pracovať s novými nástrojmi a používať staré dobré princípy."? Posúďme. Autor sa v prvej kapitole opiera o poznatok, že digitálny svet, o ktorý sa opiera súčasná marketingová komunikácia je úspešný preto, lebo dnešní spotrebitelia nechcú len niečo nakupovať, ale chcú sa stať súčasťou nejakého hnutia. Cieľom organizácií by nemalo byť propagovať značku, ale osloviť cieľovú skupinu, ktorá sa o to postará tým, že osloví svojich priateľov, aby sa k nim pridali. Heslom ako to dosiahnuť je „Ľudia nekupujú od firemných značiek, kupujú od ľudí. Ľudia dôverujú ľuďom." Akým spôsobom komunikovať v digitálnom svete? Tu autor poukazuje na tieto základné pravidlá: 1. Poznajte svoje publikum: O koho ide a na ktorých kanáloch komunikuje? 2. Aké hodnoty prinášate potenciálnemu publiku? 3. Aké máte referencie? 4. Kto má vplyv na vašich cieľových spotrebiteľov a ako sa s nimi môžete spojiť? 5. Vytvorte si vlastný vplyv. Prím v dnešnom marketingu hrajú influenceri, ktorí majú silu sprístupniť značky zákazníkom.

V druhej kapitole sa stretáme s pojmom „uväznenie v digitálnom oceáne", v ktorom sa treba naučiť plávať, pretože je v ňom rušno. Autor odporúča vybrať si jednu korporátnu sociálnu sieť a na ďalších by mali byť prítomní zamestnanci organizácie. Snahou by nemali byť krátkodobé efekty, ale vytváranie dlhodobých online vzťahov. Tak ako v minulosti, aj v digitálnom oceáne sú prítomní piráti, tentokrát „digitálni". Tí odpovedajú na požiadavky zákazníkov konkurencie a snažia sa naplniť ich požiadavky: promptnejšie ako to zvykne robiť organizácia, ktorej sú ich podnety adresované. Ako uspieť? Zapojením ľudských emócií, ktoré sa síce nedajú merať ako klasické KPI, ale na sociálnych sieťach sú univerzálnym platobným prostriedkom.

V tretej kapitole autor nadväzuje na myšlienky o digitálnom oceáne a tvrdí, že sociálne siete nie sú iba oceánom, ale tiež „... divočinou, Divokým západom, kde je počúvanie najväčšou konkurenčnou výhodou." Ponúkajú sa stratégie, ktoré majú zmeniť náš pohľad na našu značku na sociálnych sieťach: 1. Je treba byť jedinečný a v komunikácii využívať osobný prístup. 2. Na hejterov je potrebné reagovať rázne. 3. Obsah stránky má byť pútavý, aby sa k nemu užívatelia radi vracali a užívali ho ako „digitálne bonbóny". 4. Okrem reakcií na hejterov je niekedy potrebné reagovať aj na konkurenciu a niekedy aj na seba samého. 5. Je potrebné monitorovať, čo sa skutočne hovorí o našej značke. Celkovo je potrebné byť v digitálnom svete čo najviac jedinečný a čo najľudskejší v rámci hodnôt, ktoré organizácia uznáva.

„Nehnevajte sa na Facebook, jednoducho len máte zlý marketing" je posolstvo štvrtej kapitoly. Autor ju považuje za najdôležitejšiu. Venuje sa v nej taktikám a optimalizácii na sociálnej sieti Facebook. Autor prechádza krok za krokom, ako postupovať, no najskôr opisuje vlastné skúsenosti s tvorbou stránok na Facebooku a Twitteri. Potrebné je predovšetkým pochopiť algoritmus Facebooku. V kapitole sa uvádzajú typy príspevkov, ktoré Faceboook ponúka. Nemali by sme na druhej strane zverejňovať obsah prehnane zameraný na propagáciu, príspevky vyzývajúce k interakcii, mylné správy, dlhé textové príspevky a nemali by sme prehnane označovať odkazy na iných užívateľov. Naopak mali by sme využívať algoritmus Facebooku a komentovať starý príspevok, aby ho systém označil ako nový, podporovať videá nahraté na Facebooku, povoliť zobrazovať reklamy z Facebooku aj tretím stranám ako aj ďalšie odporúčania, ktorých význam autor zdôvodňuje.

Piata kapitola opisuje autorove praktické skúsenosti s využívaním siete LinkedIn, Snapchat a YouTube. Mali by sme ich vnímať iba ako kanál na priblíženie sa zákazníkom. Otázne je iba ako zaručiť aby ho ľudia nevypínali alebo neprepínali, keď chceme s nimi komunikovať. A tu má najdôležitejšie miesto vizuálna podoba správy: obrázky, dizajn, ide o upútanie pozornosti a krátka správa, pretože ľudia sú zahltení. Upútať môžu krátke príbehy, a krátke titulky. Mali by sme sa snažiť o maximálnu interakciu, nemali by sme používať obrázky z databánk, ale autentické fotografie, najlepšie užívateľov produktov. Mali by sme sa snažiť o získanie pozornosti, tá je komoditou, predajnosť je stratégiou a obľúbenosť je meradlom.

Šiesta kapitola rozoberá triky na podporu rastu na ceste k úspechu, pričom autor upozorňuje, že treba sa venovať trikom a nie podvodom. Prezieravo tieto triky nepovažuje za marketing samotný, ale za schopnosť pochopiť algoritmy sociálnych sietí. Je jednoduché si pozornosť na sieťach získať tak, že si ich kúpime. Pretože návštevnosť ešte neznamená zvýšenie predaja a siete využívajú síce presné metriky, no k úspechu to nestačí. Autor preto odporúča niečo iné: testovať, čo sociálne siete dokážu, pretože aj tie sa vyvíjajú a zavádzajú nové funkcie. Uvádza návod ako získať kontakty na sledovateľov a vytvoriť si skupiny. Cieľom je pôsobiť ľudskejšie.

Siedma kapitola opisuje, ako získali úspech siete DJ Khaleda a Kim Kardashian Westovej. Marketing využitím influencerov ponúka iba krátkodobé efekty a autor sa s touto filozofiou nestotožňuje. Podľa neho influenceri nemajú dlhodobý potenciál prinášať pre značku profit a ide o lenivú a neefektívnu formu marketingu. A to je kvôli tomu, že to, čo dokážu influenceri, dokáže urobiť každý marketér. Čo ale funguje sú ambasádori s ľudskou tvárou, ktorí komunikujú o sebe, o svojom živote. Každý chce komunikovať s človekom, nie so značkou alebo influencerom.

Ôsma kapitola dáva návod ako urobiť zo zamestnancov tváre marketingovej kampane značky. Ak zamestnanci žijú príbehom, za ktorým sa skrýva značka resp. produkty organizácie, je tu šanca na odlíšenie a unikátnosť. Zamestnanci organizácie môžu byť takto predĺženou rukou marketingového tímu. Zvýši sa dosah organizácie na sledovateľov zamestnancov, zvýši sa dôveryhodnosť organizácie, zníži fluktuácia zainteresovaných zamestnancov a môže sa to pozitívne prejaviť aj v objeme predaja. Otázkou je, ako získať podporu naprieč celou organizáciou. Samozrejme je potrebné túto procedúru čo najviac zorganizovať.

Deviata kapitola je predikciou budúcnosti marketingu. Autor v nej píše o tom, ako už v súčasnosti prebieha bitka medzi ľuďmi a umelou inteligenciou pri vykonávaní marketingových činností. Stále však budú potrební zamestnanci, ktorí pripravia podklady pre strojové učenie a umelú inteligenciu. A skutočný autentický vzťah s druhými ľuďmi automatizovať nemožno. Túto skutočnosť je potrebné využiť aj pri prezentácii na sociálnych sieťach. Všetci influenceri a chatboty sú málo platní v porovnaní so skutočnými ľuďmi: zákazníkmi a zamestnancami.
Sila osobnosti a presvedčovania je témou desiatej kapitoly. Autor predstavuje model 5P, ktorý tvoria: nadšenie, neporaziteľnosť, trpezlivosť, osobnosť a presvedčovanie. Tu by sa hodilo dodať, že v českom preklade by mohli byť uvedené aj pôvodné anglické slová, ktoré by korešpondovali s 5P. Kľúčové je mať schopnosť niekoho niečo naučiť a reagovať na podnety zo strany ľudí. Potom je potrebné vytvoriť si vlastný profil na sociálnej sieti, ktorý reflektuje naše jedinečné schopnosti. Následne by sme sa mali stať aktívnymi členmi tímov a pridávaním obsahu predstavovať svoju osobnosť. Myslieť treba na to, že dnes ľudia vyhľadávajú ľudí a nie produkty, tváre a nie logá, príbehy a nie reklamné príspevky, skúsenosti a zážitky a nie predaj.
Jedenásta kapitola prepája klasický marketing s novými technológiami. Je potrebné byť, ako autor stále pripomína, ľudský, spoločenský a relevantný. Princípy obchodovania sú stále rovnako založené na dohode kupujúceho a predávajúceho. „S technologickým pokrokom sa zmenila iba rýchlosť ich nadväzovania." Odporúča používať stratégiu na každej platforme. Osvedčili sa mu nástroje, ktoré využíva v praxi: Canva, Adobe Spark, Buffer, Hootsuite, Sprout Social, Mailchimp a TubeBuddy. Následne odpovedá na otázky, ktoré sú mu najčastejšie kladené na školeniach.
Dvanásta kapitola presviedča čitateľa neustále sa vzdelávať. Predovšetkým v oblasti sociálnych sietí, kde inovácie prichádzajú dramaticky rýchlo je to nevyhnutné. Odkazom knihy je vytvoriť „humanocentrickú spoločnosť, ktorá bude klásť menší dôraz na svoje logo, produkty a služby a väčší dôraz na ľudí, vďaka ktorým firma funguje: na zákazníkov a zamestnancov". Do budúcnosti upozorňuje na vývoj technológií ako hlasové ovládanie, virtuálna a rozšírená realita. Tiež na zastúpenie generácie mileniálov v manažmentoch organizácií a tí toho môžu veľa zmeniť. Autor odporúča sledovať nové sociálne siete: TikTok, Twitch a Reddit. Zaujímavé upozornenie na záver knihy: „Bez ohľadu na to, na akej sieti sa rozhodnete publikovať, ste pánom svojej značky, ale kľúčové je, aby ste boli aj pánmi svojich dát – a nezabúdajte, že sociálna sieť, na ktorej ste aktívny, je ako časovaná bomba, ktorá môže kedykoľvek bez varovania vybuchnúť."
Rozsah jednotlivých kapitol je vyvážený, autor sa vyhýba vetám „iba" na vyplnenie obsahu. Text je písaný vecne a kniha vyznieva ako návod na úspešné využívanie sociálnych sietí. Hodnotu knihy zvyšujú prípadové štúdie a príklady z praxe autora, ktorými je priam preplnená. Tu vidieť autorovu praktickú orientáciu v téme a ochotu zdieľať vlastné skúsenosti. V knihe autor nerozlišuje medzi marketingovo ustáleným významom pojmu značka a organizácia, čo ma občas pri čítaní miatlo. Značku autor personifikuje za manažéra, ktorý má v jej mene konať resp. za organizáciu, ktorá značku vlastní. Kniha je písaná populárnym štýlom a určená predovšetkým pre marketérov z praxe a pragmatickým podnikateľom, ktorým to vadiť nemusí. Či je titulok „koniec marketingu" adekvátny alebo iba predajný trik autora a vydavateľa, nech posúdi informovaný čitateľ. Každopádne sa možno stotožni s názorom, že marketing sa vplyvom technológií posunul rázným krokom.

DICTIONARY OF USEFUL MARKETING TERMS

M

market price | *trhová cena* ——— Despite the real estate slump, the building's market price was double what it sold for five years ago. | *Napriek prepadu nehnuteľností bola trhová cena budovy dvojnásobná oproti cene, za ktorú sa predala pred piatimi rokmi.*

market reach | *dosah trhu* ——— The local company has a vast market reach. | *Miestna spoločnosť má obrovský dosah na trhu.*

market research | *prieskum, výskum trhu* ——— Market research shows that demand for electric cars will continue to grow. | *Prieskum trhu ukazuje, že dopyt po elektromobiloch bude naďalej rásť.*

market researcher | *prieskumník, výskumník trhu* ——— Market researchers study market conditions to examine potential sales of a product or service. | *Prieskumníci trhu skúmajú trhové podmienky s cieľom preskúmať potenciálny predaj produktu alebo služby.*

market return | *trhový výnos* ——— The average stock market return for 10 years is 9.2%, according to Goldman Sachs data for the past 140 years. | *Priemerná návratnosť akciového trhu za 10 rokov je 9,2%, podľa údajov spoločnosti Goldman Sachs za posledných 140 rokov.*

market risk | *trhové riziko* ——— Market risk means the risk of losses in positions arising from movements in market prices. | *Trhové riziko znamená riziko strát pozícií vyplývajúcich z pohybu trhových cien.*

market saturation | *saturácia, nasýtenie trhu* ——— Market saturation is a situation that arises when the volume of a product or service in a marketplace has been maximized. | *Saturácia trhu je situácia, ktorá nastane, keď sa maximalizoval objem produktu alebo služby na trhu.*

market segment | *segment trhu* ——— Customers of each market segment have similar characteristics that companies can leverage to advance their efforts. | *Zákazníci každého segmentu trhu majú podobné vlastnosti, ktoré môžu spoločnosti využiť na zlepšenie svojho úsilia.*

market segmentation | *segmentácia trhu* ——— Market segmentation is used to divide a target market into smaller, more manageable groups of people based on common characteristics they share to optimize company's marketing, advertising, and sales efforts. | *Segmentácia trhu sa používa na rozdelenie cieľového trhu na menšie a lepšie zvládnuteľné skupiny ľudí na základe spoločných charakteristík, ktoré zdieľajú, aby sa optimalizovalo marketingové, reklamné a predajné úsilie spoločnosti.*

market share | *trhový podiel, podiel na trhu* ——— Recently, the company has significantly increased its market share. | *V poslednej dobe spoločnosť výrazne zvýšila svoj podiel na trhu.*

market skimming pricing | *„zbieranie smotany" – predaj za vysokú cenu a s príchodom konkurencie jej postupné znižovanie* ——— A slow market skimming pricing strategy means that the product carries a high price with a low level of promotion. | *Stratégia pomalého stanovovania cien na trhu znamená, že produkt má vysokú cenu a nízku úroveň propagácie.*

market square | *trhové námestie* ——— Kraków's Market Square, Rynek Główny, is the nerve centre of the city's medieval Old Town. | *Krakovské trhové námestie Rynek Główny je nervovým centrom stredovekého starého mesta.*

market survey | *prieskum trhu* ——— A market survey shows which brands are most popular among consumers. | *Prieskum trhu ukazuje, ktoré značky sú medzi spotrebiteľmi najobľúbenejšie.*

market test | *test trhu* ——— A market test of new packaging will begin next month. | *Test trhu s novými obalmi sa začne budúci mesiac.*

market timing | *načasovanie trhu* ——— Market timing can be very profitable for institutions such as hedge funds. | *Načasovanie trhu môže byť pre inštitúcie, ako sú hedžové fondy, veľmi ziskové.*

market value | *trhová hodnota* ——— The car is offered at a price well below market value. | *Automobil sa ponúka za cenu hlboko pod trhovou hodnotou.*

marketing | *marketing* ——— Philip Kotler defined marketing as "Satisfying needs and wants through an exchange process". | *Philip Kotler definoval marketing ako „uspokojovanie potrieb a želaní prostredníctvom výmenného procesu".*

marketing board | *marketingová rada* ——— The marketing board guidelines called on growers to consider eco-friendly solutions to the problem. | *Pokyny marketingovej rady vyzvali pestovateľov, aby zvážili ekologické riešenia problému.*

marketing budget | *marketingový rozpočet* ——— You will calculate a detailed marketing budget, including internal and external costs. | *Vypočítate detailný marketingový rozpočet vrátane interných a externých nákladov.*

marketing channel | *marketingový kanál* ——— In general, we distinguish three types of marketing channels: communication, distribution and service channels. | *Všeobecne rozlišujeme tri typy marketingových kanálov: komunikačné, distribučné a servisné kanály.*

marketing collateral | *marketingový kolaterál* ——— The term "marketing collateral" is used to describe materials that are used to raise consumer awareness and generate sales. | *Pojem „marketingový kolaterál" sa používa na označenie materiálov, ktoré sa používajú na zvýšenie povedomia spotrebiteľov a na zvýšenie predaja.*

marketing communication | *marketingová komunikácia Sg. (konkrétna činnosť povzbudzujúca spotrebiteľov k nákupu produktu alebo služby)* ——— A marketing communication does not have to immediately result in a purchase. | *Marketingová komunikácia nemusí mať za následok okamžitý nákup.*

marketing communications | *marketingové komunikácie Pl. (činnosti, ktoré povzbudzujú spotrebiteľov k nákupu produktu alebo služby pomocou nástrojov, ako sú reklama, sociálne médiá, osobný predaj, atď.)* ——— Direct marketing has become an important part of marketing communications. | *Priamy marketing sa stal dôležitou súčasťou marketingovej komunikácie.*

marketing concept | *marketingový koncept* ——— The marketing concept has been implemented to satisfy customers' needs, increase sales, maximize profit, and kill the competition. | *Marketingový koncept bol implementovaný s cieľom uspokojiť potreby zákazníkov, zvýšiť predaj, maximalizovať zisk a poraziť konkurenciu.*

marketing consultancy | *marketingové poradenstvo* ——— They set up a marketing consultancy agency to provide specialist advice on marketing. | *Založili agentúru pre marketingové poradenstvo, ktorá poskytuje odborné poradenstvo v oblasti marketingu.*

marketing consultant | *marketingový konzultant* ——— A marketing consultant is an external advisor with marketing experience who provides marketing services with focus on market research or marketing strategy. | *Marketingový konzultant je externý poradca s marketingovými skúsenosťami, ktorý poskytuje marketingové služby so zameraním na prieskum trhu alebo marketingovú stratégiu.*

marketing cooperative | *marketingové družstvo* ——— One the U.S.'s largest citrus marketing cooperatives is based in California. | *Jedno z najväčších amerických marketingových družstiev pre citrusové plody sídli v Kalifornii.*

marketing department | *marketingové oddelenie* ——— The Marketing Department plays a vital role in promoting the business and mission of an organization. | *Marketingové oddelenie hrá zásadnú úlohu pri podpore podnikania a poslania organizácie.*

marketing director | *marketingový riaditeľ* ——— The Marketing Director is responsible for the company's marketing and communications strategies, as well as overall branding and image. | *Marketingový riaditeľ je zodpovedný za marketingové a komunikačné stratégie spoločnosti, ako aj za značku a imidž.*

marketing environment | *marketingové prostredie* ——— The marketing environment refers to all internal and external factors, which directly or indirectly influence the organization's decisions related to marketing activities. | *Marketingové prostredie sa vzťahuje na všetky interné a externé faktory, ktoré priamo alebo nepriamo ovplyvňujú rozhodnutia organizácie týkajúce sa marketingových aktivít.*

marketing expenditure | *marketingové výdavky* ——— A marketing expenditure is a payment made for a marketing-related investment or expense. | *Marketingové výdavky sú platby za marketingové investície alebo výdavky.*

marketing expense | *marketingový výdavok* ——— According to Cambridge Dictionaries Online, a marketing expense is an amount of money the company spends on marketing activities. | *Podľa Cambridge dictionaries online sú marketingové výdavky suma peňazí, ktoré spoločnosť minie na marketingové aktivity.*

marketing guru | *marketingový guru* ——— Phil Kotler is considered a marketing guru. | *Phil Kotler je považovaný za marketingového guru.*

marketing information system (MKIS) | *marketingový informačný systém* ——— A marketing information system (MKIS) is a system designed to support marketing decision making. | *Marketingový informačný systém (MKIS) je systém určený na podporu marketingového rozhodovania.*

marketing intelligence (MI) | *marketingové spravodajstvo* ——— Marketing intelligence is necessary when entering a foreign market. | *Pri vstupe na zahraničný trh je nevyhnutné marketingové spravodajstvo.*

marketing management | *marketing management* ——— Marketing management by Kotler and Keller is the most known book in the field of marketing. | *Marketingový manažment od Kotlera a Kellera je najznámejšou knihou v oblasti marketingu.*

marketing manager | *marketingový manažér* ——— Marketing managers analyze trends and demand for products and services and then create a strategy to market the product or service. | *Marketingoví manažéri analyzujú trendy a dopyt po produktoch a službách a potom vytvárajú stratégiu uvedenia produktu alebo služby na trh.*

marketing mix | *marketingový mix* ——— A marketing mix includes more areas of focus that are part of a comprehensive marketing plan. | *Marketingový mix obsahuje viacero oblastí zamerania, ktoré sú súčasťou komplexného marketingového plánu.*

marketing model | *marketingový model* ——— The modern marketing model is a unifying force which fuses digital and classic marketing into one future-facing framework. | *Moderný marketingový model je zjednocujúcou silou, ktorá spája digitálny a klasický marketing do jedného rámca zameraného na budúcnosť.*

marketing myopia | *marketingová krátkozrakosť* ——— The term marketing myopia was first mentioned in in an article by Theodore Levitt in Harvard Business Review. | *Pojem marketingová krátkozrakosť bol prvýkrát spomenutý v článku Theodora Levitta v časopise Harvard Business Review.*

marketing objectives | *marketingové ciele* ——— Marketing objectives are a central part of a marketing strategy. | *Marketingové ciele sú ústrednou súčasťou marketingovej stratégie.*

Literatúra | *List of References* ——— [1] businessdictionary.com, 2020. [online]. [cit. 2020-10-11]. Dostupné na: <http://www.businessdictionary.com> | [2] Cambridge business English dictionary. 2020. [online]. [cit. 2020-11-20]. Dostupné na: <https://dictionary.cambridge.org> [3] Investopedia.com, 2021. [online]. [cit. 2021-4-5]. Dostupné na: <https://www.investopedia.com> [4] The average stock market return over the past 10 years. 2020. [online]. [cit. 2020-11-29]. Dostupné na: <https://businessinsiders.com> | [5] meriam-webster.com, 2020. [online]. [cit. 2020-11-20]. Dostupné na: <www.meriam-webster.com>

MARKETING TOPICS THROUGH ACADEMIC POSTERS: AN AVENUE TO STUDENT AUTONOMY AND ACTIVE CITIZENSHIP

SALES ORGANIZATIONS ON THE PATH OF DIGITALIZATION – A REFLECTION FROM GERMANY, FINLAND AND AUSTRIA

EXPORT RESILIENCE – A FUTURE KEY SUCCESS FACTOR FOR UPPER AUSTRIAN B2B COMPANIES?

SAILING THROUGH THE CHANNEL MANAGEMENT: FROM MULTI- TO OMNI-CHANNEL APPROACH

PŘÍPRAVY NA MARKETÉRA ROKU POKRAČUJÍ

SÚŤAŽ FLEMA MEDIA AWARDS 2021

9 771338 794008 06