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VÝSKUMNÉ PRÁCE | RESEARCH PAPERS

- 2** Hsunchi Chu
Structuring live stream commerce: A study on classification, framework development, and future research agendas
Štruktúrovanie obchodovania v priamom prenose: Štúdiá o klasifikácii, vývoji rámca a budúcich výskumných plánoch
- 18** Darko Pantelic
(Re)designing an International Marketing course: Engaging a diverse classroom in real-client projects
Redizajn predmetu Medzinárodný marketing: Zapojenie rôznorodej triedy do projektov skutočných klientov
- 32** Ouardia Laoudj, Yasmine Krim, Mehdi Bouchetara
Fostering innovation in Algerian artisanal crafts: The impact of cluster development in Constantine and Batna
Podpora inovácií v alžírskych remeslách: Vplyv rozvoja klastrov v provincii Constantine a Batna
- 51** Chems Eddine Boukhedimi, Mevlüde Feyza Atas
Measurement of women attitude toward the consumption of organic foods in Turkiye & Algeria
Meranie postoja žien k spotrebe biopotravín v Turecku a Alžírsku

MARKETING BRIEFS

- 60** Pavel Štrach
Customer engagement: A possible solution to resource-limited healthcare systems
Angažovanosť zákazníkov: Možné riešenie pro zdroji omezené zdravotníctví

ZAÚJALO NÁS | SHORT COMMUNICATIONS

- 62** Akademická a marketingová obec smúti – opustila nás Jitka Vysekalová
The academic and marketing community mourns – Jitka Vysekalová has left us

RECENZIE | REVIEWS

- 63** Peter Štarchoň
Kuchta Martin, Jankovič Michal, 2024. Manažment sociálnych sietí.

DICTIONARY OF USEFUL MARKETING TERMS

- 65** Dagmar Weberová

STRUCTURING LIVE STREAM COMMERCE: A STUDY ON CLASSIFICATION, FRAMEWORK DEVELOPMENT, AND FUTURE RESEARCH AGENDAS

This study aims to address the existing gaps in Live Stream Commerce (LSC) research by focusing on understanding the variety of LSC platforms and user motivations and behaviors within these platforms. To achieve this aim, a practical and strategic analytical framework is proposed. This framework comprehensively explores the classification of LSC and its supply and demand aspects, providing a detailed description of its phenomena, characteristics, participants, and operational methods. Furthermore, this study identifies new research directions, including investigating consumer behavior and marketing strategies across different platform types, analyzing the impact of algorithms on behavior, examining discrepancies in LSC development between East and West, exploring the integration of LSC supply chains, and assessing the influence of LSC on traditional e-commerce. Overall, this framework aims to guide future research endeavors, benefiting both academics and industry professionals.

1 Background: Live stream commerce prevalent but research gap remains large

—— Live Stream Commerce (LSC), a subset of social commerce that facilitates real-time product showcases, purchasing, and interactions during live streams, is rapidly gaining traction globally. LSC leverages social media, influencers, and interactive formats, growing in popularity on platforms like Amazon, Taobao, TikTok and Facebook (Robertson 2022; Wongkitrungrueng and Assarut 2020).

Taobao, a frontrunner in China's e-commerce sphere, adopted LSC in 2016, combining entertainment with on-the-spot purchasing and heavily promoted the format (AliResearch 2018). By 2018, over 80 Taobao stores were earning in excess of \$7.4 million each through LSC (Hallanan 2019), and nearly half of China's internet users, accounting for 469 million, were LSC consumers (CCPIT 2022). This boom has led global brands to tap into Taobao for a variety of events and sales. LSC has reshaped retail in China, transforming customer-brand dynamics and significantly enhancing sales. The model is spreading in the U.S. and Europe, indicating its potential to reshape global retail (Becdach et al. 2023). Recognizing its potential, e-commerce giants and major brands like L'Oréal, P&G, Nike, UNIQLO, and Cartier are deploying similar services. Amazon, for instance, partners with personalities like influencer Paige DeSorbo for live streams, enabling real-time viewer interaction and immediate purchases

(Holman and Huang 2023). In the U.S., LSC sales are estimated to reach \$17 billion in 2022, with expectations to triple in the coming years (Chevalier 2022a).

LSC has quickly gained prominence through a unique fusion of features distinct from traditional retail models. Unlike conventional online retail, LSC leverages live video to display products, offering consumers insights and the opportunity for instant queries and responses, delivering a personalized experience (Wongkitrungrueng and Assarut 2020). Each LSC event creates urgency, often presenting exclusive, time-sensitive offers that drive consumer interest and actions (Li et al. 2022). This tactic is similar to pop-up stores, which are effective at stimulating consumer curiosity and purchase intentions (Rosenbaum, Edwards and Ramirez 2021). Additionally, LSC fosters parasocial relationships between streamers and viewers, significantly impacting their purchasing choices (Turits 2023). Notably, LSC reports conversion rates as high as 30%, substantially outperforming traditional e-commerce (Arora et al. 2021).

In 2021, Taobao led China's LSC market with a 37.8% share, while TikTok followed closely at 33.8% (Statista 2022). In the United States, Facebook, Instagram, TikTok, and Amazon were key players in 2022, with Facebook leading at 26% (Statista 2023). Globally, the most utilized LSC platforms were Facebook, Instagram, TikTok, and YouTube, as indicated by Bazaarvoice (2022). The global landscape of LSC showcases a diverse range of popular platforms. Facebook, Instagram, Taobao, and TikTok lead the market, each representing different segments. Taobao and Amazon are prominent in the e-commerce sector, while TikTok specializes in short-form video content. Social networking sites like Facebook and Instagram have also carved out significant spaces in the LSC arena. This diversity reflects the multifaceted nature of LSC, encompassing various forms of digital interaction and commerce.

LSC is an application of Web 2.0, utilizing social media for innovation (Diedrich, 2017). Scholars like Guo et al. (2021) view LSC from an e-commerce lens, highlighting its blend of live streaming and social interaction, enhancing the consumer experience. On the other hand, Wongkitrungrueng and Assarut (2020) consider it a facet of social commerce, focusing on the integration of commerce into social networks. Generally, academic definitions of LSC acknowledge its hybrid nature, combining various technologies. Research in LSC typically revolves around three main themes. The first theme, analyzed by Zhang et al. (2022) and Chen et al. (2022), delves into trust and engagement, emphasizing the role of interactivity and the influence of streamers in building trust. The second theme, studied by Gao et al. (2018) and He et al. (2023), focuses on how telepresence and social interaction affect viewer behavior and community engagement. The third theme, explored by Sun et al. (2019), Park and Lin (2020), and Zhang et al. (2020), examines the factors influencing purchase decisions, including IT affordances and psychological strategies. These studies collectively underscore the technological and psychological dimensions of LSC and their impact on consumer behavior.

While much of the existing LSC research provides valuable insights, it often misses key aspects that define the unique nature of LSC. For instance, the literature tends to overlook the significant differences among the three main types of LSC platforms, which include their market position, offered services, user demographics, target customers, and motivations for usage. These factors lead to varied behaviors in viewing and purchasing via live streaming (Wongkitrungrueng and Assarut 2020). Users of dedicated shopping apps usually have a pre-established shopping intent, contrasting with users on social and short-form video platforms who might not initially plan to shop (Xue

and Liu 2022). Recognizing these distinctions is crucial, as they influence different customer journeys and decision-making processes. However, much of the current research approaches LSC as a homogeneous entity, blending these diverse aspects and potentially leading to conclusions that don't fully align with the complex realities of LSC.

A substantial amount of LSC research has been published, but a significant research gap remains unaddressed. This gap pertains to the lack of clarity around the different LSC platforms and the motivations and behaviors of their users (Xue and Liu 2022). Without distinguishing these aspects, it becomes challenging to delve into the essence of LSC and make practical contributions. Therefore, this study aims to start from a practical standpoint and propose a strategic analytical framework. This framework will clearly articulate the phenomena, characteristics, participants, and operational methods of LSC, providing a correct direction for future research and serving as a reference for academics and managers.

2 Methodology and aim of article — This study aims to fill the current gaps in Live Stream Commerce (LSC) research by delving into the diverse range of LSC platforms and exploring user motivations and behaviors within these platforms. In our research, we adopt a multifaceted approach that integrates participant observation and comprehensive literature review. This method allows us to gather both empirical insights and theoretical perspectives on LSC. Since 2020, we have actively participated in LSC as members on various major platforms, including emerging ones like Taobao and TikTok in Taiwan. Our involvement wasn't limited to observation; we actively engaged in both buying and streaming. This dual role as streamers and viewers provided us with a unique understanding of LSC's operational aspects, including pre-live stream preparations, content development, product supply management, and logistics. During this period, we conducted over 24 hours of live stream sales and purchased approximately 22 items as viewers, thus experiencing LSC's dynamics firsthand.

The methodology of combining participant observation with a comprehensive literature review is highly suitable for studying LSC. Participant observation, as supported by Kawulich (2005), is a key method in qualitative research that allows for an immersive understanding of the subject matter from within. This method facilitates firsthand experience and observation, providing valuable insights into user behavior and platform dynamics. Furthermore, the integration of a broad literature review complements these observations with theoretical perspectives, ensuring a well-rounded analysis. This approach aligns with the recommendations of Musante and DeWalt (2010), who emphasize the importance of contextual understanding in research, which participant observation effectively provides. This combination offers a holistic view of LSC, capturing both empirical realities and theoretical constructs.

3 Framework of LSC — The technological infrastructure of platforms is crucial to LSC, enabling innovative interactions and transactions vital to retail success. This framework centers on the platform aspect of LSC, supported by three main pillars: e-commerce, short-form video, and social network – essential elements of LSC. It delineates the LSC Supply Side, comprising Streamers, Multi-channel Networks (MCNs), and Product Suppliers, on one flank, and the LSC Demand Side, which includes both viewers and purchasers, on the other—recognizing the distinction between viewing and buying behaviors (see Figure 1).

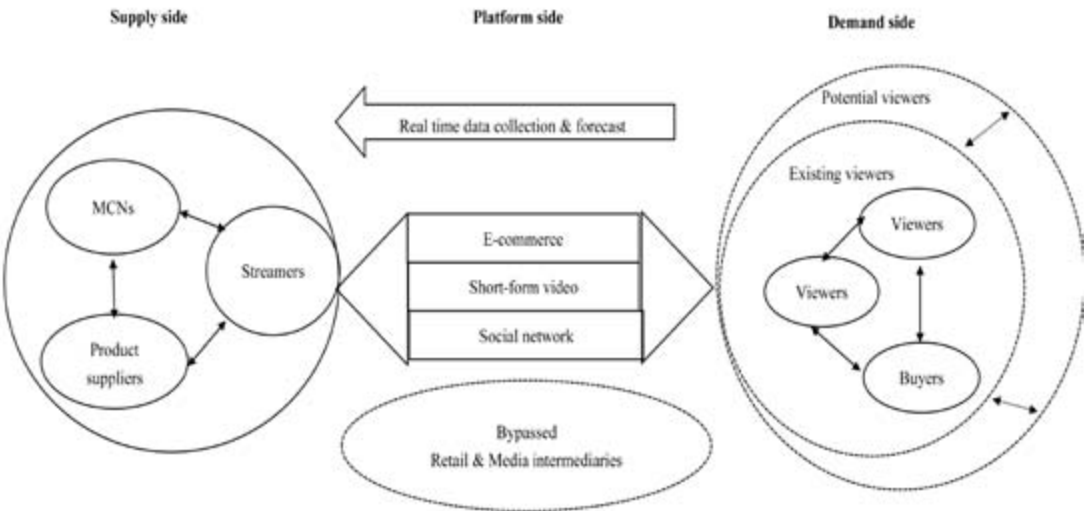


FIGURE 1: FRAMEWORK OF LSC

SOURCE: AUTHOR

3.1 Evolution and classification of LSC — According to statistics, the world's major LSC platforms include Facebook, Instagram, TikTok, and YouTube globally, with Taobao and TikTok leading in China, and Facebook, Instagram, TikTok, and Amazon being popular in the U.S. (Statista 2022, 2023; Bazaarvoice 2022). These figures reflect the unique features and market dynamics of LSC platforms in different regions. Based on these insights, we propose a model for LSC platform maturity using two axes: video versus text/image orientation, and transaction versus social orientation, classifying the platforms into three distinct categories, as illustrated in Figure 2:

(1) E-commerce driven LSC: As mentioned by Chen, Zhao and Wang (2022), Xue and Liu (2022), and Wongkitrungrueng et al. (2020), e-commerce websites such as Taobao, Amazon, and Shopee have integrated live streaming features, allowing sellers to sell products through live streaming. These platforms have an existing product display, shopping cart, product, member database, payment, and logistics functions, which makes it easy for sellers to fulfil orders during live streaming.

(2) Short-form driven LSC: Platforms like TikTok and Kuaishou, which focus on short videos, have introduced live streaming channels and added shopping cart, payment, logistics, and transaction database functions. While other scholars classify these as social live streaming platforms (Chen, Zhao and Wang 2022; Wongkitrungrueng, Dehouche and Assarut 2020; Xue and Liu 2022), we separate them due to the unique algorithms and business models that significantly impact live streaming sales (Chen and Shi 2022; Kočišová and Štarchoň 2023).

(3) Social driven LSC: Social platforms like Facebook, Instagram, Weibo, and LINE have introduced live streaming channels, but lack integrated e-commerce features. While transactions on platforms like LINE can be directly completed, Facebook and Instagram need third-party support to facilitate transactions through keyword capturing and order detail processing. Despite not being able to complete transactions within the same system, the Facebook LSC model remains the predominant transaction model in Taiwan and Southeast Asia (Wongkitrungrueng and Assarut 2020).

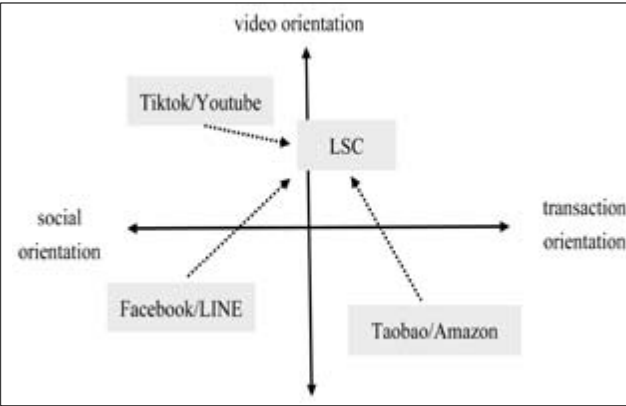


FIGURE 2: DEVELOPMENT PATHS OF THE THREE TYPES OF LSC PLATFORMS
SOURCE: AUTHOR

Taobao has adopted a more proactive stance in LSC than Amazon, enhancing the user interface with greater interactivity. Figure 4 illustrates Taobao’s 2023 interface update, which prominently features live streaming on the main shopping app’s central navigation. Users can enter live sales events from the middle-left section of the homepage, and there’s an area for combined live sales and short video entertainment – reminiscent of TikTok – at the bottom. Taobao’s interactive offerings, including on-line draws, games, a loyalty points system, and a sales trend index, surpass Amazon’s. It boasts a social media-like interface for live interactions, displaying active participants, current purchases, follower updates, and streamer interactions, with a user loyalty ranking system from „newbie fan“ to „diamond“ status. Chinese platforms merge commerce with social interaction and entertainment, yielding a dynamic user experience. This differs from Western platforms such as Amazon, which focus on efficiency over entertainment. Chinese platforms’ blend of commerce and fun offers a fresh model for Western online retail revitalization (Wade and Shan 2021; Whitler 2019).



FIGURE 4: TAOBAO APP’S INTEGRATION OF LSC ON THE MAIN PAGE (LEFT), AND THE RICH INTERACTIVE DESIGN AND CONTENT OF THE LIVE STREAM PAGE (RIGHT)
SOURCE: TAOBAO



FIGURE 3: AMAZON LIVE’S WEBSITE (LEFT) AND APP (RIGHT) FEATURING INTERACTIVE FUNCTIONALITIES SUCH AS A CHAT BOX
SOURCE: AMAZON

Customers on e-commerce platforms have a strong inclination for online shopping, often preferring to purchase through these channels due to the convenience of stored payment and shipping details, which enhances the likelihood of impulsive buys and higher sales conversion rates (Xue and Liu 2022). The design of these platforms, focusing on products and purchasing processes, fosters an environment conducive to in-depth product demonstrations. However, these commercially oriented platforms may not attract as large an audience as social media sites like Facebook or TikTok, potentially limiting their reach. To thrive on these LSC platforms, streamers must highlight competitive pricing and the unique features of their products.

3.1.2 LSC on short-form videos platforms — On August 15, 2023, the co-branded wine launch by NBA star James Harden on Chinese TikTok witnessed a rapid sell-out,

with 10,000 bottles purchased almost instantaneously. This event was significantly bolstered by the involvement of prominent TikTok influencer "Crazy Little Brother Yang" and Harden's own appearance, contributing to the immediate sell-out (Matthews 2023). This event showcased TikTok's live sales model: driving sales by first creating engaging content. TikTok excel in delivering tailored video content, which keeps users engaged and entertained (Rach and Peter 2021).

In the West, TikTok has surpassed YouTube in user engagement, as per Lebow (2022), leading to an increase in short-form video platforms incorporating commercial ads and live sales. This trend, initiated by TikTok and subsequently adopted by Facebook and Instagram's Reels and YouTube's Shorts, merges interactive shopping with compelling content, a concept TikTok terms „Shoppertainment“ (Murray 2023). By utilizing algorithm-driven recommendations, this approach simplifies the shopping process, obviating the need for manual product searches (Nelson 2022)

Figure 5 showcases TikTok's integration of live sales within its app interface. Users can seamlessly transition from casual browsing to engaging with live sales content, which is interspersed among various video types to captivate interest. Echoing Tao-bao's interactive style, TikTok enriches its live sales area with engaging and gamified elements. The right-side image presents EastBuy as an illustrative example of TikTok's model characteristics. As an innovative live sales company backed by a leading English education brand in China, EastBuy uniquely integrates English education with product sales, creating a distinctive and engaging narrative for its sales approach.

While short-form video platforms captivate audiences with their content, not all viewers are inclined to shop (Xue and Liu 2022). Therefore, live sales engagement and conversion rates may trail behind transaction-centric platforms. Success for streamers hinges on creating content that instantly resonates with viewers' interests. TikTok's algorithm optimizes content visibility based on user preferences over mere follower counts, which is particularly beneficial for streamers without large followings to amplify their reach (Chen and Shi 2022).



FIGURE 5: THE TIKTOK APP ENGAGES VIEWERS WITH LIVE SHOPPING CONTENT (LSC) WHILE SWIPING THROUGH VIDEOS (LEFT) AND FEATURES AN INTERACTIVE LSC INTERFACE DESIGN (RIGHT)
SOURCE: TIKTOK

3.1.3 LSC on social network platforms — Platforms like Facebook and Instagram, designed to nurture interpersonal connections, offer a variety of tools for sharing images, text, and videos. These platforms have a broad international user base and sophisticated backend systems that map out complex user relationship networks, essential for the viral spread of information (Krah and Miklošík 2022). In the U.S., Facebook is preferred over Amazon for live sales due to its rich content and social interaction, leading to better user retention. Excluding China, Facebook is the top choice for live sales globally (Bazaarvoice 2022).

Facebook provides a dynamic and interactive environment for live streaming, enhancing streamer-viewer connections, unlike typical e-commerce platforms. It introduced Facebook Live in 2016, making streaming accessible to all users and adding features for real-time reactions such as "Love," "Haha," among others (fb 2016). To align with the LSC trend, Facebook Shops was launched in 2020 to facilitate live sales (fb 2020). Petco's event on Facebook showcased this capability, increasing brand visibility for YOULY and Reddy, doubling the return on ad spend, achieving a 62% conversion rate for online sales, and facilitating dog adoptions (fb 2023).



FIGURE 6: THE LIVE STREAM OF RENOWNED TAIWANESE LIVE STREAMER, BAN MEI, ON FACEBOOK'S WEBSITE IN TAIWAN
SOURCE: FACEBOOK

Social platforms like Facebook focus on interactive content through community building, distinctive branding, authentic interactions, and collaborations with influencers (Chen and Shi, 2022). However, these platforms encounter challenges, such as audiences not primarily focused on shopping and the requirement for third-party transactional software, due to the lack of integrated shopping carts, customer databases, and logistics systems. While Facebook excels in attracting viewers and disseminating information, it relies on external links for transaction processing. Users are directed to either specific brand e-commerce sites or third-party systems to complete purchases. For instance, Figure 6 showcases Taiwanese streamer Ban Mei's Valentine's Day 2023 live stream on Facebook, which drew 1.45 million views and substantial engagement. Interestingly, comments were used for placing orders, with specific keywords like "XXX+1" signifying product requests. These keywords are utilized by third-party systems to process orders, circumventing the need for traditional e-commerce features like shopping carts and checkouts.

Table 1 compares the advantages, disadvantages, and key business challenges for streamers within each of the three types of LSC platforms.

Types	Example	Advantages	Disadvantages	Challenges
E-commerce	Amazon, Taobao	- High conversion - Shopping-focused - Ready buyer data	- Closed-off nature - Smaller user base - Low traffic	- Product & price competition
Short-form video	TikTok	- High traffic - Video viewers - Fun content	- Casual shoppers - Lower conversion	- Video content appeal - Balancing entertainment & selling
Social network	Facebook	- Social tools - Global reach - Viral potential	- No shopping cart - Lower sales & completions - Tough data management	- Quick engagement - Address user issues - Seamless integration of transactions

TABLE 1: A COMPARISON OF LSC PLATFORMS
SOURCE: AUTHOR

3.2 Supply side: Collaborative dynamics in content and product supply — A typical LSC supply chain comprises three pivotal actors: streamers, suppliers, and MCNs – the latter acting as streamer agencies. L’Oréal’s LSC venture in China exemplifies these roles. As an LSC trailblazer, L’Oréal joined forces with MCN company, Beauty One in 2016, fostering Beauty Advisors who thrived in live stream sales on Taobao and doubled as physical counter staff. These advisors evolved into brand ambassadors and influential online sellers, with some, like “Lipstick King” Jiaqi Li, achieving immense social fame – Li once sold 15,000 L’Oréal lipsticks in five minutes. Such feats have spurred L’Oréal to ramp up its LSC initiatives (Business Insider 2021).

In 2020, L’Oréal held over 6000 events both online and in-store during key sales periods. These events contributed to more than 10% of its annual sales in China (Wang and Yolo 2022). L’Oréal’s approach of transforming Beauty Advisors into streamers allowed them to multitask as audience builders, endorsers, and social media curators, significantly boosting promotional outreach (Campbell and Farrell 2020). This blended retail strategy vaulted L’Oréal to the top of Taobao’s sales charts during the Double 11 promotion in 2022, with L’Oréal and Lancôme making \$385 million and \$247 million, respectively (Dudarenok 2023). L’Oréal promotes its “e-advisors” model, offering instant responses and customized counsel, as a trust-building tool through social media. This model, initiated in China, is now being adopted globally, with activities on various digital platforms (L’Oréal 2020).

MCNs, another key supply side entity, link brands with streamers. They handle a gamut of tasks including coordination, recruitment, content curation, ad placement, negotiation, analytics, and ensuring flawless live sales execution. Originating from YouTube, MCNs have expanded their service offerings to content creators (Gardner and Lehnert 2016). While not mandatory for all LSC operations, their role is crucial for large, complex brand campaigns.

Product suppliers, like L’Oréal, are tasked with providing promotional resources, managing inventory, and upholding quality standards to meet the demands of live sales. They often manage logistics, shipping products directly to consumers, allowing MCNs and Streamers to prioritize content creation and sales activities.

Streamers are essential for producing content and engaging audiences, requiring adept improvisational abilities. They take on various roles, and as Xue and Liu (2022) note, can be divided into two categories based on their online presence: influencers, including key opinion leaders and celebrities, and non-influencers, comprising niche experts and corporate heads. Influencers generally achieve higher sales conversions and increase brand visibility but come with higher costs due to fixed commissions for live sales. In contrast, non-influencers carry lower costs and also, typically, lower conversion rates and brand impact, necessitating a calculated approach to leverage their advantages.

3.3 Demand side: Consumer drive by discovering deals and experiencing excitement — Surveys show the main motivations for U.S. consumers engaging in livestream shopping in 2021 included seeking deals (39.7%), discovering new products (38.2%), learning about products (36.6%), and enjoying the excitement of buying (30.7%) (Chevalier 2022b). McKinsey reports entertainment and fun as top reasons for American and European LSC use, with price benefits as a secondary factor (Beddach et al. 2023). This implies a need for engaging experiences in shopping, likely due to the monotony of traditional e-commerce for Gen Z and younger Millennials (Robertson 2022).

Compared to traditional e-commerce, which prioritizes convenience, product types, and price (Chiang and Dholakia 2003), LSC uniquely offers product discovery and an exhilarating experience. Its live interaction and visual demos provide transparent, detailed insights into products, with immediate responses and personalization, surpassing language and textual comprehension barriers. This enriches understanding of new products. LSC’s dynamic presentations and features like likes, gifts, games, coupons, flash offers, and raffles create an exciting shopping experience.

Studies reveal LSC’s key elements are interactivity, community, and shared interests, similar to watching a major event, validating purchasing decisions (Robertson 2022). Consumers in LSC not only shop but gain social visibility, earning social capital by participating in these innovative events and forming new connections through shared interests, facilitated by algorithms that unite like-minded individuals (Robertson 2022).

3.4 Algorithm’s role in LSC: Enhancing content relevance and user engagement — The algorithm, essential yet often overlooked in LSC research, is embedded within its ecosystem, impacting stakeholders, information flow, and transactions. It sets LSC apart from other retail models. Unlike traditional e-commerce, where SEO and advertising dictate product visibility, LSC algorithms focus on video content relevance and live engagement, valuing more than just follower counts (Rach and Peter 2021). These algorithms not only enhance the visibility of sales events but also tailor content to viewer profiles, engagement, motivations, and digital behaviors, acting as digital orchestrators of content and interaction (Chen and Shi 2022). They utilize no-

tifications, user interests, and interactions to expand content reach and adapt target audiences, marking LSC as distinctively interactive compared to traditional retail models (Chen and Shi 2022).

4 Implications from the LSC framework — Our study's framework highlights the unique characteristics of Live Stream Commerce (LSC) compared to traditional retail models, providing practical insights for future research. The first aspect is innovating value creation and enhanced experiences. LSC excels in meeting consumer needs and offering unparalleled retail experiences by integrating transactional functions, media features, and social connectivity, creating a content-focused, experiential, and network-driven retail model (Murdoch et al. 2022).

The second aspect is embracing decentralization and Direct-to-Consumer (D2C) trends. LSC marks a shift towards decentralization, allowing brands to directly connect with customers, reducing costs and risks, and leveraging data for personalized experiences (Hinterhuber 2022).

Thirdly, LSC utilizes algorithmic analysis and community engagement. It combines data analysis with community dynamics, enabling targeted marketing and enhanced customer interactions, where individual preferences significantly influence others' purchasing decisions.

Lastly, LSC provides a cost-effective platform for rapid expansion and sales. It's an economical, low-risk platform for immediate sales, requiring minimal investment and offering quick ROI through effective viewer-to-buyer conversions (Robertson 2022). LSC is adaptable to consumer demands, utilizing targeted algorithms for customer satisfaction and achieving higher conversion rates than traditional retail (Arora et al. 2021). It's especially attractive to younger audiences, offering innovative shopping experiences (Murdoch et al. 2022).

5 Future research agendas — Based on the frameworks proposed in this research, future studies could explore the directions explained in next chapters.

5.1 Comparative platform studies — Comparative studies analyzing consumer psychology and behavior across LSC's three main platform categories – e-commerce, short-form video, and social networks – can offer critical insights (Sun et al. 2019). Users likely approach these platforms with fundamentally different mindsets and motivations, significantly impacting their live shopping journey (Xue and Liu 2022). For instance, e-commerce platforms attract audiences already inclined towards transactions, while social platforms draw users seeking entertainment and connections. Quantitatively mapping differences in time spent, touchpoints, and completion rates across platform types through customer journey analysis could reveal variations pointing to distinct user psychologies (Robertson 2022). Developing an in-depth understanding of how purpose-driven platform positioning shapes user motivations and behaviors provides an invaluable foundation for constructing accurate theoretical models of live shopping. Platform-specific findings would carry important implications for streamer strategies and brand initiatives. Ultimately, recognizing LSC platforms' intrinsic differences allows research to move beyond homogenized perspectives and generate findings with greater real-world relevance.

5.2 Marketing strategies for diverse LSC platforms — LSC platforms have intrinsically different purposes, features, and audiences, brands require tailored strategies to effectively harness each platform's uniqueness. Comparative research identifying ideal product promotion approaches, influencer partnerships, content balancing, branding, interface design, and performance tracking for e-commerce, short-form video, and social sites can offer invaluable intelligence (Shi 2021). Rather than a one-size-fits-all approach, brands need bespoke playbooks detailing how to capitalize on the distinct marketing possibilities within each platform based on its transactional or entertainment orientation (Robertson 2022). Uncovering the platform-specific strategies that maximize engagement and conversions transforms LSC's potential into measurable gains. With in-depth understanding of how audience motivations vary across platform categories, brands can seamlessly match targeted initiatives to the right platforms (Mai, Sheikh Ahmad and Xu 2023). This research agenda provides roadmaps guiding brands to execute platform-optimized LSC campaigns that outperform standardized efforts.

5.3 Algorithm research in the LSC domain — The algorithms powering LSC platforms are primary orchestrators impacting content visibility, engagement, and recommendations (Chen and Shi 2022). They utilize various metrics like profiles, influencers, and interactions to optimize live stream prominence and suggestions. Through reverse engineering, researchers can unravel how these algorithms value different factors to decipher the engagement and success formula for each platform. Understanding the core drivers of algorithmic rankings empowers streamers to refine strategies and brands to maximize LSC effectiveness. Additionally, algorithms represent a key point of differentiation between platform categories, meriting comparative analysis. For example, e-commerce sites may prioritize product relevance, while short-form video platforms emphasize entertainment value (Rach and Peter 2021). Mapping algorithms' embedded priorities and logic provides actionable intelligence for stakeholders seeking to thrive on specific LSC platforms amid intense competition (Kočíšová and Štarchoň 2023). Ultimately, demystifying the algorithms shaping user experiences and streamer success offers data-driven guidance for tactical optimization across the LSC ecosystem (Chen and Shi 2022).

5.4 Supply chain partnerships and models — Major LSC initiatives involve meticulous coordination between brands, MCNs, and streamers across areas like inventory, logistics, and data. While surface-level LSC operations appear straightforward, the complex back-end supply chains enabling seamless execution warrant deeper investigation (Xue and Liu 2021). Through case studies and interviews, researchers can map out best practices for establishing roles, workflows, contracts, and data sharing to smooth LSC delivery. Legal considerations around partnerships, commissions, and data control are also salient to explore. Overall, illuminating the ingredients for effective LSC supply chain integration provides implementable frameworks for brands seeking to maximize campaign success (Robertson 2022). Research focused on real-world collaborations can convert abstract LSC theory into actionable intelligence guiding supply chain relationship building, infrastructure design, and execution excellence.

5.5 Cross-cultural research — As LSC gains global prominence, comparative research between Asian and Western markets provides useful international insights (Wade and Shan 2021). Investigating how cultural orientations shape consumer perceptions and behaviors could explain regional platform preferences. For instance, Asian consumers may favor entertainment-focused platforms while Westerners gravitate towards direct shopping options (Whitler 2019). Testing theoretical models like Hofstede's cultural dimensions in relation to LSC adoption allows researchers to determine which aspects are culturally-bound versus universal. Over time, mapping cross-national differences and similarities can guide global branding and localization strategies. Cross-cultural studies also enable knowledge transfer, where lessons from mature LSC markets inform emerging markets. Ultimately, developing cultural fluency regarding LSC paves the way for nuanced strategies and impactful theoretical advancements (Wade and Shan 2021).

5.6 LSC's long-term impacts — While current LSC research analyzes immediate consumer responses, longitudinal studies tracking changes over extended periods can reveal LSC's lasting footprints (Ployhart and Vandenberg 2010). Through long-term data collection via surveys, ethnography, and data mining, researchers can monitor shifts in brand relationships, shopping habits, and retail expectations. As LSC becomes embedded in consumer lifestyles, how might loyalty and engagement transform? Will behaviors like showrooming increase? Such findings offer strategic foresight for brands seeking to capitalize on LSC's influences before competitors. Tracing the customer journey through its evolutionary stages paints a holistic picture of LSC's gradual, cumulative effects. Longitudinal observations also enable researchers to test theoretical models over lifecycles rather than cross-sectional snapshots (Rindfleisch et al. 2008). Ultimately, long-term tracking of LSC's consumer and industry impacts provides indispensable insights to guide strategy amid an era of retail disruption.

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Kľúčové slová | Key Words ——— live stream commerce, framework, Amazon, Taobao, TikTok, Facebook, algorithm | *obchodovanie v priamom prenose, štruktúra, Amazon, Taobao, TikTok, Facebook, algoritmus*

JEL klasifikácia | JEL Classification ——— M31

Résumé ——— **Štruktúrovanie obchodovania v priamom prenose: Štúdia o klasifikácii, vývoji rámca a budúcich výskumných plánoch**

Cieľom tejto štúdie je odstrániť existujúce medzery vo výskume Live Stream Commerce (LSC) zameraním sa na pochopenie rôznych platforiem LSC a motivácie a správania používateľov v rámci týchto platforiem. Na dosiahnutie tohto cieľa sa navrhuje praktický a strategický analytický rámec. Tento rámec komplexne skúma klasifikáciu LSC a jeho aspekty ponuky a dopytu, pričom poskytuje podrobný opis jeho javov, charakteristík, účastníkov a prevádzkových metód. Okrem toho táto štúdia identifikuje nové smery výskumu vrátane skúmania správania spotrebiteľov a marketingových stratégií na rôznych typoch platforiem, analýzy vplyvu algoritmov na správanie, skúmania rozdielov vo vývoji LSC medzi východom a západom, skúmania integrácie dodávateľských reťazcov LSC a posudzovania vplyvu LSC na tradičný elektronický obchod. Celkovo je cieľom tohto rámca usmerniť budúce výskumné úsilie, ktoré bude prínosom pre akademikov aj odborníkov z odvetvia.

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(RE)DESIGNING AN INTERNATIONAL MARKETING COURSE: ENGAGING A DIVERSE CLASSROOM IN REAL-CLIENT PROJECTS

The world is changing. Educators in business administration, including marketing, face the challenge of providing relevant education. Students, as a primary stakeholder, are interested in competencies that make them (competitive) employable. The organizations (employers) are reducing their willingness to train new employees on the job and demand their immediate contribution to organizational goals. Society increasingly emphasizes that higher education must go beyond education and research into the third mission of direct contribution to community development and economic development. This article discusses the (re)designing of an international marketing course based on experimental learning and instructional design. The course is integrated into the local business community and uses, as an asset, a diverse student population to respond to challenges local businesses face in pursuing entrepreneurial internationalization. The effects of the course (re)design are measured through the course evaluations during the last three-year period. The goal of the article is to contribute to collegial discussion on engagement with the business community to increase relevance of education, as well as share ideas for systematic course design and delivery.

1 Introduction and context — A memorable educational experience does not happen by chance. It is thoroughly designed. Designing an educational experience, be it a university program or major, a course, a module, or even a lecture, can benefit from a systematic approach. This article will present the design of an international marketing course using learning experience design principles (Floor 2023) and principles of instructional design (Parrish, Wilson, Dunlap 2011). The approach is based on experimental learning theory (Kolb and Kolb 2005; Jarvis 2012) that favors educational formats with real-life engagement (Purcell, Pearl and Van Schyn del 2021). We advocate a shift in the overarching assumption about learners from pedagogy to andragogy (McNally et al. 2020), leading to a transition from a teacher-centered to a learner-centered educational approach (Knowles 2005; Smart, Witt and Scott 2012). Finally, the course uses a diverse student population as an asset (Pineda and Mishra 2023), aiming to develop their intercultural competence (Guillén-Yparrea and Ramírez-Montoya 2023) as a transversal learning outcome (Sá and Serpa 2018).

The article discusses a course design, addresses some aspects of course quality, and responds to a literature discussion that points out that the dominant focus

in higher education is on research output and quality (Harrison et al. 2022), despite the fact that education and teaching are recognized as equally important and relevant.

The aim of the article is to provide a theoretical and practical framework for the systematic design (or re-design) of an international marketing course. The universality of applied principles goes beyond and can be instrumental to (re)designing courses in business administration or any other field. In the theoretical anchoring, we will present a tool for the systematic design of a learning experience, followed by a brief elaboration of the educational principles supporting it. The presented course can serve as an inspiration or a starting point for peers facing similar challenges. At the end, we will reflect on the effectiveness of this approach.

The course could be described as an international marketing course based on real-client projects (Kokotsaki, Menzies and Wiggins 2016), where a small group of culturally diverse students is assigned to support the internationalization journey of a local SME. The work on the project enables problem based (Savery 2015; Gallagher and Savage 2023) and collaborative learning (Smith and McGregor 1992), where students are integrated into the real work environment and gain knowledge and skills in international marketing while performing community service (Bandy 2016). Furthermore, this type of course, based on the local context and student experience, can address some of the challenges reported by Jafari and Keykha (2024) in misusing AI in the course assessment.

2 Theoretical anchoring — Based on understanding how a person learns, an educator will develop activities to support learning but also define the result of the learning process (Kay and Kibble 2016). Following the idea of marketing as a managerial discipline and the call for the increased relevance of marketing education for practice (Fehrer 2020; Hughes et al. 2012), we are inclined to adopt the experiential learning theory that will guide the design of the course.

According to Jarvis (2012), the result of learning is personal transformation into a more experienced person. In our case, the **experience is an input or learning method**, as students are assigned to work with local SMEs throughout the duration of the course. At the same time, experience is an outcome, as a student finishes the course as a more experienced person.

2.1 Designing the learning experience — Following the idea of experiential learning, a fitting and comprehensive tool can be Learning Experience Canvas or LX Canvas (Floor 2023). LX Canvas supports the design process, and it is based on the approach that everything we learn, we learn from experience. The tool can be divided into two significant perspectives or phases: (1) explore-gaining insights into people, context, and strategies; and (2) design-translating strategy into actionable activities and processes leading to desired learning results. We use a slightly modified version of the original LX canvas (see Figure 1).

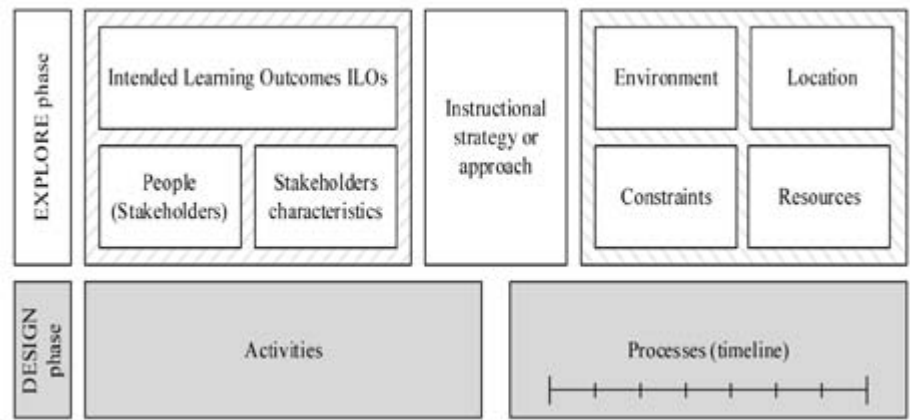


FIGURE 1: MODIFIED LEARNING EXPERIENCE CANVAS
SOURCE: ADAPTED FROM FLOOR (2023, P. 148-149)

2.1.1 Explore: Insights and analysis — LX Canvas has a quality of user-centered-design and starts with what a learner needs to learn, which translates to intended-learning-outcomes (ILOs). In the context of the course (or program), the defined ILOs will materialize in the course activities and content, specifying the way the learning will be delivered (the course process), and finally connecting with the assessment (Greensted and Hommel 2014).

The tool further suggests knowing the stakeholders (all parties having an interest in the process and outcomes of learning experience) and focusing on learners – by collecting as much information as possible about them, which is useful for the design phase.

The ILOs and stakeholders are placed in the context: location where learning is to happen (campus and/or off-campus setting, virtual or physical, availability and access to different locations), as well as resources and constraints that must be considered. Last, but not least, Floor (2023) writes about environment – through the lenses of how the (physical) aspects of location enable interaction among participants in the learning process and facilitate learning as a societal and collaborative process. This resembles the idea of „learning spaces“ by Kolb and Kolb (2005, p. 200), interpreted „not necessarily as physical places but as constructs of the person’s experience in the social environment.“

A deep understanding of the stakeholders and the context where learning is to happen (including resources and constraints) is processed into an instructional strategy. An overarching decision on the way to deliver experience: using teacher-centered or learner-centered approach; pedagogical or andragogical approach; theoretical anchoring of learning (e.g., experiential approach to learning or cognitive); individual or collaborative learning; or their combination.

The purpose of deliberating about instructional strategy is to have time to re-think your approach to the course delivery, allowing you to explore other options beyond stereotypical solutions. I.e., one can teach about internationalization motives by lecturing and referring to a textbook or journal article; the next option might be using a case study, but you might also connect students with local businesses and make them investigate different internationalization motives working within a

company project. In each of these scenarios, the roles of teacher and learner will be different, as well as the expectations. The strategy part is about being open-minded and recognizing different routes to reaching the intended learning outcomes.

2.1.2 Design: Activities and processes — The instructional strategy will be a base for deciding the activities and their sequence. Being on the position of experiential learning, we design a participatory learning experience where learners (students) can apply and test theoretical knowledge working with real organizations on the issues and assignments typical for their future roles in organizations. According to Forrest and Peterson (2006, p. 118), „experience becomes a textbook,“ which facilitates transforming theory into understanding (Chan 2012).

We transition from pedagogy (in a narrower context, the science and practice of teaching children) to andragogy (where the focus is on adult learners). McNally et al. (2020) argue that the pedagogical approach does not tailor to the needs of the Millennial students we meet on campus nowadays: they are more independent (Jones, Penaluna, and Penaluna 2019), internally motivated and driven by the relevancy of the education they receive, engaged when learning is problem-based, and their voice is acknowledged, making them active participants in their education.

3 A practical application: an international marketing course — Learning experience Canvas provides us with the structure, checklist, or planning tool that helps to, in a methodical way, design and deliver a learning experience. It starts with knowing your learner (understanding the audience(s)) and a meticulous inventory of the learning outcomes we want learners to acquire (referred to as ILOs). In the next step, we analyze the available resources and constraints we face, understanding where the learning happens, not just as a physical space but also as a facilitated interaction between participants. These two perspectives merge to find a desirable (suitable) instructional strategy, which boils down to one question: what kind of educator do we want to be and what is our educational approach? Lastly, consistent with the strategy, an educator needs to operationalize the learning experience by designing activities and creating a coherent sequence leading to fulfillment of ILOs. The course was built on these principles, and we will use them to demonstrate practical application.

3.1 Explore: ILOs and stakeholders — The course is placed in the context of a business school in southern Sweden, and it is part of the curriculum of three master-level programs: International marketing, Strategic entrepreneurship, and Global marketing management. It is equivalent to 7.5 ECTS credits and delivered in a 10-week time frame during the spring semester. There are several stakeholders in the course: students (learners), local SMEs, the local community (in a broad sense, but also in a narrower sense, represented by governmental organizations supporting SMEs), and finally the business school.

The course is at its core – an international marketing course; therefore, from a disciplinary perspective, it will have a recognizable structure of intended learning outcomes (see Table 1). The distinctive feature of the course is the application of international marketing, learning by doing, and applying theory in a real-life context. This allows students to apply and test theoretical concepts, making them more relevant and memorable since they have been learned in the real-life setting.

Category	Specific ILOs in context of international marketing
Knowledge and understanding	1. Describe and explain the internationalization process 2. Describe internationalization theories and motives 3. Outline marketing intelligence/ research process 4. Explain foreign market selection and modes of entry 5. Explain the specifics of instruments of the marketing mix
Skills	6. Carry out a systematic assessment of a foreign market 7. Argue for decisions made in international marketing planning, strategy, and execution 8. Formulate and design internationalization effort of a company by providing research, strategies, and tactical suggestions
Judgement and approach	9. Reflect on the intercultural experience with the purpose of developing intercultural competence

Table 1: Intended learning outcomes (ILOs) in the AIM course
Source: author

On average, there are around 60 students in the course; the student population is quite diverse, and there are more than fifteen nationalities in the average intake, where over 75% of students are foreign students. Explaining the value of experience and personal gains of working with real-life clients in the course projects is of outmost importance (Makani and Rajan 2016), so the course is pitched a month before the first lecture to the students. The students take an entry survey in which we collect data on nationality, languages spoken, work, education and life relevant experiences, and interest in working with specific markets, industries, products/services, etc. Furthermore, the data is complemented with the academic performance. This information is used for creating project groups but also as an important input in fine-tuning the course content and delivery.

The course will host a matching number of SMEs for student projects. We work together with them in creating project assignments that reflect the course ILOs but also the interests of the companies. The Swedish SMEs are incentivized to export, but as SMEs everywhere, they have limited resources, limited knowledge about foreign market opportunities, and have a hard time accessing information across the language barrier (Tillväxtverket 2018; Mort and Weerawardena 2006; Elenurm 2008; Zahra et al. 2009; Danford 2006).

Collaborative activities with academia are beneficial for companies' business performance (Goel et al. 2017), and Heriot et al. (2008) use the term academic consulting to describe services that students provide to local companies. Participating SMEs frequently fit into the network theory of internationalization (Che Senik et al. 2011), where success comes from the capacity to gain knowledge from external resources through collaborations, including one with universities or business schools. The collaborative approach is also typical for international entrepreneurship (Hagen, Denicolai and Zucchella 2014). Our diverse student population is assigned as temporary resources to local SMEs and helps them reduce the cost of foreignness. At the same time, students learn international marketing by „walking the talk,“ applying and testing in practice what they learned in textbooks and school.

Given that students perform significant service for the community, by supporting Swedish exporters, which in turn generates prosperity for society, we were able to attract partners to support the course by helping recruit companies, participating in guest lectures, grading project presentations, and even awarding the best three students presentations with symbolic monetary prizes. The course has a long-standing cooperation with several governmental organizations supporting Swedish exporters, known as Team Sweden: ALMI (Business Development Agency), Business Sweden, the Swedish Export Credit Agency (EKN), Enterprise Europe Network (EEN), and the Swedish Export Credit Corporation (SEK).

Finally, the course is an exemplary course to demonstrate dedication to the third mission and embeddedness of the business school in the community. It serves as a signal about a relevant, contemporary, and engaging approach to education for the next generation of business leaders.

3.2 Explore: Situational factors — Situational factors are about location, environment, resources, and constraints, and as such will be heavily dependent on the availability and access in each context. For the design of the course (or experience), we will share a couple points that can make a difference.

Location refers to places where the learning happens. We should always use the best possible place or venue that facilitates learning. E.g., for some course moments we use a flexible teaching space (Mononen, Havu-Nuutinen and Haring 2023), where the furniture can be arranged in different ways, with the aim to foster interaction among the participants. This space is also used for joint project kick-offs where we invite both students and participating companies, as well as for lectures that introduce students to working in multicultural teams.

If the goal is to convey information and present theoretical background, the more traditional classroom setting will be used. Furthermore, it must be emphasized that learning in this approach, more than in any others, is also to happen in interaction between different participants outside the formal class hours. Learning happens in collaboration between students within a project group but also in interaction with a host company.

Cultural diversity is the single most interesting characteristic of the student group. We approached this as an asset/resource that could be mobilized for the purpose of the projects with SMEs. All other resources (instructors, course materials, time, money) are easier to manage. The compositional diversity of students, at the same time, is the biggest challenge (Popov et al. 2012), and potentially the greatest asset. Creating intercultural groups from people that barely know each other and setting them toward mutual goal can easily become a liability. Intercultural groups need to be trained and managed to collaborate across differences. „...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).

Success of these types of courses is dependent on thorough planning (Berard and Ravelli 2021). Thorough planning needs to manage expectations of all parties involved and, to an extent reasonable, manage interactions and processes. Managing the expectations of host companies and students is pivotal to success. To address uncertainties, clear and open communication is important, as is a set of documents

that assure academic outcomes of the course, regulate interactions, and manage the responsibilities of all parties involved in interactions between students and between students and host companies.

Educators running these types of courses must accept the fact that shifting educational focus from campus and classroom to the outside world and multiple interactions of stakeholders without direct participation in all these processes. This means partly giving up control over the course and learning processes. The desired ILOs are achieved by utilizing resources and circumventing constraints by aligning multiple stakeholders' interests in a set of processes and activities, where constructive alignment between ILOs, course content, interactions, and planned assessments needs to be well executed.

3.3 Designing — In the designing phase, we need to put together different pieces of the course, arrange them in the timeline, and connect them to create a coherent learning experience. According to Brennan (2014), marketing educators need to be aware that experiential learning is not just a simple creation of practical experiences and interactions but rather a complex design that is to secure achievement of educational goals. The course elements must be aligned with ILOs, and ILOs connected with the assessment.

The course encompasses the following activities: lectures, workshops, tutoring sessions, reflections, and the take-home exam. The activities are divided into four blocks, supporting students' learning experience by combining content with formative and summative feedback, situated both at the group and individual level. Without going into analytical details of presenting the individual activities in the course, we will try to portray the general idea by discussing the course activities in conjunction with the experiential learning process and the roles that, according to Kolb and Kolb (2018), an educator takes to guide learners through the journey (see Figure 2).

If we think about the timeline of the course, the project requires insights and tools at the beginning and more time to concentrate on the project work towards the end of the course. Therefore, the load of lectures in the course is shifted towards the first half of the course, arming students with theoretical anchoring, leaving them more room to craft the project towards the end.

Experiential learning explains learning as a non-linear movement through phases of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb and Kolb 2005). The course design needs to create the learning process that enables learners to go through this process. E.g., if students are to learn about the internationalization motives, the concrete experience could be anything in the range of reading about it in literature, presenting it in the class, or „localizing“ it at the interaction with the company. The concrete experience needs to be processed; therefore, the activities and assessments are put in place to guide the learner towards the remaining phases. Formative feedback, which gives a chance to the learner to improve, is very important (Seel, Lehmann, Blumschein and Podolskiy 2017).

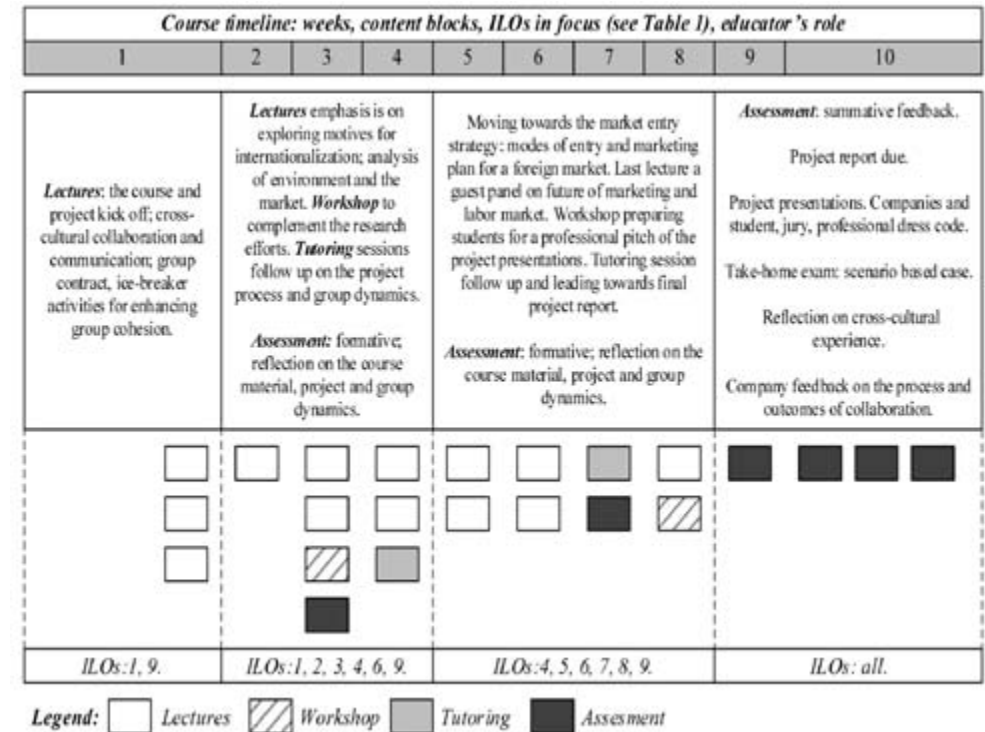


FIGURE 2: THE COURSE DESIGN

SOURCE: AUTHOR

The learning experience canvas is a simple and versatile tool. It teaches us a valuable lesson that learning is more than just content to be conveyed to learners. Taking an extra step to understand the learner (and stakeholders), as well as the surrounding environment of the course, helps us build a course in a systematic fashion with a more holistic picture. How do we know that it makes any difference?

4 Methodology — The quality assessment of the educational process is complex (Chen and Mohamed 2023); furthermore, according to Griffith (2008), there is no agreement about what the concept of quality of education is. Universities engage in multitudes of different activities to measure and enhance learning, and „self-reported data from students about multiple aspects of teaching quality and perceived effectiveness were the most commonly reported." (Harrison et al. 2022, p. 87). It is not our intention to engage in the debate or solve the open questions of quality assessment in academia; however, we acknowledge that having some measurements is a must.

To argue for the success of this design, we use student course evaluations for the course and compare them with average scores of all courses in the business school on selected dimensions, keeping in mind shortcomings of the course evaluations as expressed in Berk (2013) and Stronge (2018).

In the business school in the case, the course evaluation process is standardized and administered centrally by the university. The course evaluations have 17 close-ended questions that quantify the perceptions of the course quality on a scale from

1 to 7. The remaining three questions are open-ended, where students elaborate on their reflections on the teacher and positive aspects of the course, as well as provide suggestions for course improvements.

5 Discussion and concluding thoughts — Defining and measuring a course’s quality is not an easy task; there is no unanimous agreement on these, and we can argue their multifaceted nature. In order to capture a difference in perceived experience between the (re)designed course and an average course in the business school, we used course evaluations in capturing overall perception of the course as well as some relevant dimensions. The comparison is done for the last three years (where complete data exist) from 2021 to 2023, and in general we can argue that the course in this case performs better than the average course in the business school (see Table 2).

Your perception of the course as a whole. (evaluated on the scale from 1 to 7)	The case course	The business school average
2021	6.1	5.1
2022	6.2	4.9
2023	5.4	4.9

TABLE 2: COMPARING PERFORMANCE OF THE CASE COURSE TO THE BUSINESS SCHOOL AVERAGE
SOURCE: AUTHOR

The next three points are relatable to the course learning since they suggest that students feel they learned important aspects of the topic (Table 3) and that the course contributed to their ability to identify and solve problems (Table 4), as well as a strong connection to the real world (Table 5).

After the course I feel confident that I have learned the most important aspects of the topic. (evaluated on the scale from 1 to 7)	The case course	The business school average
2021	6.0	5.3
2022	6.1	5.2
2023	5.6	5.3

TABLE 3: COMPARING PERFORMANCE OF THE CASE COURSE TO THE BUSINESS SCHOOL AVERAGE
SOURCE: AUTHOR

Undeniably, contemporary students require novel approaches; they want to be challenged and exposed to practice; moreover, it is expected of them to be work-ready and immediately, with little training, start contributing to the organizational goals. These types of courses can enhance educational outcomes through increased student engagement (Wurdinger, Haar, Hugg and Bezon 2007) and improved motivation (Thomas 2000), the prerequisites for transitioning students from „surface“ to „deep“ learning, according to Biggs (2012).

After the course I feel confident that I have learned the most important aspects of the topic. (evaluated on the scale from 1 to 7)	The case course	The business school average
2021	6.0	5.3
2022	6.1	5.2
2023	5.6	5.3

TABLE 4: COMPARING PERFORMANCE OF THE CASE COURSE TO THE BUSINESS SCHOOL AVERAGE
SOURCE: AUTHOR

The course provided opportunities to relate theoretical knowledge to real-world issues (evaluated on the scale from 1 to 7)	The case course	The business school average
2021	6.6	5.6
2022	6.7	5.5
2023	6.4	5.6

TABLE 5: COMPARING PERFORMANCE OF THE CASE COURSE TO THE BUSINESS SCHOOL AVERAGE
SOURCE: AUTHOR

The lasting learning impact is achieved by designing a learning experience that is transformative, which requires challenge and high involvement (Parrish, Wilson and Dunlap 2011).

Communication (Table 6) and feedback (Table 7) are of the utmost importance to facilitate the understanding of the course goals, timeline, and dynamics. An educator needs to argue the relevance of the chosen approach; students need to be introduced to the idea of working with real clients and the community and the benefits emphasized (Makani and Rajan 2016). This is needed to counteract resistance to inherent ambiguity and the above-average investment of time and effort in these kinds of projects. The andragogical approach also suggests transparency and explaining to the learners not just what they need to learn but, more importantly, why they need to learn (Taylor and Hamdy 2013).

Course communication worked well; e.g. about assignment, course changes, and goals	The case course	The business school average
(evaluated on the scale from 1 to 7)	The case course	The business school average
2021	6.8	5.3
2022	6.7	5.2
2023	6.6	5.4

TABLE 6: COMPARING PERFORMANCE OF THE CASE COURSE TO THE BUSINESS SCHOOL AVERAGE
SOURCE: AUTHOR

I received useful feedback on the course assignments (evaluated on the scale from 1 to 7)	The case course	The business school average
2021	5.9	4.6
2022	6.4	4.6
2023	5.8	4.8

TABLE 7: COMPARING PERFORMANCE OF THE CASE COURSE TO THE BUSINESS SCHOOL AVERAGE
SOURCE: AUTHOR

The value of a student's experience for their learning and future career can be indirectly measured by the feedback companies leave related to their cooperation with students, encompassing both perceptions of engagement and professionalism (the process) and the usefulness of the student project reports and results (the content) for the companies. On average, most of the participating companies express a willingness to return to the course in the future (see Table 8) – justifying the value of the course for the local business community.

Year	Total number of participating companies	Repeated participants	Would participate again (based on the exit survey)
2021	13	3	13
2022	21	12	19
2023	22	13	18

TABLE 8: COMPARING PERFORMANCE OF THE CASE COURSE TO THE BUSINESS SCHOOL AVERAGE
SOURCE: AUTHORS

As an external validation of the education quality, we can report that the business school in this case has two major accreditations for business schools, AACSB and EQUIS, as well as being ranked in the top 100 business schools in The Financial Times European Business School ranking.

To be fair, running this type of course with real clients is not without effort. These types of courses will require more time, energy, and investment from both the educator and the learners (Makani and Rajan 2016). The literature is rich in issues related to campus collaboration with external partners. Differences in priorities, timelines, and understanding of the project outcomes need to be bridged (Purcell, Pearl and Schyndel 2021).

Marketing educators should leave the proverbial ivory towers. As much as theory and research are important, their value is in application; no less significant is our assignment to shape graduates that have knowledge, skills, and experiences relevant for employment. Fulfilling our mission requires us to connect with the world. Not so far in the past, the classroom was isolated from the outside world, and students would walk into the temple of science, and ties with the world were cut out for a duration of lecture. The educators had the luxury of their undivided attention with far fewer distractions than nowadays. In the contemporary classroom, students are never disconnected from the outside world, and educators compete for their attention with the entire world. Maybe this is the message that we need to let the world into the

classroom and take advantage of that for the benefit of the learner, educator, university, and community. Making this possible requires a comprehensive and elaborate design of the course based on „mutuality and reciprocity“ (Moore 2014, p. 3), and educators willing to engage with the real world.

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Kľúčové slová | Key Words ——— course design, international marketing, internationalization, cultural diversity, business education, instructional design, real-client projects | *dizajn predmetu, medzinárodný marketing, internacionalizácia, kultúrna rozmanitosť, podnikateľské vzdelávanie, dizajn inštrukcií, projekty s reálnymi klientmi*

JEL klasifikácia | JEL Classification ——— I23, M31, M53

Résumé ——— Redizajn predmetu Medzinárodný marketing: Zapojenie rôznorodej triedy do projektov skutočných klientov

Svet sa mení. Pedagógovia v oblasti podnikového riadenia vrátane marketingu čelia výzve poskytovať relevantné vzdelávanie. Študenti ako primárne zainteresované strany sa zaujímajú o kompetencie, ktoré im umožnia (konkurenčnú) zamestnateľnosť. Organizácie (zamestnávateľia) znižujú svoju ochotu zaškoľovať nových zamestnancov priamo na pracovisku a požadujú ich okamžitý prínos pre ciele organizácie. Spoločnosť čoraz viac zdôrazňuje, že vysokoškolské vzdelávanie musí prekročiť rámec vzdelávania a výskumu a prejsť na tretie poslanie, ktorým je priamy prínos k rozvoju komunity a hospodárskemu rozvoju. Tento príspevok sa zaoberá (re)dizajnom predmetu Medzinárodný marketing založeného na experimentálnom učení a dizajne výučby. Predmet je integrovaný do miestnej podnikateľskej komunity a využíva ako výhodu rôznorodú populáciu študentov, aby reagoval na výzvy, ktorým čelia miestne podniky pri realizácii podnikateľskej internacionalizácie. Účinky (re)dizajnu predmetu sa merajú prostredníctvom hodnotení predmetu počas posledného trojročného obdobia. Cieľom príspevku je prispieť do kolegiálnej diskusie o zapojení podnikateľskej komunity s cieľom zvýšiť relevantnosť vzdelávania, ako aj podeliť sa o nápady na systematický návrh a realizáciu predmetu.

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FOSTERING INNOVATION IN ALGERIAN ARTISANAL CRAFTS: THE IMPACT OF CLUSTER DEVELOPMENT IN CONSTANTINE AND BATNA

This article explores the cluster approach as a lever to stimulate innovation and entrepreneurship in the artisanal crafts sector in Algeria, focusing specifically on the clusters of brass artisans in Constantine and jewelry artisans in Batna, two departments in Algeria. Drawing on Richard Florida's „3Ts” model (Technology, Talent and Tolerance), the study analyzes how belonging to a cluster can enable artisans to acquire innovation capabilities and undertake collective projects.

The methodology used in this research is a field survey conducted during the 21st International Traditional Crafts Fair in Algeria. The sample consists of 228 artisans, representing 30% of the fair's participants, with a distribution of 46% women and 54% men. Data were collected using a structured questionnaire based on the three key innovation factors defined by the „3Ts” model. The data were then analyzed using descriptive analysis and cross-tabulation techniques.

The results indicate that while artisans remain attached to traditional methods, they recognize the importance of innovation in preserving and promoting their craftsmanship. However, the adoption of information and communication technologies is limited, highlighting a need for increased training. The study also demonstrates the potential of clusters to enhance collaboration among artisans, facilitate knowledge exchange and improve their competitiveness in the global market. Finally, the article underscores the importance of protecting artisanal creativity through collective marks and geographical indications.

1 Introduction — Artisan entrepreneurs and artisan enterprises are subjects of research in various disciplines, particularly those related to economic and social sciences. Moreover, the roles played by craftsmanship in strengthening social ties on one hand and its role in innovation processes on the other, are beginning to be better understood. It should be noted that craftsmanship involves the production of products or services through specific know-how that relies primarily on the direct manual contribution of the artisan. The special nature of artisanal products is based on their distinctive characteristics, which can be utilitarian, aesthetic, artistic, creative, cultural, decorative, functional, traditional and even symbolic.

In Algeria, Ordinance 96/01 of January 10, 1996, divides crafts and trades into three distinct domains: production crafts, service crafts and artistic crafts. These

domains can be practiced individually, in cooperatives, or in artisanal enterprises under four forms: sedentary, itinerant, fairground, or at home. Artistic craftsmanship is characterized by its originality, uniqueness and creativity.

Augais and Hazet (2022) indicate that: „Artisans are passionate men and women mastering complex skills, capable of transforming materials to create unique pieces or small series. They shape, restore and imagine exceptional works at the crossroads of beauty and utility.”

In this context, Boutillier Sophie (2017) defines entrepreneurial activity as: „the discovery of profit opportunities that other individuals had not discovered before. In these conditions, the entrepreneur's profit is the reward obtained partly by chance and thanks to his ability to anticipate how individuals will react to change.”

Furthermore, according to Mathieu Bedard (2016): „Entrepreneurs are essential to economic activity. It is through their decisions that goods and services are produced and therefore supply meets demand. But the entrepreneur is also the figure that allows the economy to go beyond the simple mechanics of supply and demand. It is he who identifies new ways to solve the economic problem (what to produce, for whom to produce, how to produce).”

These definitions confirm that entrepreneurship is the engine of continuous progress, society and the economy of countries. However, it is also a complex concept that interacts with multiple dimensions, including psychological, sociological and behavioral aspects. It should also be noted that entrepreneurship is a complex asset that requires certain qualities, values and essential skills to help entrepreneurs realize and develop a project. Thus, the entrepreneur becomes the vector of change and project growth, as his action can contribute to accelerating the elaboration, dissemination and implementation of innovative ideas.

However, in the field of craftsmanship, we notice that today's artisan remains more resistant to innovation because he is aware that it is the local ancestral know-how that allows him to preserve the authenticity of his products and guarantees differentiation from his competitors. Yet artisans, in particular, need to develop their innovation capacity in order to increase the attractiveness of their territory (region) and their development capacity.

For our part, in this present research work, we will focus on the case of the Algerian artisan to identify his abilities to develop his innovation capacity on one hand and to make known the contribution of the cluster approach in supporting artisans in their entrepreneurial and innovation processes on the other. We will focus more precisely on the concept of clusters in artistic craftsmanship by appropriating the principles of creative economy theory and the concept of the three Ts. This will allow us to highlight the necessary conditions for the formation of clusters and to understand the requirements for their proper functioning and sustainability.

In this regard, the application of Richard Florida's rule of three Ts (Technology, Talent and Tolerance) seems relevant for analyzing the essential factors for the development of artisanal activities, as well as preserving regional specificities and transforming them into differentiation levers, in order to increase local competitiveness in a global market framework.

By linking the cluster concept and the rule of the three Ts, we will attempt to answer the following main question:

To what extent does the cluster approach enable artisan entrepreneurs to appropriate innovation capabilities and undertake joint projects?

From this main issue, three sub-questions arise:

| S/Q1: Are artisans able to use ICT and other technological tools (computer, CAD, the web, etc.) to promote their activity?

| S/Q2: Do artisans possess the talent necessary to innovate in their field of activity?

| S/Q3: Are artisans able to lead a collective project?

In order to better understand the elements of response to the questions posed, it is essential to formulate the following research hypotheses:

Firstly, formulating a main hypothesis is deemed necessary:

MH: Talented artisans possess the knowledge and skills that allow them to differentiate themselves from others, but to meet the new market requirements, they have developed their ability to integrate new production techniques (technology) and other promotional tools to better market their product and defend their positioning on the market.

In this regard, three sub-hypotheses seem imperative to formulate:

| S/H1: Artisans are relatively able to use technology but with low mastery, hence the necessities of the cluster approach.

| S/H2: With the help of the cluster approach, artisans could develop their capacity to improve their knowledge and skills.

| S/H3: The methodology of the cluster approach will develop group work skills among artisans and their capacity for collective intelligence.

Our research investigations will first focus on the conceptual framework of the rule of the three Ts, then on the notion of the cluster approach, its origin, its development mode and its operational mode. Subsequently, we will present our field study, which will focus on the application of the rule of the three Ts to identify the degree of artisans' aptitude for innovation and to justify the importance of artisans' appropriation of the cluster approach.

The results will be presented and discussed in the last section of this research work.

2 Literature review — 2.1 The cluster approach: Origin and development —

In recent years, cluster approaches have attracted significant interest from the scientific community. Many studies have focused on clusters in various fields. The enthusiasm for this concept is justified by the context of intense competition between countries and regions, where territories must continually improve their competitive positioning to adapt to the globalization of interactions with its associated opportunities and risks. The concept of clusters, introduced by Porter in 1990, has gained great popularity among governments concerned with increasing the attractiveness of their territories, seeing this concept as an important tool for creating industrial clusters. According to William R. Kerr and Frederic Robert Nicoud (2019), Silicon Valley and its success in creating a knowledge-based economy greatly motivated governments around the world to create „high-tech clusters in their territories.“

Porter (1990) defines a cluster as a geographical concentration of interconnect-ed companies, specialized suppliers, service providers, firms in related industries

and associated institutions (universities, standardization agencies, or professional organizations, for example) in a particular field, which compete and cooperate. He extends his definition to any geographical space (country or group of countries), no longer delimiting the cluster by its organizational and competitive boundaries.

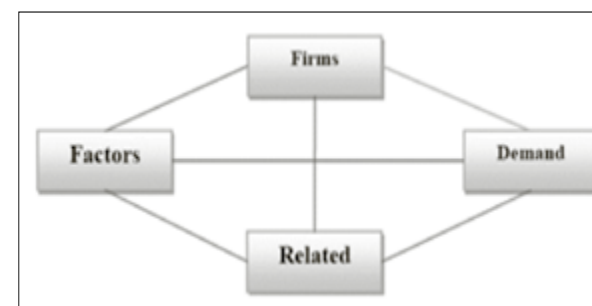


FIGURE 1: THE PORTER DIAMOND APPROACH TO CLUSTERS

SOURCE: PORTER (1990, P. 13)

Reading the above diagram highlights the different components of a cluster, namely:

- | Firms: These are the companies involved in producing products and services identifying the cluster.
- | Related: These are companies that provide other products and services, but to a similar customer base (Demand) and can thus interact with both the customer and the „Firms“ of the cluster.
- | Factors: These are structural environmental elements (institutions, infrastructure, universities, support, etc.).
- | Demand: This represents specific demands that activities enable both specialization and external growth.

However, according to Amina Kaci and Lila Amiar (2022), there is a consensus around the following three elements:

- | An economic understanding of the cluster, which emphasizes „the sectoral dimension and makes the cluster a grouping of companies linked by customer-supplier relationships or by common technologies, employment areas, customers, or distribution networks.“
- | A relational understanding based on networking of actors and „often highly variable geographical proximity.“
- | A more territorial understanding sees the cluster as a place, a pole, with a critical mass of actors „(...) and this thanks to a strong concentration of companies, research and training organizations, operating in a particular field, relying on the presence of venture capital, the state and local authorities and aiming for international excellence. The territorial anchoring of the various actors is therefore very strong.“

In Algeria, this approach is relatively recent. It emerged in 2007 during the National conference on industrial strategy, organized by the Ministry of Industry. During this conference, the concept of Integrated industrial development zones (ZIDI) was introduced, with incentives for the establishment of industrial clusters. It is important to mention that in the early 2010s, there were no significant groupings of industrial enterprises, so it was not possible to talk about industrial clusters. In the 1970s,

„only the concepts of industrial zones (public industrial complexes) and later activity zones (SMEs) were developed and implemented“.

It was only in 2008 that the first initiatives to support localized productive systems (LPS) were introduced by the Algerian Government in the artisanal sector. Later, the German cooperation set up the DEVED (sustainable economic development) program of the GIZ Cooperation Agency, to support the creation of clusters in Algeria in the construction, ship repair and agriculture sectors.

Other clusters have also been identified, such as the milk cluster in Ghardaïa and the olive oil cluster in Bouira. For our part, we will focus on the copper artisans cluster in Constantine and the jewelry artisans cluster in Batna. The Constantine cluster is the largest copperware cluster in Algeria and represents 70% of national production. The relevance of the cluster approach in the field of craftsmanship aims to develop artisans' capabilities to work collaboratively and innovate while preserving the specificities of their region and their creative uniqueness. Indeed, innovating as a team in a creative economy sector requires a significant effort to engage all knowledge holders in creating an innovative solution that constitutes a defensible and sustainable competitive advantage. Thus, coordinating and animating artisan entrepreneurs require highlighting the general interest of economic and socio-cultural synergies that could be generated from their involvement in collective work.

In the field of craft marketing, collective work plays a crucial role by fostering collaboration and competitiveness within communities of specialized artisans (Munoz and Laoudj 2013). These geographical or virtual groupings allow artisans to share resources, knowledge and business opportunities. By collaborating, they enhance their collective visibility, leverage economies of scale for production and marketing and create more efficient distribution networks (Laoudj 2017). Clusters also encourage innovation and creativity by facilitating the exchange of ideas and the development of new marketing approaches tailored to the particularities and authenticity of handmade products (Colbert 2007). Thus, these groupings are beneficial not only commercially but also culturally, contributing to the preservation, protection and promotion of traditional crafts (WIPO 2003).

2.2 Craftsmanship: an archetypal sector of the creative economy — In light of our literature review, we emphasize that the relationship between craftsmanship and innovation is very close. Craft products are characterized by „their distinctive values, which can be utilitarian, aesthetic, artistic, creative, cultural, decorative, functional, traditional, symbolic and socially or religiously significant“ (WIPO Guide 2016, p. 2).

This definition presents craftsmanship as an archetypal sector of the creative economy, highlighting craftsmanship and human intelligence. This economy, according to the United Nations, is a viable growth driver for all countries, especially for developing countries.

Craft is characterized by a high proportion of manual work. However, the craftsman is more of a service provider than a producer, because he usually only manufactures individual custom-made products on customer orders and does not produce a range of goods. This service provider function also characterizes the employees: Often everyone is in control of every production step (Diedrich 2022).

Furthermore, creativity is perceived as a decisive source of competitive advantage for the future at the heart of the progressive emergence of a knowledge society, based on the knowledge economy.

Additionally, it is noteworthy that according to Pierre Poinsignon (2022), creative industries include plastic arts, advertising, architecture, art, craftsmanship, design, fashion, publishing, film and video, television and radio, interactive leisure software, music, performing arts, photography, software and computer services. All these activities have a strong component of creative skills and can generate income. These creative industries represent a broad domain that can combine several creative activities with groups of activities with higher technology and service intensity.

2.3 Innovation in artisanal enterprises — Since 2008, Polge has demonstrated the importance of innovation in artisanal enterprises, without necessarily the awareness of their owner-managers. His work has helped clarify how tradition can be a lever for innovation in an artisanal context. These innovations exist both at the technical and market levels. However, very few studies have focused on the origins of innovation and creation in the crafts sector. According to the United Nations report entitled „Perspectives on the Creative Economy“ published in 2022, „creative sectors refer to cycles of creation, production and distribution of goods and services in which creativity and intellectual capital are the main inputs“.

Additionally, another UNESCO report published in 2017 states that the creative economy is „an economy where imagination is the raw material and skills are the main infrastructure“.

Therefore, artisans nowadays must innovate to adapt their artisanal production to the demands of the global economy, where skills and productivity are fundamental to competitiveness in the market.

2.4 The actors of the creative economy and the rule of the 3Ts: — John Howkins, the father of the notion of the „creative economy“, explains this phenomenon as „a process of collaboration and sharing: consumers can be initiators (open-source software, video games, travel industry) and talk to producers. It is a circular process between initiators, users/consumers, production and distribution. What took several years can now take a few days“ (Poinsignon 2022).

The concept of the creative economy and the creative class emerged in academic circles in the United Kingdom and the United States in the 1990s. In London, the creative economy was the second-largest economic sector in 2009, with 525,000 employees and an annual turnover of £30 billion.

The Two Banks Institute considers this economy as an approach to the development of creative industries. These industries cover a wide variety of professions, including high-tech, entertainment, journalism, finance, or fine crafts. It is a cycle of production and distribution of goods and services in which the basic factor is the use of intellectual capital (Talent). In his work, Florida (2002) mentioned that economic development depends on the presence of a category of active population called the „creative class,“ which includes artists, writers, painters, etc. Indeed, the creative class is considered a factor in local economic development.

Florida asserts that the most creative classes adhere to the rule of the three T's, or combine the maximum of these 3Ts (Technology, Talent and Tolerance).

The author's objective is to identify the factors that contribute to attracting creative capital. In this regard, Florida concludes that the creative class is attracted to cities that prioritize tolerance and diversity. According to Florida, creative capital depends on the degree of creativity and not only on the level of education of the population. This human capital positively influences the development of cities. To attract this creative capital, urban spaces must be open to creativity, tolerant and characterized by diversity on ethnic and cultural levels.

Anderson (1985), on the other hand, identifies six factors that may correspond to environments favorable to innovation, including financial stability, efficient transportation infrastructure to facilitate communications and some instability regarding technological and scientific futures, which is a development condition for a creative environment. Florida thus relies on an existing train of thought, one carried by Jane Jacobs, American sociologist Robert Lang, Berkeley and Claude Fischer, but he updates the idea that the city is the place of creativity and innovation due to its cultural and social diversity.

2.5 Social capital and collective approach at the heart of the 3T's — Donsimoni and Perret (2008) emphasize that mobilizing and working together populations and local authorities have become a major challenge. In Algeria, the cluster approach quickly had a positive effect on bringing together more than 150 artisans between 2014 and 2017. Indeed, artisans agreed to work within a cluster and succeeded in securing significant markets. It should be noted that according to Bruno Lefèvre (2019), „cultural clusters are tools for promoting symbolic vitality.“

Moreover, the arts and cultural industries have become full-fledged allies of economic and territorial development policies. Arts and artists are placed at the forefront of the value chain of new and vast „creative industries“, if not at the radiant center of diffuse creativity benefiting the entire economy and society.

Finally, based on the above statements, we deduce that social capital, as defined by Woolck and Narayan, is like all the norms and networks that facilitate collective action. For Loudiyi et al., (2004), the creation and strengthening of social capital to generate territorial development require identifying all forms of social capital that allow social groups in a territory to control future developments.

Other authors have addressed the issue of territorial development from a socio-economic point of view, specifically viewing the „creative economy“ as an alternative for the development of cities and regions using localized social networks. An economy that connects the cultural world with the economic world constitutes, for our study, an appropriate analytical model.

Courcoux (2008) emphasizes in his writings that after the management of material resources in the 1960s, energy resources in the 1970s, information in the 1980s and human resources in the 1990s, the new wealth of nations is indeed that of innovation. In this regard, the creative economy, according to Patrick Boillat (2007), is by definition innovative; it is not only subject to the laws of competition but also a weapon of competitiveness, especially for territories.

„When we talk about differentiation strategy in cultural matters, we often come back to a geographical logic, to a logic of territory.“ Alan J. Scott complements the previous statement based on the originality and origin of the product to create a competitive advantage through difference: „Just as each firm differentiates its prod-

ucts in a specific way, products are frequently differentiated based on the places they come from. This establishes certain poles of cultural economy, positions of quasi-monopoly.“ We proceed in our exploratory study with the application of Florida's „3T“ rule; it is often used to assess the creative intensity of territories (environments) and its effect on the economy.

3 Data and method — 3.1 Presentation of the study — Our study aims to examine the population of artisan entrepreneurs belonging to the brassware cluster in the province of Constantine, as well as to that of the jewelry cluster in the province of Batna. The choice of these two clusters is justified by:

- | The creative intensity found among artisans in these two regions and its positive effect on the country's economy on the one hand.
- | The Algerian authorities' desire to encourage and safeguard trades with export potential on the other hand.

Furthermore, this research work constitutes a research project initiated by the PERMANAN research laboratory (HEC Algiers) and UNIDO (United Nations Industrial Development Organization). The objective of this project is to introduce the concept of clusters into cultural and creative industries, in a support process for countries in the Southern Mediterranean. For Algeria, the choice was made on the two clusters mentioned above, as pilot clusters.

The work we present here is exploratory; our objective is to understand to what extent belonging to a cluster can help artisan entrepreneurs appropriate innovation capabilities. To do this, we interviewed artisans about the elements that can inform us about their level (aptitude) of innovation appropriation, while respecting Richard Florida's concept of the „3T“s.

- | The objective of the research is to identify favorable conditions for undertaking innovation, based on a model (the 3T rule) and a methodology based on collaborative work (cluster).
- | The sample is defined by convenience sampling method, comprising more than 30% of the total number of participants at the trade fair.
- | The sample is representative because the selection of exhibitors is made by the organizer ANART according to several criteria such as seniority, membership in the cluster or another group, association, nucleus.
- | Indeed, we conducted our survey during the 21st International Traditional Crafts Fair in Algeria, with a convenience sample of 228 exhibiting artisans, representing 30% of the sampling base (total number of participants), composed of 46% women and 54% men. To ensure a more homogeneous and representative sample, we selected artisans chosen by the organizing structure of the fair (ANART) according to acceptance criteria such as field of activity, experience, artisan card, affiliation with clusters, associations, nuclei, or cooperatives.

A. Studied population — The field of artistic craftsmanship is the main component of our study population and men are always more active than women in all areas of craftsmanship. Moreover, it is observed that in the studied population (artistic craftsmanship), the rate of women is significant (31%) compared to the other two domains: goods production and services.

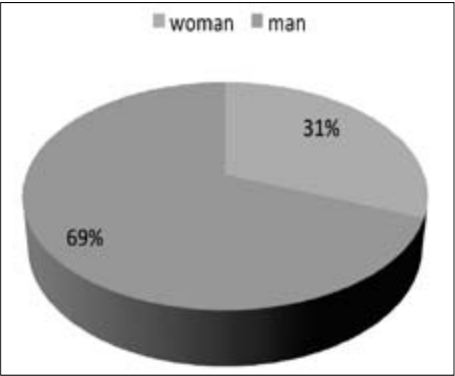


FIGURE 2: THE FIELDS OF CRAFTSMANSHIP AND THE GENDER EMPLOYMENT RATE
SOURCE: CHAMBER OF CRAFTS AND TRADES, STATISTICAL BULLETIN (2017)

« 3Ts »	Factors	Variables
Talent	Education level	Primary, secondary, university
	Training (apprenticeship)	Entrepreneurship, business model, marketing
	New practices	Knowledge from others
	Experience	New craftsmanship, designer's knowledge, exhibitions, fairs years of seniority
Tolerance	Diversity	Crafts: artisan craftsmanship
	Collective spirit	Collective brand group purchase
	Openness to new ideas	Knowledge from others
Technology	Work tools	Scanner, machines, computer photocopier
	Internet	Websites, computer-aided design (CAD)

TABLE 1: DEFINITION OF EMPIRICAL STUDY VARIABLES
SOURCE: AUTHORS, INNOVATION FACTORS INSPIRED BY FLORIDA (2002)

B. The brassware cluster in Constantine — Algerian brassware dates back to the Middle Ages and its style has evolved but still retains Ottoman influence. Its main consumers are households and although brassware artisans can be found in various provinces of Algeria (such as Algiers, Biskra, Ghardaïa and Tlemcen), Constantine currently accounts for 70% of the national brassware production.

The cluster comprises approximately 130 registered artisans at the Chamber of Crafts and Trades and around a hundred unregistered ones, generating an annual turnover of \$2 million (including members such as raw material importers, wholesalers and traders and manufacturers and importers of machinery and equipment).

C. The jewelry cluster in Batna — This cluster has over 1000 artisans and generates approximately \$60 million in turnover. Artisans in this region of Algeria, nestled in the heart of the Aures, are known for their exceptional and ancestral craftsmanship, emanating from a long tradition.

3.2 Methodology of the survey — The objective of our field study is to analyze the attitudes of artisans, which inform us about their abilities to organize within clusters and appropriate innovation capacities.

To achieve this, we collected data using a questionnaire developed and administered by our research team to artisans (the questionnaire axes are attached in the appendix).

The structure of this questionnaire is based on our reflection, which relies on the model of the „3T“ rule (technology, talent, tolerance); considered as sources of attractiveness of a territory (corresponding to the creative class) (Florida 2002) and as a source of innovation in a milieu (cluster) (Crevoisier 2001).

A. Study variables — The variables of our study are predefined in relation to the „3T“: Technology, Talent and Tolerance. We summarize them in the following table.

B. The questionnaire — Drawing inspiration from the conceptual framework mentioned in the literature review based on the works of Richard Florida (2002), John Howkins and Anderson (1985), the questionnaire was developed based on the three key innovation factors as presented by Richard Florida. It is structured into four parts focusing on questions related to the content of the „3T“ rule. The first part is reserved for economic and sociodemographic data of the artisans (identification form). The next three parts will address aspects related to innovation drivers as defined in the previous table (study variables).

The formulated questions are mostly closed-ended, according to the necessity of quantitative study: dichotomous single-choice and multiple-choice questions. All respondents are interviewed face-to-face with the assistance of doctoral researchers affiliated with the PERMANAN research laboratory at the Higher School of Commerce of Algiers (HEC Algiers).

C. Data analysis — We conducted our survey during the 21st International Traditional Crafts Fair in Algeria, from March 23 to 29, 2017, with a convenience sample of 228 exhibiting artisans, comprising 46% women and 54% men.

These artisans come from 48 wilayas (provinces) of the country, among which the wilayas of Algiers, Tizi-Ouzou, Boumerdes, Tlemcen, Bouira, Batna and Constantine were the most represented with various craft domains, according to regional specificity.

For our data analysis, we used descriptive analysis and cross tabulation (uni-variable and bi-variable analysis) using the SPSS software. This tool allowed us to accept or reject hypotheses and subsequently verify them.

4 Results — 4.1 General typology of the sample — The activity is mainly managed by individual workshops, run by a man assisted by his wife and/or other family members. A workshop operates with an average of 1 to 10 employees, corresponding to the size of a small enterprise in the European Union.

Women are a minority in craft activities, but they tend to lead businesses rather than individual workshops, with more workers than men. They also have a higher level of education.

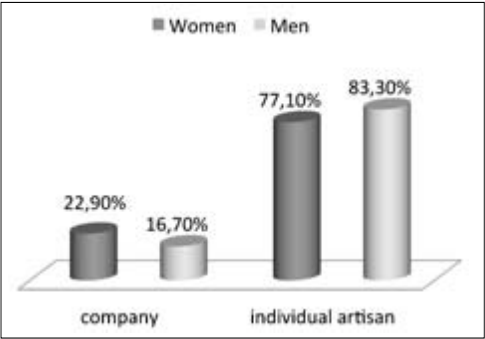


FIGURE 3: MODE OF ARTISANAL ACTIVITY EXERCISE (TRADITIONAL CRAFT ART)
SOURCE: AUTHORS

Regarding demographic aspects, we observe that the largest age group falls between 40 to 59 years old, with a secondary level of education. The results show that few young individuals enter the artisanal activity and those who do have an average or secondary level of education.

For over half of the artisans active in traditional craft art, 56% acquired their skills and learned their trade primarily through apprenticeship with master artisans, accounting for 29% of the total. 27% underwent professional training at an accredited vocational training center (CFPA) and nearly 18% are self-taught.

The studied sample contains a relative proportion of various crafts, with jewelry making and traditional clothing being the most represented, along with ceramics, while metalworking is very minimally represented.

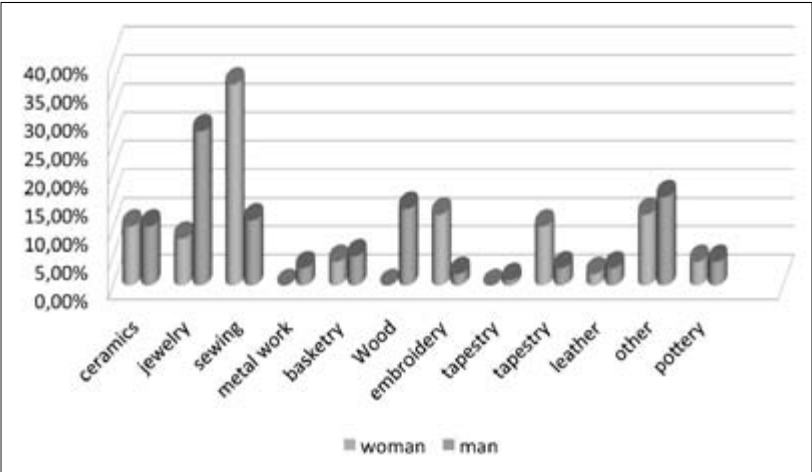


FIGURE 4: CRAFTS OF TRADITIONAL CRAFT ART
SOURCE: AUTHORS

4.2 The „technology“ lever (source of innovation) — **4.2.1 Innovation: A factor in preserving craftsmanship** — Preserving ancestral crafts poses a significant challenge for the sector. On one hand, artisans must innovate to meet new consumption trends to survive in a competitive market and on the other hand, they are responsible for conserving the identity and heritage of their country.

Furthermore, the obtained result clearly shows that respondents are convinced that innovation is a factor in preserving craftsmanship, with an 84% response rate.

4.2.2 Technology as a factor of innovation in crafts — The use of technology is considered by artisans as an important factor in the innovation of their products, with a response rate of 76%. Artisans express a positive perception of adopting new technologies, reflecting their ability and willingness to be integrated into an innovation-driven economy.

4.2.3 Internet use in the design of craft products — We found that the majority of respondents (artisans) do not use the internet in their activities. In fact, the results show that the number of women who use it is twice as high as that of men (see Figure 5). This demonstrates a greater ability on their part to adopt new communication and information techniques with the environment.

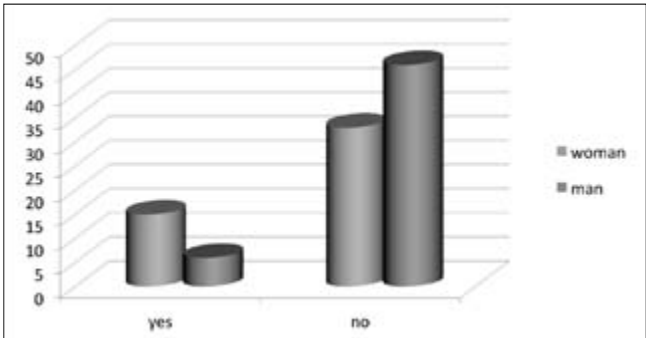


FIGURE 5: INTERNET USE IN THE DESIGN OF CRAFT PRODUCTS
SOURCE: AUTHORS

4.2.4 The use of computers in artisanal product production — According to the respondents, it appears that artisans generally have a positive perception regarding the necessity of introducing new technologies in the manufacturing of their products. However, the non-user respondents of computers for computer-aided design (CAD) in the product design phase represent twice as many as those who use it. This may be explained by the fact that artisans still remain attached to traditional inherited methods (see Figure 6).

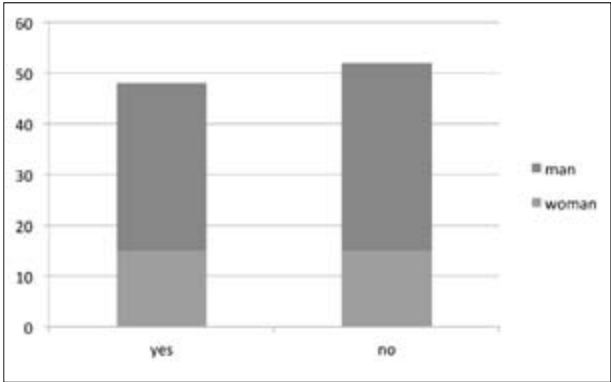


FIGURE 6: USE OF COMPUTERS IN ARTISANAL PRODUCTION
SOURCE: AUTHORS

4.2.5 The use of websites for artisanal promotion — Only 8% of the responding artisans use a website to promote and sell their products.

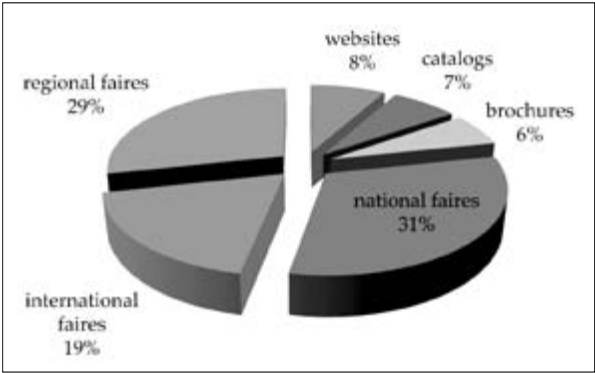


FIGURE 7: UTILIZATION OF PROMOTIONAL TECHNIQUES
SOURCE: AUTHORS

The most commonly used technique by the respondents is participating in trade fairs. This allows them to have direct contact with their customers who can test, feel, touch and taste the product. Moreover, it enables them to sell a considerable quantity in a short amount of time compared to online sales (according to interviews with artisans).

4.3 Talent lever — **4.3.1 Knowledge used in artisanal product design** — Regarding the design of artisanal products, artisans primarily rely on traditional methods, with a response rate of 38%. There is also a trend towards new craftsmanship, estimated at a rate of 19%. Artisans prefer to use their own knowledge rather than importing knowledge from other artisans or designers.

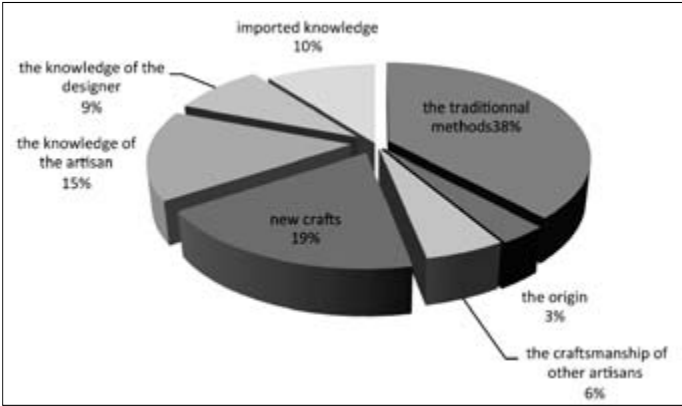


FIGURE 8: KNOWLEDGE USED IN ARTISANAL PRODUCT DESIGN
SOURCE: AUTHORS

4.3.2 Level of education — 38% of the responding artisans have a secondary level of education. This can be explained by the fact that craftsmanship primarily relies on inherited knowledge and skills, passed down from generation to generation through apprenticeship. Furthermore, 16% of the respondents have a university education and 11% have a primary education. This demonstrates the emergence of a new trend where individu-

als with higher levels of education are engaging in artisanal professions. This could be seen as a positive indicator of talent development within this population.

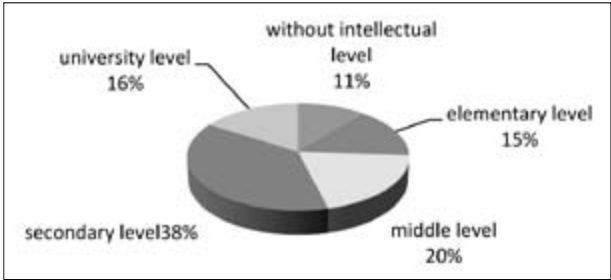


FIGURE 9: LEVEL OF EDUCATION AMONG ARTISANS
SOURCE: AUTHORS

4.3.3 Proportion of trained and untrained artisans — The artisan card is one of the mandatory criteria for participating in the trade fair, requiring artisans to hold a certificate or diploma of training. This implies that all participating artisans must be trained in their crafts. However, according to the results obtained, 29% of artisans are not trained: either they do not possess the artisan card, or they have not necessarily undergone qualifying training. On the other hand, it is noteworthy that a high proportion, 64%, of artisans are trained in their craft.

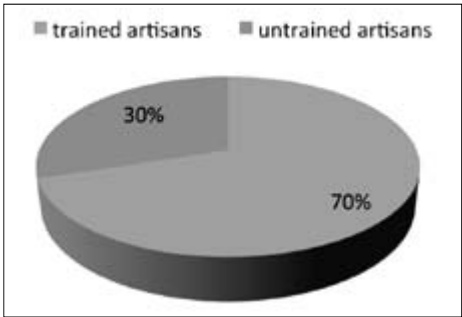


FIGURE 10: PROPORTION OF TRAINED AND UNTRAINED ARTISANS
SOURCE: AUTHORS

4.4 The „tolerance“ lever — **4.4.1 Diversity of values attributed to artisanal products** — The results confirm that artisanal products are characterized by a strong diversity in their nature, form and value (artistic, utilitarian, etc.), which makes them unique. Furthermore, this diversity also arises from the various crafts practiced according to specific skills and inherent to each region. This is justified by the presence of more than 12 crafts at the fair. Thus, the various skills of artisans constitute a source of differentiation and the capacity for local development and competitiveness.

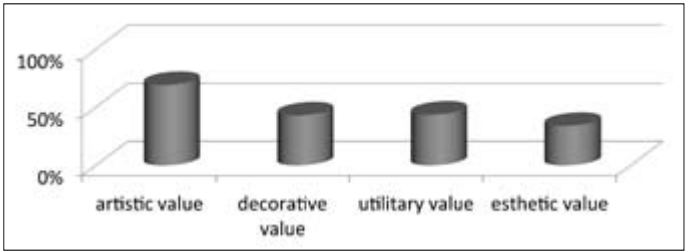


FIGURE 11: VALUES ATTRIBUTED TO ARTISANAL PRODUCTS
SOURCE: AUTHORS

4.4.2 Protecting creativity — The legal registration of certification marks, collective marks, geographical indications, patents, designs, or creative models not only allows for identifying the source of an artisanal product but also ensures consistent quality of creativity, protecting artisans against illegal copies or imitations.

From our results, concerning the perception of artisans regarding the protection of their products, 53% of respondents put their signature on the product to identify it, while only 24% have a trademark or label (see Figure 12). This can be explained by a lack of awareness of product protection and ignorance of the important role of intellectual property in promotion and competitiveness.

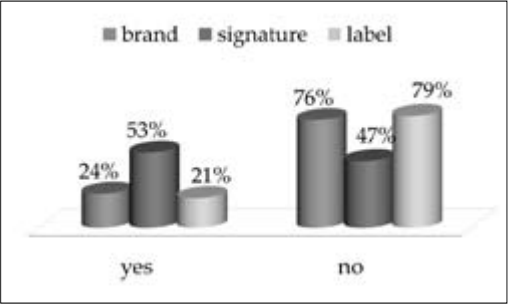


FIGURE 12: PROTECTION OF ARTISANAL PRODUCTS
SOURCE: AUTHORS

4.4.3 Mode of activity — According to data from the National Crafts File (FNA), over 90% of active artisans operate individually. Cooperatives and artisanal enterprises represent less than 1% of the total. Artisans tend to work individually, with only 19% of respondents practicing their trade in enterprises, while 81% operate in their own workshops. This result confirms the characteristic of individual work in traditional and artistic craftsmanship, despite entrepreneurship training programs provided by chambers to support artisans.

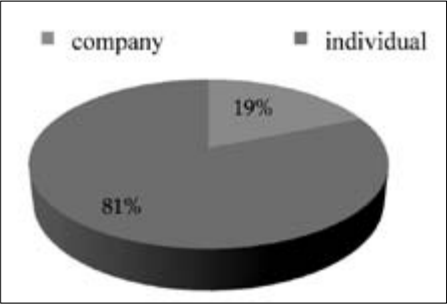


FIGURE 13: MODE OF PRACTICE IN TRADITIONAL CRAFTSMANSHIP
SOURCE: AUTHORS

4.4.4 Financing of promotional activities, particularly participation in fairs and trade shows — The most commonly used promotional techniques by artisans are fairs and trade shows. Despite the high cost, 77% of respondents finance their participation themselves. Artisans now express their own willingness to communicate and promote their products.

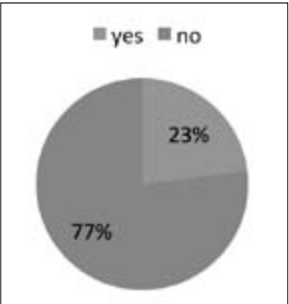


FIGURE 14: FINANCING PARTICIPATION IN THE TRADE FAIR
SOURCE: AUTHORS

4.4.5 Exporting artisanal products — Regarding the sale of traditional artisanal products in foreign markets, artisans face various bottlenecks related to logistics, financing and administrative burdens. Ceramicists and metalworkers represent the highest proportion in terms of exports. In other crafts, very few artisans export (less than 10%) and none in basketry. The carpet sector has seen a significant decline since the 1980s, with only 11% of respondents reporting exports.

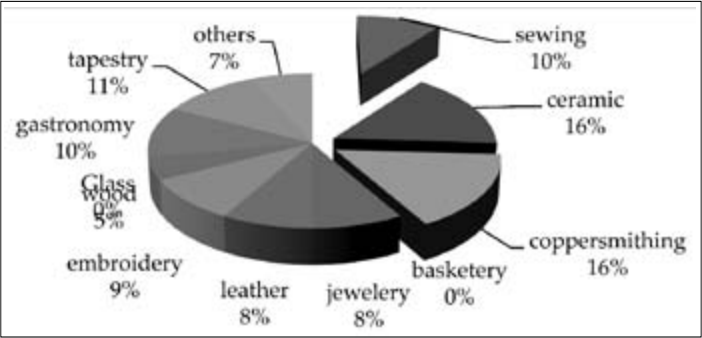


FIGURE 15: DISTRIBUTION OF ARTISANS BY EXPORTED PRODUCTS
SOURCE: AUTHORS

5 Discussion — The results pertaining to the first secondary question revealed that despite artisans' strong attachment to ancestral methods in manufacturing, they are convinced that innovation is a solution for preserving craftsmanship. Furthermore, technology is considered a driver for innovation. However, many of them do not use the internet, CAD, or computers, neither in the commercial management of their activities nor in the design of their artisanal products. This suggests a need for cluster managers to implement a comprehensive training program for artisans, focusing on the information and communication technologies (ICTs) and computer literacy, as well as design, to address their technological inadequacy.

From these results, we confirm the first hypothesis that the cluster approach constitutes an effective support mechanism allowing artisans to master the use and integration of technology in their production, promotion and marketing activities with the aim of creating a competitive advantage through differentiation based on elements of art and cultural marketing (Colbert 2007) and Bourgeon-Renault (2009).

Indeed, the level of training in the craft and the educational level are not necessarily the main indicators of talent for artisans. However, it is essential to teach them marketing and project management practices for better entrepreneurship and project success, as revealed by the results related to the second sub-question.

Therefore, we confirm the second hypothesis stating that improving knowledge and skills in marketing techniques and project management through the cluster approach enables artisans to acquire the talent necessary for innovation. Regarding tolerance, the results related to the third sub-question showed that the cluster methodology could facilitate all types of interactions among stakeholders and cluster partners. As previously emphasized, the common interest of artisans could drive initiatives for sharing ideas and transmitting cultural knowledge and skills, thus fostering innovation.

Therefore, it is essential to protect artisans' innovations, whether they are models, designs, or motifs originating from the region. These elements constitute values of distinction and differentiation through which artisans gain competitive advantages, enabling them not only to create wealth but also to create a competitive advantage through cultural differences.

Indeed, the final hypothesis is also confirmed, as the cluster approach will develop artisans' ability to appropriate elements of collective intelligence, such as knowledge sharing, shared workspace, joint procurement and marketing. Additionally, financing new projects and ideas remains an important means of growth, thus being one of the main motivations for artisans to acquire innovation capability. Therefore, collective action is presented as an indispensable condition for financing innovation.

In conclusion, the cluster approach, by its definition, can build a creative capital (artisans) that, through collective intelligence, could engage in innovative entrepreneurial ventures. Furthermore, artisans are not currently organized into enterprises; individualistic culture dominates their trade. Therefore, the cluster methodology seems relevant to develop artisans' abilities to work toward a common goal. Undertaking projects indicated by the cluster methodology and following a team-based implementation process encourage artisans to exchange knowledge and skills and generate new ideas. This helps build social ties facilitating the creation of social capital, which, through trust relationships, leads to what Florida calls „creative capital.“ The trust established encourages artisans to use others' knowledge, such as that of designers.

6 Conclusion — The handicraft sector, given its institutional, organizational and structural instability, has seen very few of the objectives of its development policy come to fruition, despite all the institutional mechanisms expressed by the public authorities. Even though these mechanisms were mobilized with all existing human capacities, including artisans in the various crafts, which currently number around 340 activities and with the assistance of the 48 chambers overseeing the organization and implementation of action plans, the expected results within the framework of major strategic orientations in cooperation with foreign institutions, notably with the European Union through the upgrading and twinning programs (P3A), could have been achieved.

The observation we can make after our study is that the competitiveness of this sector depends heavily on the ability to integrate all its components in a participative entrepreneurial approach through new socio-organizational structures such as „clusters“. These clusters facilitate the transmission of ancestral and new knowledge and skills. Artisans cannot alone drive the levers of their growth upward if the infra-

structures, supervisory institutions (CNAM, ANART and CAM) and local authorities do not meet the requirements of innovation.

Hence, the necessity for artisans to establish both trusting relationships and co-operation/competition relationships to create both differentiation and uniqueness in their products. Significant progress has been made, more or less in training, but there is still a huge amount of work to be done in other major pillars related to the „3T“, namely, territorial development, including innovation, ICT, financing and institutional mechanisms, organization and governance of artisanal supervisory institutions, as well as the promotion, protection of their creativity and the enhancement of local cultural heritage.

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Kľúčové slová | Key Words — cluster approach, innovation, artistic crafts, creative economy, Algeria, 3Ts model | *klastrový prístup, inovácie, umelecké remeslá, kreatívne hospodárstvo, Alžírsko, model 3Ts*

JEL klasifikácia | JEL Classification — M31, O34

Résumé — **Podpora inovácií v alžírskych remeslách: Vplyv rozvoja klastrov v provincii Constantine a Batna**
Tento článok sa zaoberá klastrovým prístupom ako pákou na stimuláciu inovácií a podnikania v sektore remesiel v Alžírsku, pričom sa konkrétne zameriava na klastre remeselníkov pracujúcich s mosadzou v Constantine a remeselníkov klenotníctva v Batne, dvoch provinciách v Alžírsku. Na základe modelu „3T“ Richarda Floridu (technológia, talent a tolerancia) štúdia analyzuje, ako môže príslušnosť ku klastru umožniť remeselníkom získať inovačné schopnosti a realizovať kolektívne projekty.
Metodikou použitou v tomto výskume je terénny prieskum uskutočnený počas 21. medzinárodného veľtrhu tradičných remesiel v Alžírsku. Vzorku tvorí 228 remeselníkov, ktorí predstavujú 30% účastníkov veľtrhu, s rozdelením 46% žien a 54% mužov. Údaje sa zbierali pomocou štruktúrovaného dotazníka založeného na troch kľúčových inovačných faktoroch definovaných modelom „3T“. Údaje boli následne analyzované pomocou deskriptívnej analýzy a krížových tabuliek.
Výsledky naznačujú, že hoci remeselníci zostávajú viazaní na tradičné metódy, uvedomujú si dôležitosť inovácií pri zachovávaní a propagácii svojich remesiel. Osvojenie informačných a komunikačných technológií je však obmedzené, čo poukazuje na potrebu intenzívnejšej odbornej prípravy. Štúdia tiež poukazuje na potenciál klastrov posilniť spoluprácu medzi remeselníkmi, uľahčiť výmenu poznatkov a zlepšiť ich konkurencieschopnosť na globálnom trhu. V závere článku sa zdôrazňuje význam ochrany remeselnej tvorivosti prostredníctvom kolektívnych značiek a zemepisných označení.

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MEASUREMENT OF WOMEN ATTITUDE TOWARD THE CONSUMPTION OF ORGANIC FOODS IN TURKIYE & ALGERIA

The purpose of this study is to determine the effect of gender on the willingness to consume organic foods by focusing on the perception of women. This study makes an important theoretical contribution to the previous studies belonging to the healthcare concerns which are expanding in recent years in order to ensure the wellbeing of consumers by enhancing to use safe type of food, called organic foods. Using the Chi square test and two sample independent t-test, this paper examines whether Turkish and Algerian women are aware with the consumption of organic meals. Including 81 participants, 63 of them were women; it has been concluded that there is no significant difference in terms of gender regarding the acceptance of organic foods. This research demonstrates that both men and women are aware of their willingness to consume organic foods.

1 Introduction — Women constitute one of the pillars of societies. In every field, in every sector and at every level, the presence and contribution of women is of vital importance. Unfortunately, throughout history, women have had to struggle with inequalities and discrimination. That is why we have organised a women's congress in order to share information and raise awareness on women's studies and women's issues. Women's research is not only a field that focuses on the problems experienced by women. It also provides an understanding of gender in all its aspects and thus lays the foundations for a more inclusive world. In this context, the empowerment of women means the empowerment of the whole society. Therefore, we should strive for a world where women are more represented in every field from education to business life, from politics to arts, and this congress has been one of those efforts. In fact, we believe that this congress will contribute to a brighter future thanks to the work of participants from various disciplines examining the roles of women in history and today.
It should not be forgotten that women are not only mothers, sisters or wives, but also strong leaders, scientists, artists and indispensable elements of the business world. Their achievements and contributions significantly accelerate the development and progress of societies.
Based on this idea, the roots of gender studies can be traced back to the feminist movements of the 20th century, which sought to challenge traditional norms and inequalities. Early studies predominantly focused on the socio-cultural aspects of gender, highlighting disparities in areas such as education, employment, and political participation. Notable works by feminist scholars like Simone de Beauvoir, Betty Friedan, and

Bell Hooks laid the foundation for the academic exploration of gender. Over time, the scope of gender studies has expanded to encompass a wide array of themes. Intersectionality has become a central concept, acknowledging the interconnected nature of gender with other social categories such as race, class, and sexuality (McLafferty 2010). Postcolonial feminist theories have also emerged, challenging Eurocentric perspectives and emphasizing the unique experiences of women in different cultural contexts.

Feminist theories have evolved from the early waves of feminism to more contemporary perspectives. Third-wave feminism, for instance, addresses the complexities of identity and embraces diversity within the women's movement. Queer and transgender studies have further expanded the discourse, challenging binary notions of gender and advocating for inclusivity. In recent years, the integration of technology into daily life has introduced new dimensions to the study of gender. The ecofeminist approach emerged alongside the growing environmental movements of the 1970s, gaining prominence during the third wave of feminism (Purvis 2004). This theoretical framework became particularly pertinent during a period marked by escalating concerns about global warming, environmental degradation, and deforestation. The rise of the internet and media platforms during this time facilitated increased awareness and discourse surrounding environmental issues, providing a platform for women's voices to be more prominently heard and seen.

This period witnessed a significant shift in the socio-political landscape, with the confluence of environmental activism and feminist perspectives embodied by ecofeminism. This approach played a crucial role in highlighting the interconnectedness of gender and environmental justice, addressing issues that were previously marginalized in discussions about socio-environmental concerns.

When examining ecofeminism in relation to green products, one key aspect is the emphasis on sustainability and ethical consumption. Ecofeminists argue that traditional models of production and consumption often perpetuate harmful practices that negatively impact both women and the environment (Ottuh 2020). Green products, in this context, are those that prioritize environmentally friendly manufacturing processes, ethical sourcing, and fair labor practices. Ecofeminism encourages a holistic view of sustainability that considers social justice alongside environmental concerns. It calls for a shift in the way society approaches production and consumption, advocating for systems that respect the rights and well-being of both women and the natural world (Özden 2023).

The most important reason for organic food purchases seems to be „health“ (Aygen 2012). Specifically, foods that are cultivated without the application of chemical pesticides can be called organic foods (Singh 2017). When the world's population was low, almost all agriculture was primarily organic and near-natural. However, these traditional practices, passed from one generation to the next, did not produce enough food to meet the rapidly increasing global population's demands. This led to the "green revolution," in which farmers used technological interventions to maximize outputs to meet the growing need for food for the increasing population (Dholakia and Shukul 2012).

Additionally, previous research has identified that the most important attributes of organic foods centre around health (i.e. minimal artificial chemical residues in the product and high nutritional value), environment (i.e. preference for a product that has been produced and processed in an environmentally friendly manner) and high quali-

ty such as taste (Pearson 2002). Apart from addressing immediate environmental concerns, the consumption of organic products is also driven by consumers' pursuit of healthy eating habits that improve their quality of life (Ditlevsen et al. 2019).

1.1 Research hypotheses —

- | Both women and men are aware of the consumption of organic foods.
- | There is a significant difference in terms of the use of organic foods for women.

1.2 Literature review — The term „organic“ was first used in a study carried out by Northbourne (1940), about organic farm entitled „Look to the Land“. Consumers play a significant role in addressing the sustainability challenges of food systems (Hedin et al. 2019; Vermeir et al. 2020). In other words, consumers tend to hold producers and manufacturers accountable for making food systems more sustainable (Eurobarometer 2020; Mintel 2021).

In this sense, many studies on the consumption of organic foods in particular and sustainability consumption in general have been discussed (Barraco 2024; Costales 2024; Deliberador 2024; Boukhedimi et al. 2023; Czudec 2022; Brata et al. 2022; Lamonaca et al. 2022; Costales 2023; Boukhedimi and Ataş 2024; Siahaan and Thiodore 2022; Gundala and Singh 2021; Jaderna and Volfova 2020; Pickova and Hruby 2020; Boukhedimi 2022, Jaderná et al. 2018).

In a study conducted by Siahaan and Thiodore (2022) on 400 Indonesians about the analysis impact of consumer behaviour to purchase organic foods in Jakarta (Indonesia), during June, 12th 2017 to July 3rd 2017, by using Structural Equation Model (SEM) and descriptive analysis of data collected. Therefore, it has been found a „strong“ correlation between attitudes and perceived behavioural on the on intention to buy organic foods. However, the subjective norms have not impacted the intention. Taking the intention as a mediator variable, it has shown a very strong nexus to purchase decisions of organic foods.

Thus, Gundala and Singh (2021) examined the factors affecting consumer buying behaviour toward organic foods in the Midwest (United States). Based on the responses of 770 consumers, with the use of ANOVA, multiple linear regression, factor analysis, independent t-tests, and hierarchical multiple regression analysis, it has been determined the health awareness, consumer knowledge, perceived or subjective norms, and perception of price influence consumers' attitudes toward buying organic foods, availability and other demographic factors (i.e. age, education, and income) have an impact on consumers' buying behaviour.

Another research entitled „Overview of Organic Consumption in Brazil“ given an analysis of organic consumption patterns among a sample of 1000 individuals in Brazil in 2021, which, (Organis GmbH 2022) highlights that approximately 36% of respondents mentioned recent consumption of organic food within the past 30 days, while another 10% reported its consumption within the last 6 months. Furthermore, numerous participants emphasized the heightened cost of organic products, arguing that this is due to perceived advantages such as the non-use of pesticides in production, superior quality, and enhanced cultivation practices.

Thus, Lamonaca et al. (2022) presented a study about consumer perception of attributes of organic food in Italy among 672 respondents. The results indicate that consumers perceive organic food as safer than healthiness and environmentally sus-

tainable attributes. Additionally, the presence of specific information on food's label conducts to perceive organic food as healthier, safe, and environmentally sustainable. Hence, the sociodemographic profile of consumers plays a significant role: males and females have a different perception of organic food, and younger consumers are more likely to buy and consume organic products.

Brata et al. (2022) studied the factors driving customers' beliefs toward organic food consumption as well as the measurement of frequency changed before and after the COVID-19 outbreak in Romania. A questionnaire was conducted on 190 organic food consumers in Bihor Province. As a result, people who used organic products more often before the pandemic have either kept or increased their consumption, while more indifferent consumers maintained or decreased the quantity of organic foods in their diet.

Furthermore, the study of Czudec (2022) aimed to evaluate the factors that enhance organic food consumers' interest in the local origin of food, among 850 Polish consumers. The findings indicated that the emphasis on the importance of the local origin of organic food by consumers is causally linked to their awareness of the needs of other people; particularly, this is shown by taking into account the importance of caring for the natural environment in their purchasing decisions

Moreover, Boukhedimi et al. (2023), investigated the impact of demographic factors on the consumption of organic foods across 14 countries, the factors examined includes gender, age, occupation, educational level and nationality of respondents. Consequently, the findings suggest that the demographic variables examined were independent of the consumption of organic food.

Along with the study of Deliberador (2024), based in Brazil among 240 consumers. The findings reveal that environmental concern, price consciousness, and health consciousness are all important in the organic food purchase intention, while impulsive shopping value does not. The intention to purchase organic food resulted in a decrease in household food wastage, indicating that this relationship is not a reliable predictor.

2 Methodology and aim of the article — In this context, the present paper examines the awareness toward the consumption of organic foods among women in particular, through two countries which are Türkiye and Algeria. Therefore, the research statement could be given as follow:

Are Turkish and Algerian women aware of the use of organic foods?

This study combined qualitative and quantitative approaches to address the research concerns previously identified. The previous studies, which are mainly focused on organic foods, were highlighted by the qualitative method. Several articles from Google Scholar, Science Direct and Research Gate have been checked. In this sense, specific keywords were selected to outline the purpose of this research. However, the quantitative method is employed to examine hypotheses identified earlier, by the execution of statistical tests and methods, such as descriptive statistics, Chi square test, and two sample independent t test.

2.1 Sampling — The study population of this research includes the Turkish and Algerian consumers of organic foods, among 81 participants. Hence, it should be not-

ed that the study sample is representative according to central limit theorem (CLT) as it was discussed by (Chang et al. 2006; Polya 1920; Johnson 2004; Tomothy 2005; Berenson et al. 2012; Naval 2013; El sherif 2021; Nair et al. 2022; Boukhedimi et al. 2023; Sriram 2023), who outlined that as long as you have a reasonably large sample size (e.g, n = 30), The sampling size of the study will be normally distributed.

2.2 Data collection — Questionnaire has been adopted as a data collection method, where the surveyed were asked with questions related to organic foods' consumption. The online survey's period was conducted during 2022, and the sample was randomly chosen. Then, the data collected were entered and processed through SPSS software V26 in order to enable the examination of study hypotheses.

3 Result and discussion — **3.1 Reliability test** — The interpretation of alpha varies statistically from 0.0 to 1.0 (Howe and Strauss 1992; Solomon et al. 2016). The value is accepted when going from 0.6 to 0.7(George and Mallery 2003). The reliability of our questionnaire is acceptable (0.774).

3.2 Sociodemographic statistics — The survey included 81 respondents. On the count of gender, women were 77.8%, and men represented 22.2% of the study sample. Overall, it should be mentioned that in economic research, the term gender or men and women is appropriate to replace the term sex, because the last one is specific to biological and physical attributes. (Boukhedimi 2022). On the other side, considering the count by age category, the majority of respondents are from generation „Y“ (88.9%), followed by 8.6% from generation „X“, and only 2.5% from the new generation (Z). Furthermore, 80.2% of respondents are under graduated and graduated, while the rest (19.8%) are post-graduated. In addition to that, 55.6% of our sample is Turkish and 44.4% is Algerian.

Items	Frequency	Percentage
Gender	81	100
Men	18	22.2
Women	63	77.8
Age	81	100
Generation X	7	8.6
Generation Y	71	88.9
Generation Z	2	2.5
Educational level	81	100
Undergraduate / graduate	65	80.2
Post-graduate	16	19.8
Nationality	81	100
Turkish	45	55.6
Algerian	36	44.4

TABLE 1: DEMOGRAPHIC CHARACTERISTICS OF SAMPLE
SOURCE: AUTHORS

3.3 Attitude of women toward the consumption of organic foods — 3.3.1 Chi square test — The Chi-square test is used to make the test of independence between the dependent variable (willingness to consume organic foods in Turkiye & Algeria) and the independent variable which is formed of gender of respondents. According to Elsherif (2021), the hypotheses of Chi-square test are formed below:

- | H0: Independency isn't significant if p-value > 0.05
- | H1: Independency is significant if p-value < 0.05

Based on the result of the cross-tabulation illustrated in Table (2), most of the respondents accepted to consume organic meals. Further, 88.89% of men and 93.65% of women used organic foods in their alimentary process. Moreover, the result of the Chi square test shows that there is no significant difference between men and women in Turkiye and Algeria in terms of consumption of organic foods ($0.496 > 0.05$). In the other words, both of them are green consumers. Consequently, the table below demonstrates the previous findings, (88.89%; $n = 16$) and women (93.65%; $n = 59$).

	Men	Women	Total
Yes	16	59	75
No	2	4	6
Total	18	63	81

TABLE 2: CROSS-TABULATION OF THE WILLINGNESS TO CONSUME ORGANIC FOODS BY GENDER
SOURCE: AUTHORS

3.3.2 Two sample independent t-test — To confirm what it was presented above through the use of Chi square test, it can be stated that the t-test of two conducted on independent sample reveals that gender does not have an impact on the willingness to consume organic foods. As a result, the variances of two samples are homogenous (Levene test' sig: $0.973 > 0.05$). In addition to that, the result of the t test isn't significant (sig t: $0.795 > 0.05$).

Overall, this study reveals that both women and men are aware of the consumption of organic foods in Turkiye and Algeria. As a result, the first hypothesis is accepted, and the second one is categorically rejected.

4 Conclusion — This paper contributes to the existing literature on consumer behaviour toward the consumption of organic foods. Particularly, the main theoretical contribution was the highlighting the attitude of gender regarding the consumption of organic foods in two different countries, namely are Turkiye and Algeria.

As a result, it has been determined that there is no significant difference between men and women in Turkiye and Algeria in terms of consumption of organic foods. The findings therefore confirm the awareness of the targeted consumers with the healthcare concerns across two selected countries (Turkiye and Algeria). However, the study has some limitations as well as important results found. First and foremost, the data collected ($n = 81$) is few due to time and cost constraints of questionnaire distribution. Therefore it should be larger. Accordingly, the results could be generalized and include all the survey population, Furthermore, the elevation of

number of sample study as well as the area (other countries) is recommended, especially for men category.

Based on the above, the recommendations are listed as follows:

- | Expanding the sample size.
- | Including participant from other countries.
- | Increasing the number of respondents by considering the men, generations X & Z, and Post-graduates participants.

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Klíčové slová | Key Words — consumer behaviour, green marketing, organic foods, Chi square test, Türkiye, Algeria | *spotrebiteľské správanie, ekologický marketing, biopotraviny, Chi square test, Turecko, Alžírsko*

JEL klasifikácia | JEL Classification — M30, M31

Résumé — **Meranie postoja žien k spotrebe biopotravín v Turecku a Alžírsku**

Cieľom tejto štúdie je zistiť vplyv pohlavia na ochotu konzumovať biopotraviny so zameraním na vnímanie žien. Táto štúdia je dôležitým teoretickým príspevkom k predchádzajúcim štúdiám patriacim do oblasti zdravotnej starostlivosti, ktorá sa v posledných rokoch rozširuje s cieľom zabezpečiť blahobyť spotrebiteľov posilnením používania bezpečného typu potravín, tzv. biopotravín. Pomocou chí kvadrát testu a dvojvýberového nezávislého t-testu sa v tomto príspevku skúma, či turecké a alžírské ženy sú oboznámené s konzumáciou biopotravín. Štúdia zahŕňala 81 účastníkov, z ktorých 63 boli ženy. Dospelo sa k záveru, že neexistuje žiadny významný rozdiel z hľadiska pohlavia, pokiaľ ide o akceptáciu biopotravín. Tento výskum dokazuje, že muži aj ženy sú si vedomí svojej ochoty konzumovať biopotraviny.

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CUSTOMER ENGAGEMENT: A POSSIBLE SOLUTION TO RESOURCE- LIMITED HEALTHCARE SYSTEMS

In many countries, healthcare professionals maintain a significant power distance from patients, leading to limited communication. The gap between patients' interests and their actual experiences suggests that both patients and providers have yet to make the move. One of the key recent priorities in healthcare has been the development of meaningful, engaging communication tools between patients and providers (including healthcare professionals and brands). The issue has become so prominent, that Australia drafted in 2023 “National Consumer Engagement Strategy for Health and Wellbeing” targeting areas relevant to preventive health. Policy makers and healthcare providers can use (primarily digital) tools to assess patient satisfaction with healthcare personnel, send reminders about upcoming appointments and treatments, evaluate awareness and perceptions of physician support programs, and measure the performance of various healthcare brands.

Customer engagement in healthcare start with telemedicine, mobile health apps, and other digital solutions can extend the reach of healthcare services in (remote) areas with limited physical access. This allows healthcare providers to serve more patients efficiently, offering remote consultations, reminders, and follow-up care, ultimately improving the quality of care without requiring significant additional resources.

Globally, the debate about quality, relevance, efficiency, access, or attractiveness of private vs. public healthcare providers and their relationship to type of healthcare insurance is unlikely to reach a conclusion any time soon. Customer engagement, whether through personalized communication, interactive platforms, or delivering exceptional experiences during key moments, is crucial for building strong brand awareness. It has become a key driver of success by fostering meaningful interactions across various touchpoints. Engaging customers effectively is essential for building lasting relationships and encouraging loyalty. Engaged customers bond emotionally with a company or brand. Additionally, customer engagement and participation are vital for successful service delivery (in healthcare in particular), where customer active participation (value co-creation) plays an essential role.

First and foremost, customer engagement helps build trust and loyalty. When providers make an effort to interact with their customers, it shows that they value their opinions and needs. This two-way communication fosters a sense of connection, transforming customers from passive recipients into active and motivated participants. Engaged customers are more likely to stay loyal to a brand because they feel heard and appreciated. Companies with highly engaged customers are like to see higher levels of retention and repeat business.

Moreover, engaged customers are valuable brand advocates. When customers feel a strong connection to a brand, they are more likely to recommend it to others, both online and offline. Engaged customers can amplify a company's message to a much wider audience. Social media has made it easier than ever for customers to share their experiences, whether through reviews, posts, or direct interactions with a brand. By creating opportunities for engagement, companies can harness the power of their customers' voices to reach new markets and enhance their reputation.

Customer engagement also provides invaluable insights into consumer preferences. By fostering ongoing interactions, companies can collect data on what customers like, dislike, and expect from their products or services. This information can then be used to refine offerings, tailor marketing efforts, and improve overall customer satisfaction. Engagement strategies that offer personalized experiences, loyalty programs, or exclusive content create opportunities for upselling and cross-selling. When customers feel valued and connected to a brand, they are more willing to spend their money, making engagement a direct contributor to financial viability.

In countries with healthcare provider shortages and long waiting lists, engaging patients not only improves their satisfaction but also maximizes the effectiveness of the limited healthcare resources. It helps improve patient outcomes by fostering better understanding of diagnoses and treatments, leading to higher adherence and quicker results. Effective engagement also optimizes healthcare delivery by reducing unnecessary follow-ups and maximizing the efficient use of scarce resources. Patient engagement builds trust, encourages preventive care, and promotes self-management, all of which are crucial in resource-limited settings. Providers that prioritize communication and engagement can enhance their reputation, retain patients, and support the adoption of digital health solutions, helping to bridge gaps in access.

Résumé — Angažovanost zákazníků: Možné řešení pro zdroji omezené zdravotnictví

V celosvětovém měřítku není pravděpodobné, že by se debata o kvalitě, významu, účinnosti, dostupnosti nebo atraktivitě soukromých a veřejných poskytovatelů zdravotní péče a jejich vztahu k typu zdravotního pojištění v dohledné době uzavřela. Zapojení zákazníků, resp. pacientů, ať už prostřednictvím personalizované komunikace, interaktivních (digitálních) platform nebo poskytováním výjimečných služeb, je pro budování povědomí o značce či poskytovateli klíčové. V zemích s nedostatkem poskytovatelů zdravotní péče a dlouhými čekacími listinami zapojení pacientů nejen zvyšuje jejich spokojenost, ale také maximalizuje efektivitu omezených zdrojů. Pomáhá zlepšit výsledky celého zdravotního systému tím, že podporuje lepší porozumění diagnózám a léčebným postupům, což vede k vyšší adhezenci na straně pacientů a rychlejším výsledkům.

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AKADEMICKÁ A MARKETINGOVÁ OBEC SMÚTI – OPUSTILA NÁS JITKA VYSEKALOVÁ. 19. 10. 1941 — 23. 7. 2024



23. júla 2024 nás navždy opustila vysokoškolská pedagogička, zakladateľka Českej marketingovej spoločnosti a Asociácie psychologů trhu docentka PhDr. Jitka Vysekalová, Ph.D.. V roku 2011 pani docentka poskytla rozhovor nášmu časopisu a takto sa predstavila čitateľom: „Jsem prezidentkou ČMS, učím na vysoké škole, členkou odborných porot nějak spojených s marketingem či marketingovou komunikací, autorkou mnoha set stran odborných publikací, pro radost si píši verše a ráda se scházím s přáteli ve skutečném světě (ne virtuální realitě)...“ Svojimi výstižnými slovami v jednej vete zhrnula najdôležitejšie charakteristiky svojho profesijného pôsobenia a hodnoty, ktoré vyznávala.

Pedagogicky pôsobila na UTB Zlín, VŠE Praha, VŠKK Praha a FSS MU Brno. Angažovala sa ako nezávislý poradca v oblasti psychológie trhu, marketingovej komunikácie a kvalitatívneho marketingového výskumu. V roku 1990 založila výskumnú agentúru Marktest, prostredníctvom ktorej úzko spolupracovala s akademickým prostredím. Od roku 1993 realizovala dlhodobý výskumný projekt Postoje českej verejnosti k reklame, ktorého čiastkové výsledky sme pravidelne publikovali aj v našom časopise. Svoje zaniebanie vo výskume a vzťah k marketingu podporila členstvom v Európskej spoločnosti pre výskum trhu a marketingový výskum ESOMAR, Českomoravskej psychologickej spoločnosti, členstvom predsedníctva Českej spoločnosti pro propagaci a Public Relations MOSPRA, členstvom asociácie POPAI CE a predsedníčky redakčnej rady časopisu Marketing a Komunikace.

Ako prezidentka Českej marketingovej spoločnosti rozvíjala marketingovú komunitu v Českej republike s presahom na Slovensko. Každoročne z jej rúk preberali prestížne ocenenia Marketér roka odborníci a študenti. Obklopila sa okolo seba významnými osobnosťami a spoločne s nimi podporovala marketingové talenty.

Publikácie z jej pera boli veľmi populárne. Bola autorkou a spoluautorkou viacerých kníh. Z najznámejších možno spomenúť: Výzkum účinnosti propagace, Úvod do psychologie trhu, Ověřování účinnosti práce s veřejností, Zeptejte se zákazníka, Encyklopedie zahraničního obchodu, Základy psychologie trhu, Malý slovník propagace, Základy marketingu pro střední školy, Marketing, Psychologie reklamy, Psychologie spotřebitele, Reklama – Jak dělat reklamu, Veletrhy a výstavy, Image a firemní identita, Chování zákazníka – Jak odkrýt tajemství „černé skříňky“. Viaceré z nich naši čitatelia určite poznajú, k niektorým z nich sme dokonca publikovali recenziu. Ďakujeme za všetko pani docentka.

Editor's note — Associated Professor Jitka Vysekalová was the founder of Czech Marketing Association. Author of several books, researcher and supporter of the marketing community in the Czech Republic and Slovakia. Thank you, Associate Professor.

KUCHTA MARTIN, JANKOVIČ MICHAL, 2024. MANAŽMENT SOCIÁLNÝCH SIETÍ. PRAHA: GRADA. 144 S. ISBN 978-80-8090-716-7.

Mladá autorská dvojica Kuchta – Jankovič si za cieľ svojej publikácie stanovila „poskytnúť komplexný pohľad na sociálne médiá ako na marketingový a komunikačný nástroj firmy“. Vskutku sa im to podarilo, jej čitateľ je zrozumiteľným spôsobom oboznamovaný s procesom manažmentu sociálnych sietí a jeho praktickým využitím v rámci podnikových stratégií, jednotlivé kapitoly prinášajú detailné informácie o vývoji sociálnych platforiem, objasňujú špecifickú terminológiu a definujú postavenie sociálnych médií v rámci moderného marketingového komunikačného mixu. Popri teoretických východiskách je pozornosť autorov sústredená i na prístupy k tvorbe obsahu a výkonnostnému marketingu na sociálnych sieťach, ktoré sú najrelevantnejšie pre slovenský trh (Facebook, Instagram, TikTok, LinkedIn). Publikácia bola schválená pedagogickou a edičnou komisiou Ekonomickej univerzity v Bratislave v edičnom programe na rok 2023 ako vysokoškolská učebnica, nájde si však určite aj iných čitateľov, než študentov vysokých škôl, keďže prináša cenné poznatky o efektívnom plánovaní a správe obsahu, čím napomáha lepšiemu porozumeniu toho, ako správne využiť potenciál sociálnych médií a sociálnych sietí na dosahovanie marketingových cieľov.

Už od prvej kapitoly je zjavné, že autorská dvojica sa v plnohodnotnej miere orientuje v problematike manažmentu, resp. správy sociálnych sietí, pričom nielenže reflektuje súčasný stav poznania opierajúc sa pritom o relatívne zúžený, no relevantne vybraný zoznam zdrojov zahraničnej proveniencie, ale prináša i vlastné postoje, postrehy a relevantné príklady. Sympaticky vyznieva ich snaha o terminologickú jednoznačnosť, čo vidieť už i pri tak jednoduchej skutočnosti, ako je používanie pojmov sociálne médiá a sociálne siete laickou a čiastočne i zainteresovanou odbornou verejnosťou ako synonymných, čomu tak nie je. Prirodzene, obsah prvej kapitoly – s na prvý pohľad veľmi všeobecným a nič nehovoriacim názvom – Definícia pojmu nie je zameraný len vysvetlenie rozdielov medzi sociálnymi médiami a sieťami, ale predstavuje ucelený rámcový pohľad – znalostnú bázu termínov orientovaných na problematiku sociálnych sietí v kontexte internetového ekosystému.

História a míľniky sociálnych sietí sú priblížené v druhej kapitole recenzovanej publikácie. Autori akcentujú „dlhú a zložitú históriu, ktorej korene siahajú až do počiatkov internetu“, a to plynulo od praotca sociálnych médií – elektronických vývesiek až po súčasné sociálne siete implementujúce nástroje umelej inteligencie, ktoré napomáhajú s tvorbou a šírením obsahu. Tretia kapitola s názvom Funkcie sociálnych sietí identifikuje subjekty, ktoré na sociálnych sieťach pôsobia (jednotlivci, firmy, ďalšie inštitúcie), komunikačné a interakčné cesty (od B2B až po G2G), charakterizuje aktívny a pasívny prístup k aktivite a prítomnosti na sociálnych sieťach a v závere prináša i prehľad všeobecne uplatniteľných funkcií sociálnych sietí a prehľad ich funkcií

z pohľadu možností využitia sociálnych sietí pre potreby firmy. Nasledujúca kapitola pod názvom Pohľady na sociálne siete akcentuje kategorizáciu sociálnych sietí vzhľadom na ich využitie, typ používateľa, z hľadiska prístupu k ich manažmentu a z pohľadu možností šírenia obsahu.

V ďalších troch kapitolách sa čitateľ dozvie o formách obsahu na sociálnych sieťach (piata kapitola), marketingu na sociálnych sieťach (šiesta kapitola) a ukazovateľoch výkonnosti sociálnych sietí (kapitola s poradovým číslom sedem). Silné praktické konzekvencie sú citeľné vo vzťahu k produkcii a distribúcii rôznych typov obsahu na sociálnych sieťach reflektujú pritom zo strany autorov ich špecifiká, ďalej vo vzťahu k marketingovým stratégiám pred aj po vzniku sociálnych sietí, či ich vplyvu na tzv. marketingový funnel, a v neposlednom rade vo vzťahu k riadeniu sociálnych médií a analýze výkonnostných ukazovateľov s praktickými príkladmi pre efektívnejší manažment. V kapitole s poradovým číslom osem Ďalšie aspekty sociálnych médií je snaha autorov zameraná na evolúciu sociálnych sietí v kontexte technických a celospoločenských aspektov.

Nasledujúca štvorica kapitol s rovnakou štruktúrou podkapitol – Charakteristika, História, Obsahové formáty, Inzertné možnosti a Technické parametre – v plnohodnotnej miere prezentuje potenciál využitia štyroch, na Slovensku najrelevantnejších, sociálnych sietí, a to Facebook, Instagram, TikTok a LinkedIn. Po týchto prakticky orientovaných kapitolách nasleduje už len Literatúra, i keď záverečná sumarizácia by bola očakávaná a prospešná.

Napriek nesporným kvalitám recenzovanej učebnice je možné mierne kriticky poukázať na absenciu spracovania súčasného legislatívneho rámca týkajúceho sa manažmentu sociálnych sietí a marketingu na sociálnych sieťach, ako aj ich etickej samoregulácie, nehovoriac pritom o možnostiach zvyšovania digitálnej a marketingovej gramotnosti s cieľom minimalizovať negatívne vplyvy sociálnych médií a sietí primárne na deti a mládež. Veď ako uvádzajú aj samotní autori: „Hoci sociálne médiá majú potenciál spájať ľudí a uľahčovať komunikáciu a spoluprácu, majú aj potenciál spôsobovať rozdelenie a škody a ich vplyv závisí od toho, ako sa používajú a regulujú.“. Danú pripomienku je tak možné vnímať ako podnet či výzvu na prípravu druhého vydania, keďže o úspechu tohto prvého vydania vysokoškolskej učebnice niet pochýb.

DICTIONARY OF USEFUL MARKETING TERMS LETTER N COMPLETION

non-viable | **neživotaschopný** — The project was deemed non-viable due to lack of funding. | *Projekt bol považovaný za neživotaschopný kvôli nedostatku financií.*

non-violent | **nenásilný** — The protesters emphasized their commitment to non-violent action. | *Protestujúci zdôraznili svoj záväzok k nenásilnému konaniu.*

normality | **normalita** — The country is slowly returning to normality after the crisis. | *Krajina sa pomaly vracia k normalite po kríze.*

normalization | **normalizácia** — The normalization of relations between the two countries took years. | *Normalizácia vzťahov medzi dvoma krajinami trvala roky.*

noticeable | **viditeľný** — There was a noticeable improvement in his performance. | *V jeho výkone bolo viditeľné zlepšenie.*

novel | **nový** — The company introduced a novel approach to customer service. | *Spoločnosť zaviedla nový prístup k zákazníckemu servisu.*

null graph | **nulový graf** — A null graph is a graph with no edges. | *Nulový graf je graf bez hrán.*

numeric data | **číselné údaje** — The analysis was based on numeric data from the survey. | *Analýza bola založená na číselných údajoch z prieskumu.*

numerically | **číselne** — The results were numerically represented in the final report. | *Výsledky boli číselne zobrazené vo finálnej správe.*

Literatúra | **List of References** — [1] Cambridge Business English Dictionary. [online]. [cit. 2024-04-04]. Dostupné na: <<https://dictionary.cambridge.org>> | [2] Collins Dictionary. 2024. [online]. [cit. 2024-04-04]. Dostupné na: <<https://www.collinsdictionary.com>>

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