

Welcome to EU-CAB!

Baden-Baden, 10.12.2021

Co-funded by the
Erasmus+ Programme
of the European Union



Comparative Analyses of European Identities in Business- and Every-Day Behaviour

Communication of the Results

Co-funded by the
Erasmus+ Programme
of the European Union



Agenda

- Scientific staff
- The context: Some challenges for Europe
- Project aims, contents and definitions
- Students Perspectives: Methods and Finnish survey
- European Identity: Selected theories
- Project results and some thoughts on transfer
- Linking the results to intercultural theories
- Critical remarks
- Future activities

Multidisciplinary scientific staff

- Werner Zettelmeier
Cergy-Paris University
France
- Didier Wehrli
Ecole de Management Strasbourg
France
- Katalin Kolláth, Éva Keresztes,
Klara Falk-Bano
Budapest Business School
Hungary



Multidisciplinary scientific staff

- Edyta Pietrzak, Joanna Sośnicka
Lodz University of Technology
Poland
- Bogna Kazmierska-Józwiak,
Ilona Swiatek-Barylska
University of Lodz
Poland
- Antti Rantaniva, Marko Kananen,
Veronica Hellström
South-Eastern Finland University
of Applied Sciences



Lodz University
of Technology



UNIVERSITY
OF LODZ



South-Eastern Finland
University of Applied Sciences

Multidisciplinary scientific staff

- Alexandra Albuquerque,
Sandra Ribeiro
Politécnico do Porto
Portugal
- Cristina Tereza Rebelo, Jaime Fins
Instituto Universitário da Maia
Portugal
- Angela Diehl-Becker, Ulrike Schneider
Duale Hochschule Baden-
Württemberg Karlsruhe, Germany



The context: Challenges for Europe

- Complex topic with implications on sovereignty and society
- Universalization of values and cultures, intensification of relations between states
- However, crises have been existing in the last recent years
- “The financial crisis that hit the global economy since the summer of 2007 is without precedent in post-war economic history”.

The context cont.

- Migration crisis and Brexit
- Nationalist values, rise of extremism, conspiracy theories in political discourse and populism
- Discussions on European integration
- Identities can be subject to change
- EU-CAB reflects on identity and behaviour in the participating states
- Small contribution to answering the question what belonging to Europe means today

Project aims and contents

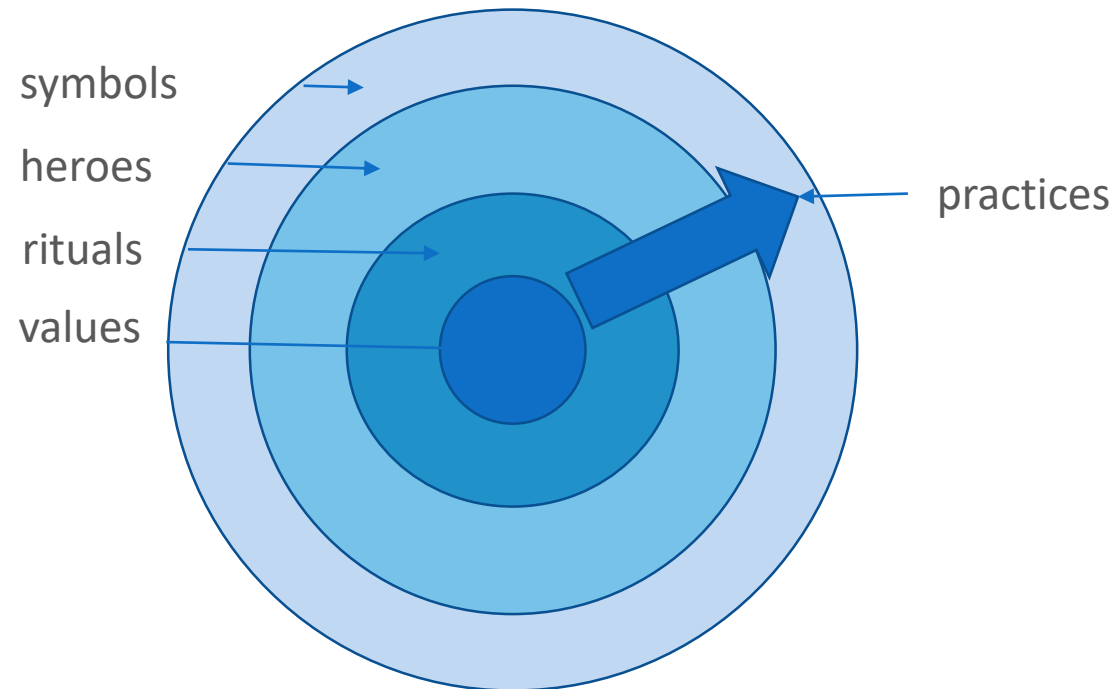
Answers to the following questions

- Is there a European identity?
- If yes, how can it be described?
- Is there a difference between groups of age?
- If no, are there collective identities on a national basis?
- How can they be described?

Project aims and contents cont.

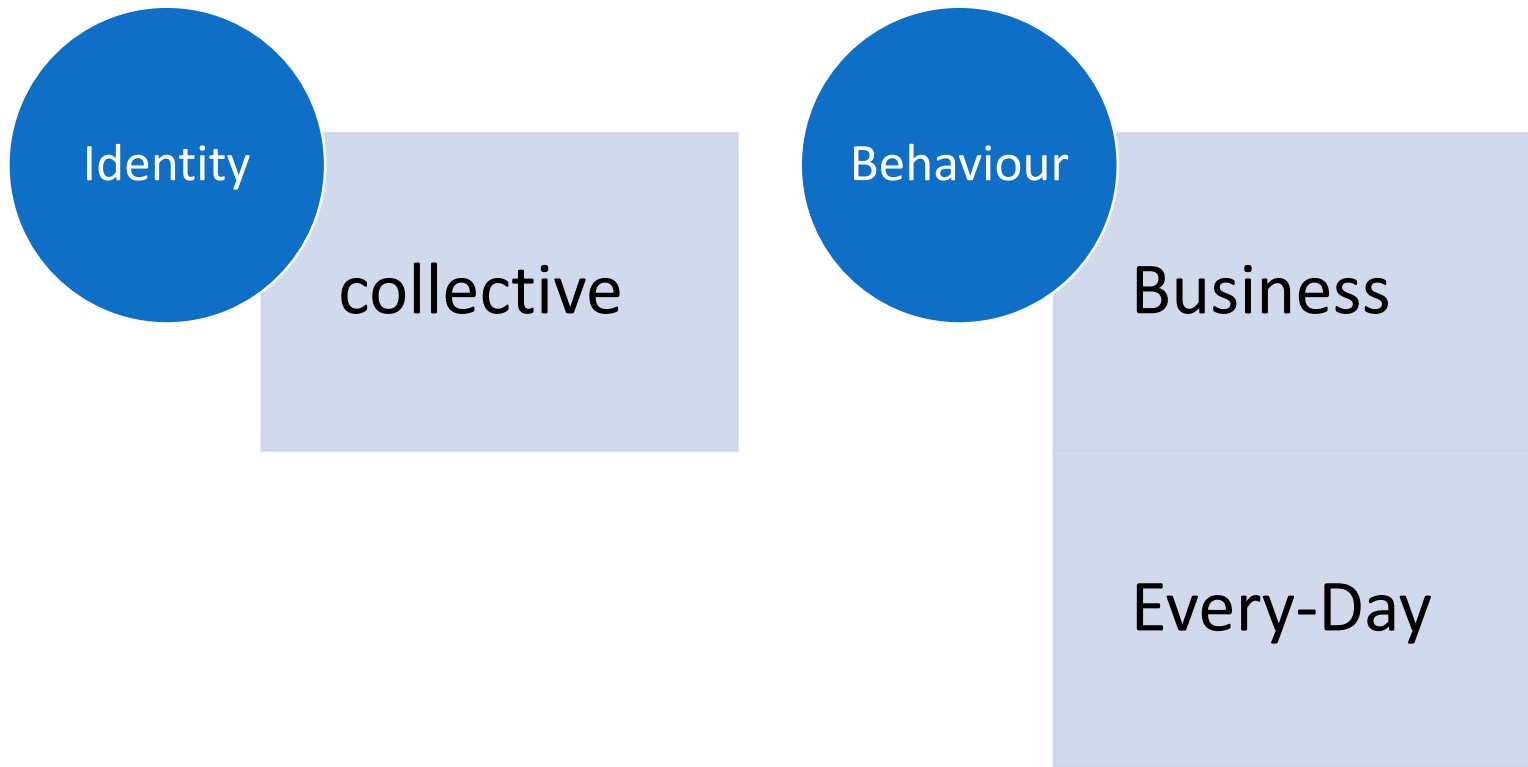
- Is behaviour in the participating countries similar or different?
- In which way similar and/or different?
- Consequences for working and living together

Project aims and contents cont.



According to Hofstede & Hofstede 2005, 8

Project aims and contents cont.



Introduction to the Notion of Identity

The trouble with the notion David Hume or John Locke

“it is certain there is no question in philosophy more abstruse than that concerning identity, and the nature of the uniting principle, which constitutes a person” (Hume)

Introduction to the Notion of Identity

Personal Identity

„The basic structure of the idea we have of ourselves [...] is a fundamental precondition of our ability to deal successfully with other people and (...) communicate with them” (Elias)

Introduction to the Notion of Identity

Social Identity

„it is not defined in a purely internal way, but takes shape in interaction with, and is dependent upon many entities outside: certain people, cultural contexts, and professional, economic and cultural conditions; finally, it is, as a matter of principle, never stable, but open to modifications (Welsch).

Definitions - Operationalisation

- Identity = Self-concept
- Behaviour = Observable action and reaction, also in the sense of being passive (to observe “passiveness” needs some training)
- Methods:
 - Self-concept questionnaire
 - Systematic observation tool

Methods - SYMLOG

SYMLOG (Bales & Cohen 1979)

Structured behavioral observation procedure

- Systematic and multiple level
- Observation of small Groups
- collect quantitative + qualitative data

Methods - SYMLOG

Tools

- As main tool the observation sheet
- Everyday and Business Situations
- Observation of verbal & non-verbal behavior

Observation Sheet, based on SYMLOG (Bales & Cohen 1982)

Angela Diehl-Becker

Your name

date and location **ISP Finland, everyday situation**

page no. 1

| Who | to whom | nonverbal behaviour | verbal message | Code |
|---------------|--------------------|--|----------------|-----------------|
| man and woman | child (young girl) | holding hands while walking down the street, the child walks in the middle between the man and the woman | | PB affectionate |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |
| | | | | insert code |

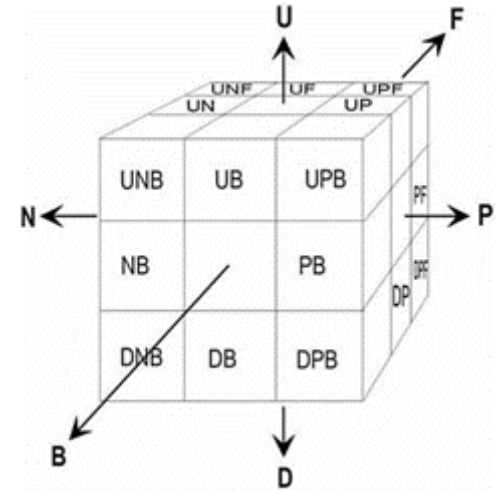
- insert code
- U active
- UP extroverted
- UPF democratic leading
- UF assertive
- UNF authoritarian
- UN domineering
- UNB provocative
- UB joking
- UPB warm
- P friendly
- PF cooperative
- F problem-solving
- NF dogmatic
- N unfriendly
- NB cynical
- B emotional
- PB affectionate
- DP appreciative
- DPF gentle
- DF obedient
- DNF suffering
- DN sad
- DNB alienated
- DB indecisive
- DPB quietly happy
- D passive

SAVE File

Methods - SYMLOG

Classify the observed behavior in 26 SYMLOG categories

→ 6 different main categories



Active vs. Passive
U D

Friendly vs. Unfriendly
P N

Goal-oriented vs. Emotional
F B

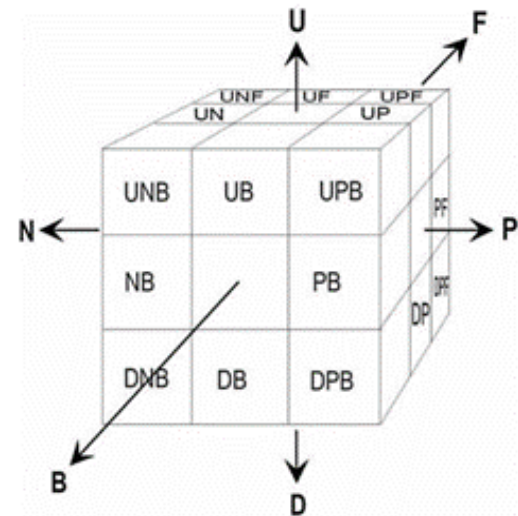
Methods - SYMLOG

Analysis, examples:

1. assertive (UF) =
active (U) + problem-solving (F)

2. suffering (DNF) =
passive (D) + unfriendly (N) + problem-solving (F)

→ Letter combination for each behavior



Methods - Challenges

- What is behaviour and how to observe it?
- Description of what was observed on the SYMLOG sheet
- Categorization of the observations based on individual perception
- Online format of the EU-CAB project in Finland and Poland
- Business situation observations



Experiences of the participants

- Understanding of methodologies and practice in scientific work
- Experience in the implementation of scientific projects
- Group experiences in an international context

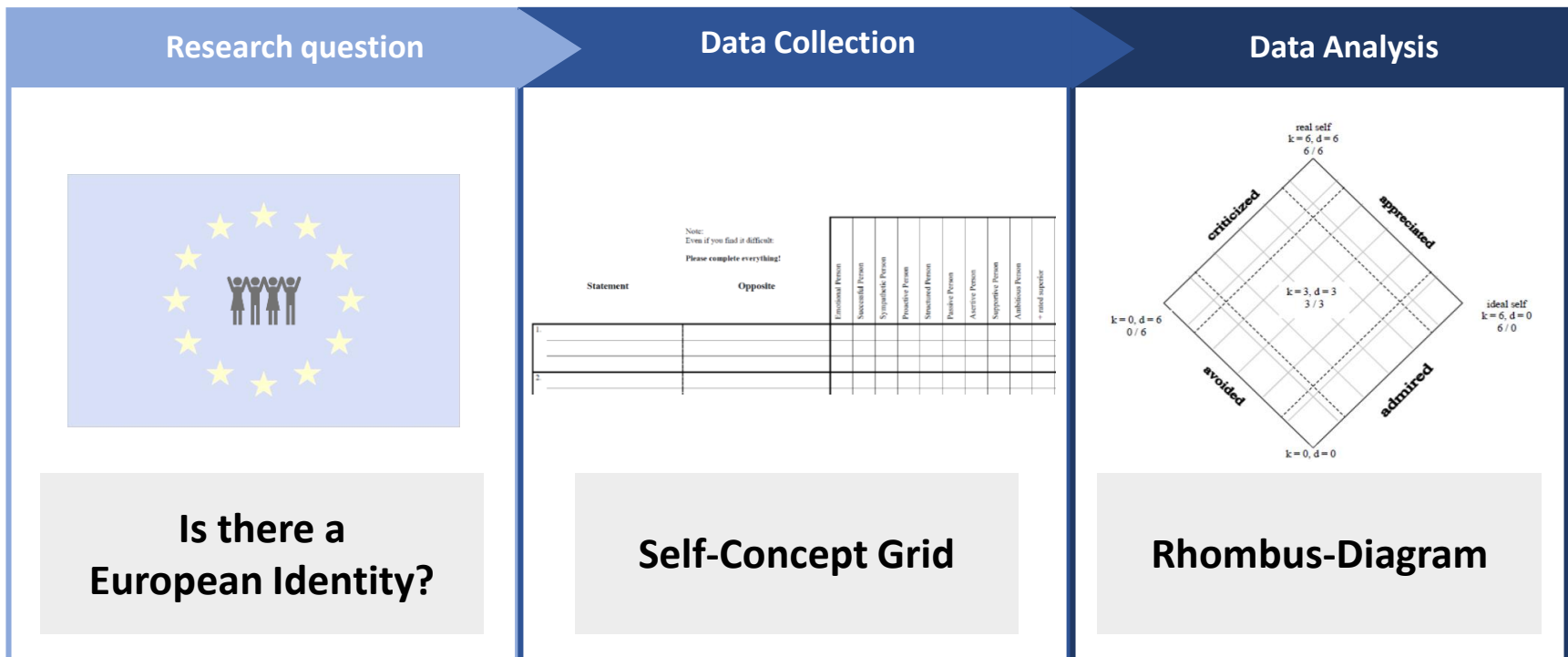


Experiences of the participants

- Interactive project with great mixture between work-phases and cultural exchange
- A lot of exchange with other international students
- More knowledge about European issues and challenges



Methods - Self-concept



Methods – Self concept

Leading question: Is there a European Identity?



Identity and Self-Concept

- Social psychology: „Identity“ and “Self-Concept“ similar concepts
- Self-Concept Grid developed by Orlik and based on Kelly’s grid-technique

Self-Concept Grid

- Students ask pre-fixed number of respondents to fill in the questionnaire
- Questionnaire = database

Students & Interviewed People

- Interviewing person: Student
- Interviewed person: By the student chosen person (of their own country)

European Identity ?

- Which values are admired, appreciated, avoided and criticised by different countries?
- Core values that go beyond borders and nations?

Methods - Self-concept grid

Note:
Even if you find it difficult:
Please complete everything!

1

| | Statement | Opposite |
|----|-------------------------------|--|
| 1. | tolerant organized open | intolerant unorganized withdrawn |
| 2. | | |

| Intolerant Person | Unorganized Person | Withdrawn Person | Intolerant Person | Unorganized Person | Withdrawn Person | Intolerant Person | Unorganized Person | Withdrawn Person | Intolerant Person |
|-------------------|--------------------|------------------|-------------------|--------------------|------------------|-------------------|--------------------|------------------|-------------------|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

- Each student had to conduct 5 interviews
- Which values (adjectives) are valuable for the interviewee and which characteristics should be avoided?

Methods: Self-concept grid

2

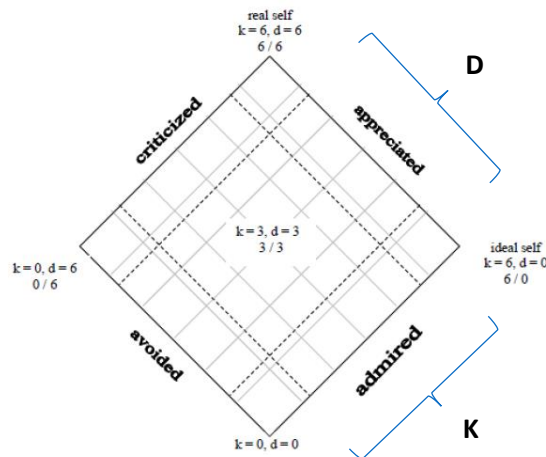
Note:
Even if you find it difficult:
Please complete everything!

| Statement | Opposite | Emotional Person | Successful Person | Sympathetic Person | Proactive Person | Structured Person | Passive Person | Aserive Person | Supportive Person | Ambitious Person | + rated superior |
|-------------|-------------|------------------|-------------------|--------------------|------------------|-------------------|----------------|----------------|-------------------|------------------|------------------|
| 1. tolerant | intolerant | × | | × | | | | | | | |
| organized | unorganized | | × | | | | | | | | |
| open | withdrawn | × | | × | | | | | | | |
| 2. | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

- The interviewee had to assign different types of people (emotional person, successful person, passive person etc.) to the adjectives.

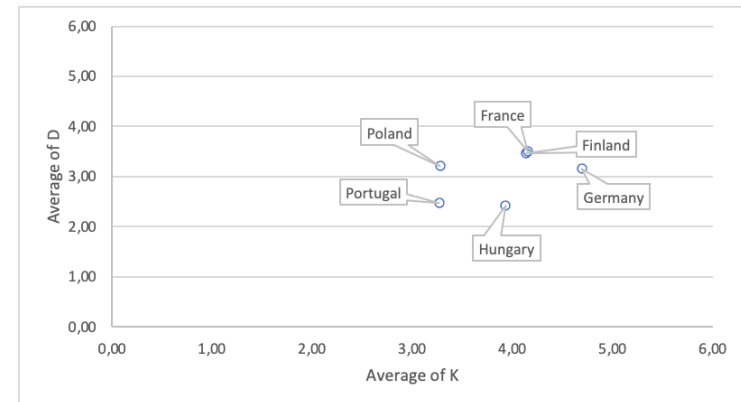
Methods – Self-concept grid

Data analyses



1. Rhombus Diagram as methodology

- Ideal self = Value is important to strive for
- Real self = Value is appreciated



2. Analysis example of ISP in France, Cergy Pontoise

- Value “emotional” perceived from generation Z
- Value emotional is appreciated in Hungary, Germany, Finland and France; Poland and Portugal stay neutral towards the value
- Most of the participating countries welcome emotional behaviour and characteristic could be part of a European Identity

On a experience journey within the framework of the EU-CAB –project

- Reflections & thoughts from four of the projects participants
- the perspective of Finland

The expectations of the participants /students

- Interviews with four participants/students
 - Each interview lasted one hour
 - Resembled a semi-structured interview
- Expectations
 - At the same time, both modest and high
 - The opportunity to travel & the opportunity to meet new people/get to know cultures

The experiences

- On a personal level
 - Easy for the students to participate in the activities
 - Finnish group – EU-CAB community – the project attracts similar kind of people
- Compared to tourism
 - Differ from regular tourist trips in its intensity -> deep reflection
- Compared to student exchange programs
 - EU-CAB -project is seen like a low threshold alternative – an entity, that would be suitable for a wider amount of young people

The meaning

- On a personal level
 - Significant both on a personal level and on a professional
- From the perspective of national & European identity
 - Confirms and diversifies the students' perceptions of national identity & European identity
- Finland differs from the other countries that participated
 - Geographical distance
 - Unknown to the other participants of the project
 - Still possible to experience togetherness over the national borders

Students' final reflections

- Thoughts about online- versus live implementation
 - Not comparable
 - Most rewarding was the possibility of meeting new people & getting to know their cultures. A huge part of this was lost within the online - events.
 - Great, that the project was able to continue, despite challenges (COVID-19)
- Greetings
 - One of the best experiences of the entire study period
 - Continuation & maintenance of networks
 - Said by a student: “Finland could bring more internationality to all studies, because that is the future”

European identity: Selected theories

The issue of identity relates to discussion on the **construction of community** and the definition of its boundaries.

- > Whether societies understand themselves more as nations or nations of citizen?

European identity: Selected theories

The idea of a “nation”

Based on the concept of the people (*demos* of citizens is rooted in the *ethnos*)

- a collective identity is needed to achieve homogenisation and to integrate society (Habermas, 2009, p. 137).

Carl Schmitt sees **national homogeneity** as a condition for the democratic exercise of political power, contrasts the people (*Volk*) with humanistically conceived humanity (*Menschheit*) based on moral respect for everyone.

(Schmitt, 2000, 2008).

European identity: Selected theories

For Immanuel Kant and Jean Jacques Rousseau **democratic self-determination is about an inclusive sense that includes all citizens of autonomous legislation equally.**

The European nation does not exist politically. The Treaty on European Union does not establish any higher competence of an autonomous supranational legal entity.

The legitimacy of the EU thus lies in the consensual interests of its member states, not in the will of a self-determining European nation organising itself into a state.

European identity: Selected theories

The integration movement towards post-national socialization does not depend on a *substratum* of the European nation, but on a **communicative political network of the European public sphere** - common political culture, civil society, associations, NGOs, civic areas and political parties (Habermas, 2009, p. 139).

The transnational public sphere could be achieved through processes of discursive consensus-making.

European identity: Selected theories

Recently we can observe that public opinion, which appeared to be organised mainly within nation states, was not strong enough to build a project of a common public sphere based on solidarity. (Financial crisis 2008, annexation of Crimea 2014, refugee crisis 2014-15->, climate crisis 2019->, pandemic 2020->.)

Results

- How they were obtained:
 - GoogleDrive
 - Manual content analyses
- The results as such and their interpretation
- Statistical quality measures



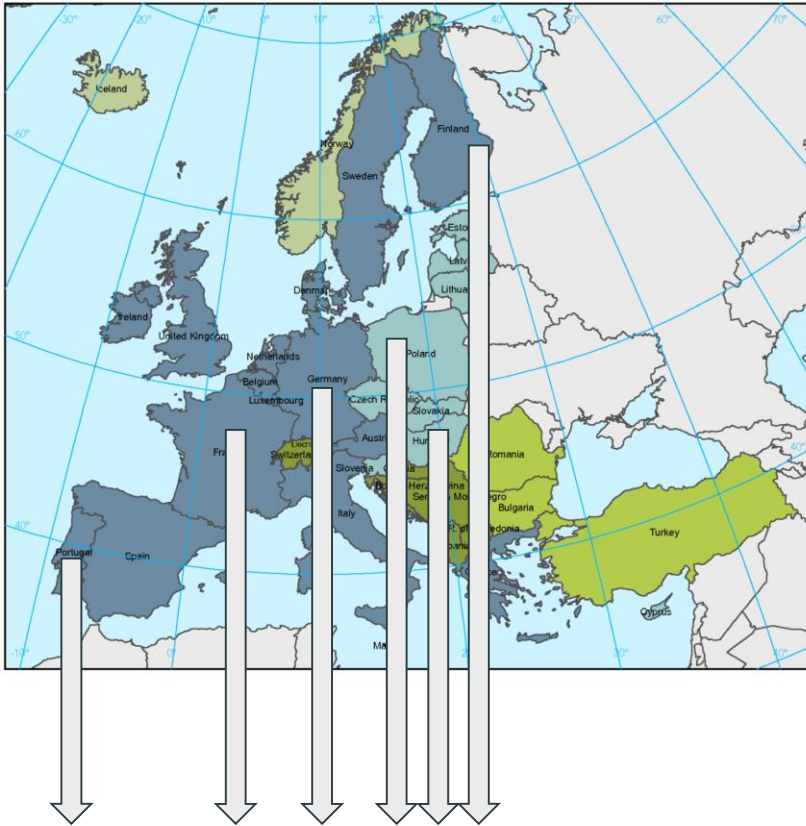
IDENTITIES-BEHAVIOUR-IN-EUROPE.EU

GGaccount a “toolbox” to collaborate inside EU-CAB

Didier Wehrli December, 10

An issue : how to work together ?

- with an established methodology on behaviours analysis
- 6 countries - 9 partners
- Teachers -Students
 - not all the same during the programm
- common datas collection
 - during each ISP in a different locations
- calculations on the datas
 - including control of the datas
- charts design specific to the methodology



central leader google account

- mail - contact - drive - ggslide - ggsheet - ggforms

central leader google account

- shared with
 - the responsible of data collections and calculations
 - the responsible of the logistic
- asking for a contact profile using also a personal google account

mail : angela.eucab@gmail.com

- centralised communication to participants

contact

- lists of contacts per ISP
- 2 lists : teachers and students

drive

- split in
 - common folders for internal organisation
 - specific folders for the data collection shared to teachers team
 - a common subfolder shared with student to archive the used presentation
 - a common subfolder for results entry with subfolders
 - per kind of average calculations shared with teachers
 - including subfolders per ISP
 - per student shared only with the concerned student

drive : subfolder of a student

- named “Country_FirstName_LastName”
 - easy shared from central google account
- split in subfolder par participating ISP
- which has to include copies of the template files
 - received per mail form central account or datas entries
 - copied as much as need for each data entry from the student
 - to be by the associated teacher of student’s country
 - controlled : Country, ISP,...
 - inserted in the average calculation files

MIKKEU Your symlog file is to be... FR_Aude_Grevillot - Google Drive x 20211104GGdrive a tool to colla... Les partenaires - Identités et com... map of europe - Google Search x +

drive.google.com/drive/folders/1gi-whT30TLqOm79-dMMxtzlw-LEaj-wf

Search in Drive

My Drive > Students folders and results on common > FR_Aude_Grevillot

| Name ↑ | Owner | Last modifie |
|---|----------------|--------------|
| Baden | me | 30 Oct 2020 |
| Budapest | Aude Grevillot | 21 Oct 2019 |
| Cergy | Audrey Hurvoy | 27 Jun 2019 |
| Porto | Aude Grevillot | 21 Oct 2019 |
| TEMPLATE_EUCAB_SelfConcept_Entry | me | 14 May 2019 |
| TEMPLATE_EUCAB_Symlog_Entry | me | 14 May 2019 |
| TEMPLATE_EUCAB_Symlog_Entry_rev_2021_04 Mikke... me | me | 10 Nov 2021 |

My Drive

- Documents ISP BAD
- Documents ISP Mikkeu
- EUCAB
- Lectures and presentations
- old
- PR material / videos
- Quality Control Sheets
- Reports
- Students folders and results on comm...
 - Common student
 - common teacher and results
 - DE_Anne_Manz
 - DE_Aristide_Zouheir-Kuhnle
 - DE_Aurelia_Gehrlein
 - DE_Duke_Pagna
 - DE_Elena_Huber
 - DE_Emilie_Soligon
 - DE_Florenz_Dietz
 - DE_Jara_Machacek
 - DE_Jonas_Klein

MIKKEU Your symlog file is to be... 1. CERGY - Google Drive x 20211104GGdrive a tool to colla... x

drive.google.com/drive/folders/1B-Tgm-we0OWOaUo7VB9bsLTTDqhy4a-

Search in Drive

My Drive > ... > Symlog average files >

| Name ↑ |
|---------------------------------------|
| old |
| EUCAB_SymLog_Averages_V4 bus Cergy DW |
| EUCAB_SymLog_Averages_V4 Day Cergy DW |

New

- Students folders and results on comm...
 - Common student
 - common teacher and results
 - audience of December 2021
 - self concept to symlog average
 - SelfConcept average files
 - 0. global and per country
 - 1. CERGY
 - 2. BUDAPEST
 - 3. PORTO
 - 4. BADEN
 - 4.1 STRASBOURG
 - 5. Mikkeu
 - 6. LODZ
 - archived
 - template average self con...
 - Symlog average files
 - 1. CERGY
 - 2. BUDAPEST
 - 3. PORTO
 - 4. BADEN

ggsheet (for example selfconceptfile)

- digitalisation of paper forms managed under central account

TEMPLATE_EUCAB_SelfConcept_Entry_v6 lodz DW

File Edit View Insert Format Data Tools Extensions Help Last edit was on

100% \$ % .0 .00 123 Droid Sans 14 B I

| A1 | B | C | D | E | F |
|----|---|---|---|---------|---|
| 1 | Work Environment | Please describe your work environment based on the following statements and write the Opposites for each of them. | | | |
| 3 | Statement | Adjectives | | Opposit | |
| 5 | That's how I am and how I would like to stay | 1 | | 1 | |
| 6 | | 2 | | 2 | |
| 7 | | 3 | | 3 | |
| 9 | This is not how I want to be like | 1 | | 1 | |
| 10 | | 2 | | 2 | |
| 11 | | 3 | | 3 | |
| 13 | I don't like the following characteristics or behaviours about myself | 1 | | 1 | |
| 14 | | 2 | | 2 | |
| 15 | | 3 | | 3 | |
| 17 | Sometimes I wish I was ... | 1 | | 1 | |
| 18 | | 2 | | 2 | |
| 19 | | 3 | | 3 | |

0.Subject 1. Work Environment 2. Grid 3.Kongruenz

TEMPLATE_EUCAB_SelfConcept_Entry_v6 lodz DW

File Edit View Insert Format Data Tools Extensions Help Last edit was on 4 November

100% \$ % .0 .00 123 Droid Sans 10 B I A

| A1 | B | C | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T |
|----|---|---|----------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 2 | Please make a check in the box for each person if the statement tends to apply to them. Scroll Down . The adjectives and Opposites are automatized filled up from the | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3 | | | | Emotional Person | Successful Person | Sympathetic Person | Proactive Person | Happy Person | Highly Appreciated Person | Assertive Person | Supportive Person | Ambitious Person | (+) Rated Superior | (-) Rated Superior | (+) rated colleague | (-) rated colleague | My mother | My father |
| 5 | Adjectives (adjectives will appear automatically based on the 1.People Sheet) | | Opposite | | | | | | | | | | | | | | | |
| 7 | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

0.Subject 1. Work Environment 2. Grid 3.KongruenzDivergence 3.1. SelfConcept_Rhombus

ggsheet : selfconcept

- including statistical and database oriented functions

TEMPLATE_EUCAB_SelfConcept_Entry_v6 lodz DW

File Edit View Insert Format Data Tools Extensions Help Last edit was on 4 Nov

100% \$ % .0 .00 123 Droid Sans 8 B I S A

Emo_K $=IF('2. Grid'!E$2=FALSE, "", (IF('2. Grid'!E$7=TRUE,1,0))+IF('2. Grid'!E$8=TR$

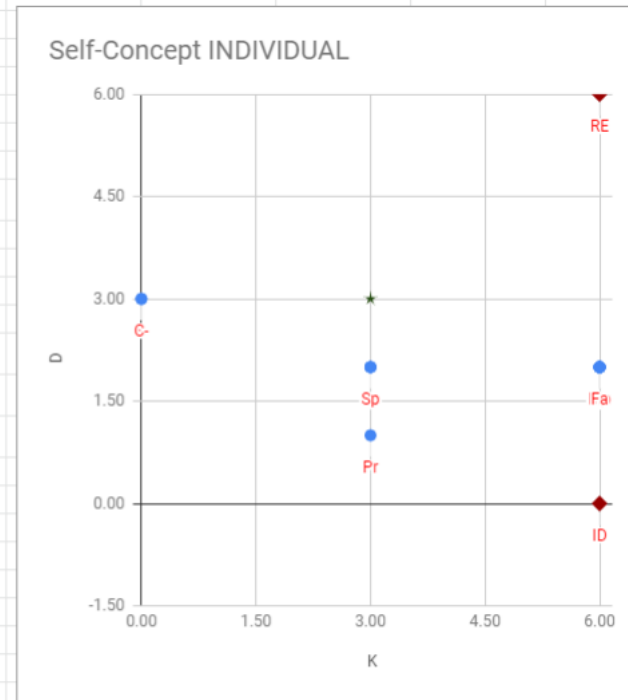
| | A | B | C | D | E |
|----|---|--|---|---|---|
| 1 | This page value ares automatically generated. | | | | |
| 3 | | Type | | K | D |
| 5 | | Emotional Person | | 3 | 3 |
| 7 | | Successful Person | | 3 | 3 |
| 9 | | Sympathetic Person | | 3 | 3 |
| 11 | | Proactive Person | | 3 | 3 |
| 13 | | Happy Person | | 3 | 3 |
| 15 | | Highly Appreciated Person | | 3 | 3 |
| 17 | | Assertive Person | | 3 | 3 |
| 19 | | Supportive Person | | 3 | 3 |
| 21 | | Ambitious Person | | 3 | 3 |
| 23 | | A superiour whom I would tend to rate positively | | 3 | 3 |
| 25 | | A superiour whom I would tend to rate negatively | | 3 | 3 |
| 27 | | A colleague whom I would rate positively | | 3 | 3 |
| 29 | | A colleague whom I would rate negatively | | 3 | 3 |

+ ≡ 0.Subject 1. Work Environment 2. Grid 3.KongruenceDiverg

ggsheet : selfconcept

- including charts possibilities

| Type | label | x | y |
|---|-------|------|------|
| Emotional Person | Em | 6.00 | 2.00 |
| Successful Person | Su | 3.00 | 2.00 |
| Sympathetic Person | Sy | 6.00 | 2.00 |
| Proactive Person | Pr | 3.00 | 1.00 |
| Happy Person | Ha | 6.00 | 2.00 |
| Highly Appreciated Person | Ap | 6.00 | 2.00 |
| Assertive Person | As | 3.00 | 2.00 |
| Supportive Person | Sp | 3.00 | 2.00 |
| Ambitious Person | Am | 6.00 | 2.00 |
| A superior whom I would tend to rate positively | S+ | 6.00 | 2.00 |
| A superior whom I would tend to rate negatively | S- | 0.00 | 3.00 |
| A colleague whom I would rate positively | C+ | 6.00 | 2.00 |
| A colleague whom I would rate negatively | C- | 0.00 | 3.00 |
| My mother | Mo | 6.00 | 2.00 |
| My father | Fa | 6.00 | 2.00 |
| reel | RE | 6.00 | 6.00 |
| ideal | ID | 6.00 | 0.00 |
| | | 3.00 | 3.00 |



Worksheet : Symlog

- including charts possibilities

ATE_EUCAB_Symlog_Entry_rev_2021_04 | context.reverso.net/traduction/francais-anglais/formation+de+mas

View Insert Format Data Tools Extensions Help [Last edit was seconds ago](#)

100% \$ % .0 .00 123 Arial 10 B I U A

| Label | PN (x) | FB (y) | Color | Size Calculation | >>>> | U-D | 7.50% | proportion |
|-------|--------|--------|-------|------------------|------|------|-------|-------------------|
| obs | -3.0 | 1.0 | 1 | 3.4 | | 14.0 | -18 | start U-D size |
| | | | | | | | 0.33 | start bubble size |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

SYMLOG Chart

18.0
13.5
9.0
4.5
0.0
-4.5
-9.0
-13.5
-18.0

-18.0 -13.5 -9.0 -4.5 0.0 4.5 9.0 13.5 18.0

0.Student 1. Observations 2. Rating 3. Results 3.1 Chart Na. Imported

ggsheet

- allowing the extraction of each specific data for its calculation inside the average's files : **“magic”** `importrange(...)` / 40k items

EUCAB_SelfConcept_Averages_V3 DW.0_CERGY 20201030

File Edit View Insert Format Data Tools Extensions Help Last edit was seconds ago

100% \$ % .0_ .00 123 Arial 8 B I U A

D:D fx

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y |
|----|---|------------|---------|-------|-------------------|-----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | SelfConcept Spreadsheets Average | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | fixed by DW 20211108 | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Please copy paste below the google links of each self concept spreadsheet | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Self Concept Urls | Student ID | Entry # | ct It | Subject Age Group | Subject Country | K | D | K | D | K | D | K | D | K | D | K | D | K | D | K | D | K | D | K |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | https://docs.google.com/spreadsheets/d/1E3W1ik4Upkv2yzqolI7LOL7sAvb55yVofpYcn15U_o/edit?usp=sharing | AZDUKDnx | 1 | | Z | Germany | 4 | 3 | 5 | 3 | 5 | 3 | 4 | 3 | 6 | 3 | 5 | 3 | | | | | | | |
| 8 | https://docs.google.com/spreadsheets/d/10WSMowMQBicP58VjckA08QJxamqg5CglnMIRZiIPY/edit?usp=sharing | AZDUKDnx | 2 | | Y | Germany | 4 | 5 | 3 | 0 | 4 | 5 | 4 | 0 | 4 | 5 | 4 | 3 | | | | | | | |
| 9 | https://docs.google.com/spreadsheets/d/1Djli_ttbOBo1tOiuUcDbD684lUybfZ76DT-G64nFDw/edit?usp=sharing | AZDUKDnx | 3 | | Y | Germany | 4 | 3 | 3 | 0 | 5 | 2 | 5 | 1 | 4 | 2 | 5 | 5 | | | | | | | |
| 10 | https://docs.google.com/spreadsheets/d/1jiiQJCMMEds1Mn5Ve50YKocwqcAwsx40WSnjnA74k0I/edit?usp=sharing | AZDUKDnx | 4 | | Z | Germany | 3 | 4 | 3 | 3 | 4 | 2 | 5 | 1 | 4 | 5 | 5 | 4 | | | | | | | |
| 11 | https://docs.google.com/spreadsheets/d/1NMA0YMavoLff9R605jz4gR0KhuZCPdoKvaarKuF3huQ/edit?usp=sharing | AZDUKDnx | 5 | | X | Germany | 2 | 2 | 2 | 3 | 4 | 2 | 4 | 1 | 3 | 2 | 2 | 1 | | | | | | | |

Count: 212

ggsheet

- allowing the extraction of each specific data for its calculation inside the average's files :
 - selfconcept rhombus(k,d) per country [link](#)*
 - selfconcept with symlog representation per country [link](#)*
 - classification of the wording associated to the 26 categories of behaviours [link](#)*
 - modelisation to near a symlog chart [link](#)*
 - symlog representation per ISP on 2 kinds of environment : Business and Everyday [link](#)*

*in details on following slides

ggsheet -> enrichment of the vocabulary describing the behaviours

- start point : a standard of 26 words to qualify the 26 categories

| categorie | description | suggestion 1 |
|---|--|------------------------|
| U = Values on Dominance | 1 U Individual financial success, personal prominence and power | U active |
| | delightful | UP extroverted |
| | 3 UPF Active teamwork toward common goals, organizational unity | UPF democratic leading |
| | 4 UF Efficiency, strong impartial management | UF assertive |
| | 5 UNF Active reinforcement of authority, rules, and regulations | UNF authoritarian |
| | 6 UN Tough-minded, self-oriented assertiveness | UN domineering |
| | 7 UNB Rugged, self-oriented individualism, resistance to authority | UNB provocative |
| | 8 UB Having a good time, releasing tension, relaxing control | UB joking |
| | 9 UPB Protecting less able members, providing help when needed | UPB warm |
| P = Values on Friendly Behavior | 10 P Equality, democratic participation in decision making | P friendly |
| | 11 PF Responsible idealism, collaborative work | PF cooperative |
| F = Values on Accepting Task orientation of Established Authority | 12 F Conservative, established, "correct" ways of doing things | F problem-solving |
| | 13 NF Restraining individual desires, for organizational goals | NF dogmatic |
| N = Values on Unfriendly Behavior | 14 N Self-protection, self-interest first, self-sufficiency | N unfriendly |
| | 15 NB Rejection of established procedures, rejection of conformity | NB cynical |
| B = Values on Opposing Task orientation of Established Authority | 16 B Change to new procedures, different values, creativity | B emotional |
| | 17 PB Friendship, mutual pleasure, recreation | PB affectionate |
| | 18 DP Trust in the goodness of others | DP appreciative |
| | 19 DPF Dedication, faithfulness, loyalty to the organization | DPF gentle |
| | 20 DF Obedience to the chain of command, complying with authority | DF obedient |
| | 21 DNF Self-sacrifice if necessary to reach organizational goals | DNF suffering |
| | 22 DN Passive rejection of popularity, going it alone | DN sad |
| | 23 DNB Admission of failure, withdrawal of effort | DNB alienated |
| | 24 DB Passive non-cooperation with authority | DB indecisive |
| | 25 DPB Quiet contentment, taking it easy | DPB quietly happy |
| D = Values on Submissiveness | 26 D Giving up personal needs and desires, passivity | D passive |

ggsheet -> enrichment of the vocabulary describing the behaviours

- new words on each selfconcept file at each ISP

student : propose category

teacher : confirm or fix it

-> an amount of words classified per country
with

common categories or not between countries

with misspelling, use of special characters

with expression rather than words

| | Criticized | | Appreciated | |
|----|--------------|------|--------------|------|
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | impulsive | AA ▾ | generous | AA ▾ |
| 6 | honest | AA ▾ | attentive | AA ▾ |
| 7 | boring | AA ▾ | curious | AA ▾ |
| 8 | (calm) | AA ▾ | (greedy) | AA ▾ |
| 9 | (dishonest) | AA ▾ | (careless) | AA ▾ |
| 10 | (funny) | AA ▾ | (banal) | AA ▾ |
| 11 | | | | |
| 12 | Avoided | | Admired | |
| 13 | | | | |
| 14 | grumpy | AA ▾ | wiser | AA ▾ |
| 15 | boring | AA ▾ | empathetic | AA ▾ |
| 16 | anoying | AA ▾ | hypocritical | AA ▾ |
| 17 | (kind) | AA ▾ | (absurb) | AA ▾ |
| 18 | (funny) | AA ▾ | (insntitive) | AA ▾ |
| 19 | (soothing) | AA ▾ | (right) | AA ▾ |

ggsheet -> enrichment of the vocabulary describing the behaviours

- design of a common list of 3.500 “words” [link](#)
 - with proposed category
 - multiplied because of misspelling and nearly expressions
 - fixed by 2 expert teachers
 - used as reference for the symlog representation of selfconcept environment datas
 - to be the heart of a list of fixed words with appropriate categories

ggsheet -> enrichment of the vocabulary describing the behaviours

- extraction of the words of selfconcept files with its category
- comparison with the fixed category in the database
 - 40% to 50% words well categorised by students
 - still 7% to 12% words to be fixed by the experts

| Self Concept Spreadsheets Average | | | | | | | | | | | | | | | |
|---|------------|---------|-------------|------------|---------------|----------------|------------|-----|---------------|----------------|------|-----------|-------|-------------|----|
| porto, cergy,budapest, baden, Mikkeli, Lodz | | | | | | | | | | | | | | | |
| Please copy paste below the google links of each self concept spreadsheets | | | | | | | | | | | | | | | |
| Self Concept Urls | Student ID | Entry # | bject Initi | ject Age G | ubject Countr | word 1 Cr | suggestion | np | word 2 Cr | suggestion | np | word 3 Cr | | | |
| 187 | | | | | | | 11% | 52% | 43% | 9% | 46% | 44% | 12% | | |
| https://docs.google.com/spreadsheets/d/1E3V1iK4UpkV2yzqoI7LOI7sAvbSSyWdfpYcn15U_o/edit?usp=sharing | AZDUKDnx | 1 | | Z | Germany | susceptible | DP | 0 | perfectionist | NF | #N/A | #N/A | naive | DPB | |
| https://docs.google.com/spreadsheets/d/10W5MowMQBl0PS8VjckAO8QJxamq5CqgINMIRZiIPEY/edit?usp=sharing | AZDUKDnx | 2 | | Y | Germany | moody | UP | NB | 0 | irrational | UP | #N/A | #N/A | emotional | B |
| https://docs.google.com/spreadsheets/d/1Dli_ltbOBo1tOiuUcdDbD684Uybfz76DT-G64nFDw/edit?usp=sharing | AZDUKDnx | 3 | | Y | Germany | uncreative | UP | DN | 0 | childish | UP | #N/A | #N/A | irrational | UP |
| https://docs.google.com/spreadsheets/d/1HiiQICMMEds1Mn5Ve50YKocwqcAwx40WSnjhA74kDJ/edit?usp=sharing | AZDUKDnx | 4 | | Z | Germany | capricious | UNB | B | 0 | negligent | UP | DB | 0 | aimless | UP |
| https://docs.google.com/spreadsheets/d/1NMA0YMavofF9R6OSjz4gPOKhuzGRdprYaazKuC3hyQ/edit?usp=sharing | AZDUKDnx | 5 | | X | Germany | fierce | UP | zz | 0 | conceited | UP | U | 0 | stubborn | UP |
| https://docs.google.com/spreadsheets/d/1RgDh3R7ueDuHrj9qzQwFl1wGC8Rsr_Ec0iLIPp1F3_o/edit?usp=sharing | AGWxSCSY | 1 | AG | Z | Germany | cheeky | UP | UNB | 0 | competitive | UP | U | 0 | to somebody | UP |
| https://docs.google.com/spreadsheets/d/1gngy1jqYChF8vimbQCZIG-hsEn8zug-UWigYNGoIOM/edit?usp=sharing | AGWxSCSY | 2 | AG | Y | Germany | unapproachable | UP | N | 0 | too thoughtful | UP | F | 0 | unemotional | UP |

Criticized

- Following slides give
 - details on each process including our work in progress ISP to ISP
 - link to the databases of all averages files
 - the charts for each kind of representation

Thanks for your attention
and
happy to answer to your questions

Content Analysis: where GGdrive could not help

- | | |
|--|---|
| 1. Which content are we talking about? | Students' categorizations (Obs. Sheet+ concept map) |
| 2. How was the data collected? | Through observation and interviews |
| 3. How was the content validated? | Manually |
| 4. Which were the main challenges? | Interpretation of the meaning, recategorization |
| 4.1 Some explanation and examples | |

Content Analysis: some explanation and examples

Observation is a qualitative research technique where the researcher observes the participant's behaviour in a natural environment:

- + it is highly accurate and simple
- The personal bias of the researchers affects their observation in many ways (generalizations, insight of right or wrong, preconceptions, etc).

Content Analysis: some explanation and examples

Observation and content creation are influenced by many factors, namely:

1. Social-psychological cognitive

a) Culture, gender, class membership, personality and other results of socialization



Frames for structuring and **perception of reality**

Content Analysis: some explanation and examples

Observation and content creation are influenced by many factors, namely:

2. Linguistic

a) In this project in particular, students needed to use a **foreign language** (English) to note down their observations and interviews' notes



Different proficiencies, different styles, different choices (content)

Content Analysis: some explanation and examples

Observation and content creation are influenced by many factors, namely:

3. Behavioral

a) following-instructions type

b) “freelancer” type



Lost in Symlog, lost in linguistic variation, lost in translation...

Content Analysis: Some examples of error typology

Variation

| wording | behaviour validated or fixed purple cells to be fixed zz to be fixed | fixed by ADB added by AA on orange undefined cells/B | MISSPELL | CORRECT WORDING | remark on work to be done fixing Work In Progress(WIP) on the files by XY done in green |
|---------------------------|--|--|----------|-----------------|---|
| calm | DPB | DPB | | | replace calmed, calmer, calming, calmy |
| calm | DPB | | | | |
| Calm and decisive | DPB | | | | |
| calmed | DPB | | x | calm | |
| calmer | DPB | | x | calm | |
| calming | PB | | x | calm | |
| calmy | DPB | | x | calm | |
| Can handle a stress | ZZ | | | | |
| Can say no | ZZ | | | | |
| can't decide | ZZ | | | | |
| can't defend myself | ZZ | | | | |
| can't make a decision | ZZ | | | | |
| Cant stand loosing | ZZ | | | | |
| capable | ZZ | | | | |
| Capable of hearing others | ZZ | | | | |

Content Analysis: Some examples of error typology

Cultural influence

| wording | behaviour validated or fixed purple cells to be fixed zz to be fixed | fixed by ADB added by AA on orange undefined cells/B | fixed by AA | MISSPELL | CORRECT WORDING |
|------------------------------|--|--|-------------|----------|-----------------|
| Cooperating with uncertainty | PF | | | | |
| cooperative | PF | | | | |
| corageous | U | | | X | Courageous |
| correct | F | | | | |
| corrupt | UNB | | | | |
| could not give a damn | zz | | | | |
| counterfeit | zz | | | | |
| courage | U | | | | |
| Courageous | U | | | | |
| Courageous | U | | | | |
| courageux | U | | | X | Courageous |

Content Analysis: Some Expectations vs Limitations

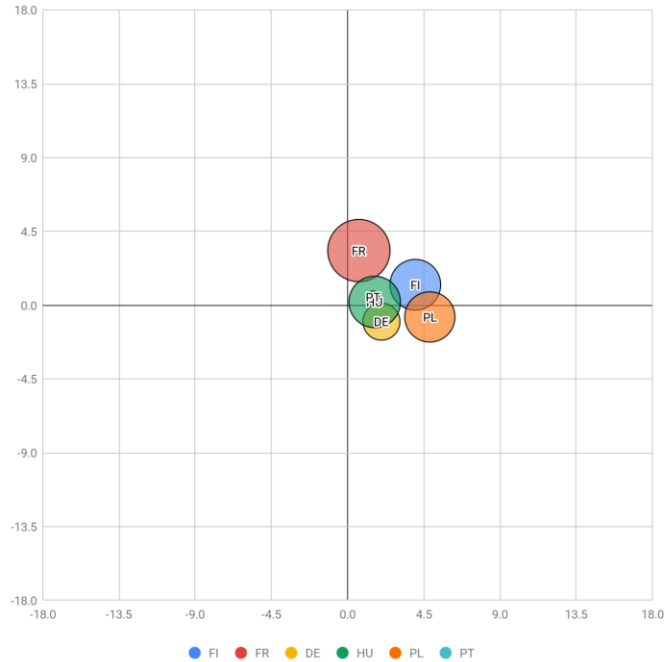
| Expectations | Limitations |
|---|---|
| <i>Process:</i> | <i>Process:</i> |
| 1. Students understand the main guidelines of Symlog method to collect data | 1. Students were not always the same in each ISP and they were not very experienced |
| 2. Students insert the collected data in the predefined forms in Drive and categorize it according to the Reference Table | 2. Students were very creative and described behaviours using their own words... |
| 3. Lecturers validate the inserted data and import it to the general database for analysis | 3. In the importation process, some mistakes were detected and corrected |
| 4. Categorization is revised and validated by the Symlog expert | 4. Instead of 25 adjectives (Symlog reference table), 3501 words had to be interpreted, revised and validated. |
| <i>Results:</i> | <i>Results:</i> |
| Collected data will be translated into identities profiles | 1. Revision and validation of “non-compliant” words was mainly based on interpretation from experts, also with their bias... 2. Some content (less than 5%) could not be used, because it could not be translated into Symlog categories |

Results - Behaviour

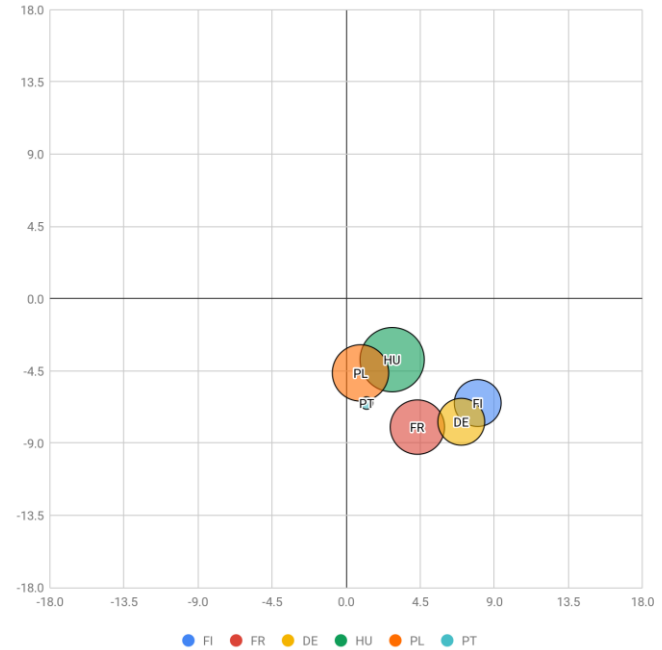
- 450 data-entries in 3 onsite programmes
- Perception of behaviour mostly similar across the groups of students
- Self-perception in France slightly different from other-perception (less friendly, more influential)
- It's rarely enough communication for Portuguese student-observers

BUDAPEST

BUDAPEST Business



BUDAPEST Day

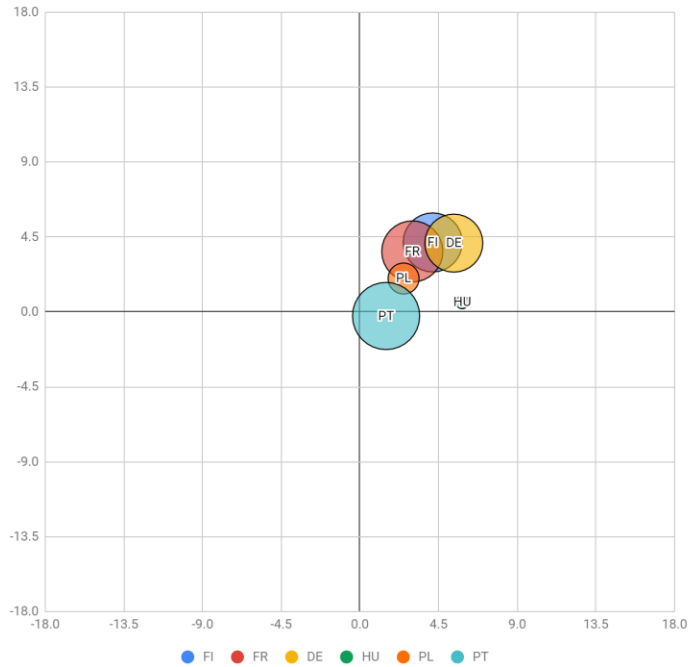


| Business | Label | PN (x) | FB (y) | Color | UD Size Calculation | > | U-D |
|----------|-------|--------|--------|-------|---------------------|---|------|
| Finland | FI | 4.0 | 1.3 | 1 | 1.4 | | 2.3 |
| France | FR | 0.7 | 3.3 | 2 | 1.7 | | 4.7 |
| Germany | DE | 2.0 | -1.0 | 3 | 1.2 | | -0.2 |
| Hungary | HU | 1.6 | 0.2 | 4 | 1.5 | | 2.4 |
| Poland | PL | 4.9 | -0.7 | 5 | 1.4 | | 2.1 |
| Portugal | PT | 1.5 | 0.5 | 6 | 1.0 | | -2.3 |

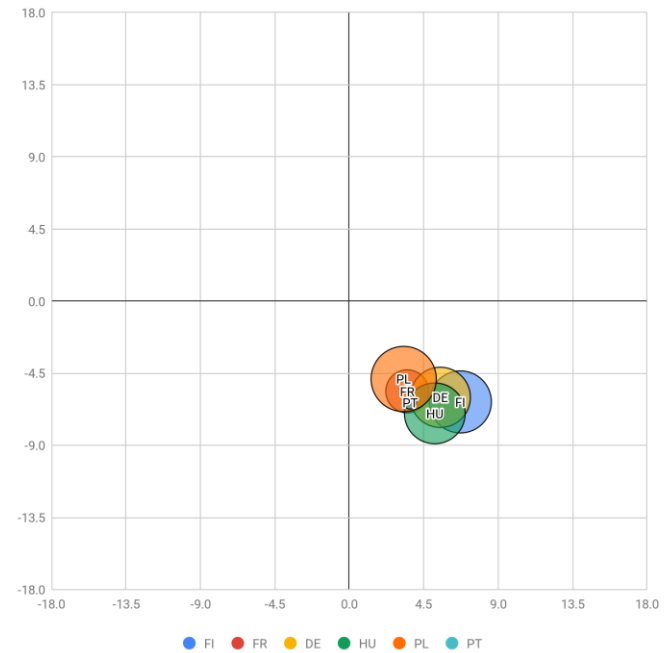
| Day | Label | PN (x) | FB (y) | Color | UD Size Calculation | > | U-D |
|----------|-------|--------|--------|-------|---------------------|---|------|
| Finland | FI | 8.0 | -6.5 | 1 | 1.3 | | 1.0 |
| France | FR | 4.3 | -8.0 | 2 | 1.5 | | 2.7 |
| Germany | DE | 7.0 | -7.7 | 3 | 1.3 | | 1.0 |
| Hungary | HU | 2.8 | -3.8 | 4 | 1.8 | | 5.0 |
| Poland | PL | 0.9 | -4.6 | 5 | 1.5 | | 3.1 |
| Portugal | PT | 1.3 | -6.5 | 6 | 1.0 | | -3.3 |

PORTO

PORTO Business



PORTO Day

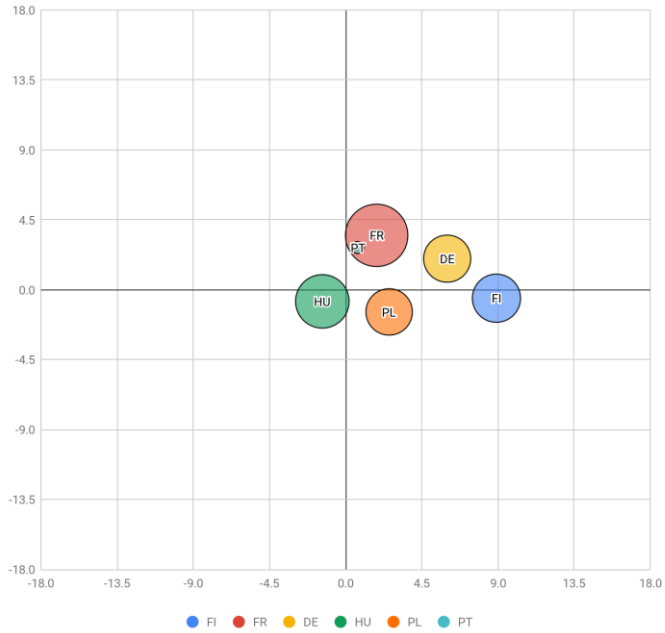


| Business | Label | PN (x) | FB (y) | Color | UD Size Calculation | > | U-D |
|----------|-------|--------|--------|-------|---------------------|---|------|
| Finland | FI | 4.2 | 4.2 | 1 | 1.6 | | 3.7 |
| France | FR | 3.0 | 3.6 | 2 | 1.6 | | 4.0 |
| Germany | DE | 5.4 | 4.1 | 3 | 1.6 | | 3.5 |
| Hungary | HU | 5.9 | 0.6 | 4 | 1.2 | | -0.6 |
| Poland | PL | 2.5 | 2.0 | 5 | 1.2 | | 0.2 |
| Portugal | PT | 1.5 | -0.3 | 6 | 1.8 | | 5.0 |

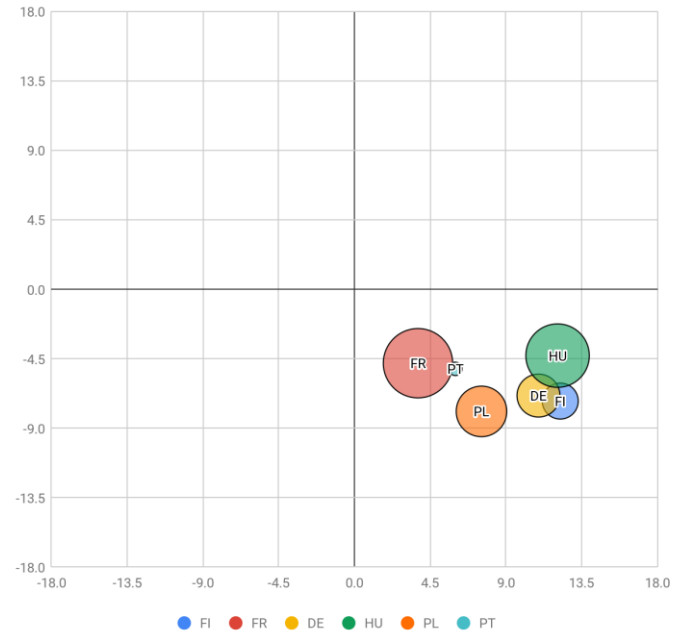
| Day | Label | PN (x) | FB (y) | Color | UD Size Calculation | > | U-D |
|----------|-------|--------|--------|-------|---------------------|---|------|
| Finland | FI | 6.7 | -6.3 | 1 | 1.7 | | 4.3 |
| France | FR | 3.5 | -5.6 | 2 | 1.3 | | 0.4 |
| Germany | DE | 5.5 | -6.0 | 3 | 1.6 | | 3.9 |
| Hungary | HU | 5.2 | -7.0 | 4 | 1.6 | | 4.0 |
| Poland | PL | 3.3 | -4.9 | 5 | 1.8 | | 5.0 |
| Portugal | PT | 3.7 | -6.3 | 6 | 1.0 | | -2.7 |

CERGY

CERGY Business



CERGY Day



| Business | Label | PN (x) | FB (y) | Color | UD Size Calculation | > | U-D |
|----------|-------|--------|--------|-------|---------------------|---|------|
| Finland | FI | 8.9 | -0.5 | 1 | 1.5 | | 2.4 |
| France | FR | 1.8 | 3.5 | 2 | 1.8 | | 5.5 |
| Germany | DE | 6.0 | 2.0 | 3 | 1.4 | | 2.1 |
| Hungary | HU | -1.4 | -0.8 | 4 | 1.6 | | 3.5 |
| Poland | PL | 2.6 | -1.4 | 5 | 1.4 | | 2.0 |
| Portugal | PT | 0.7 | 2.7 | 6 | 1.1 | | -2.0 |

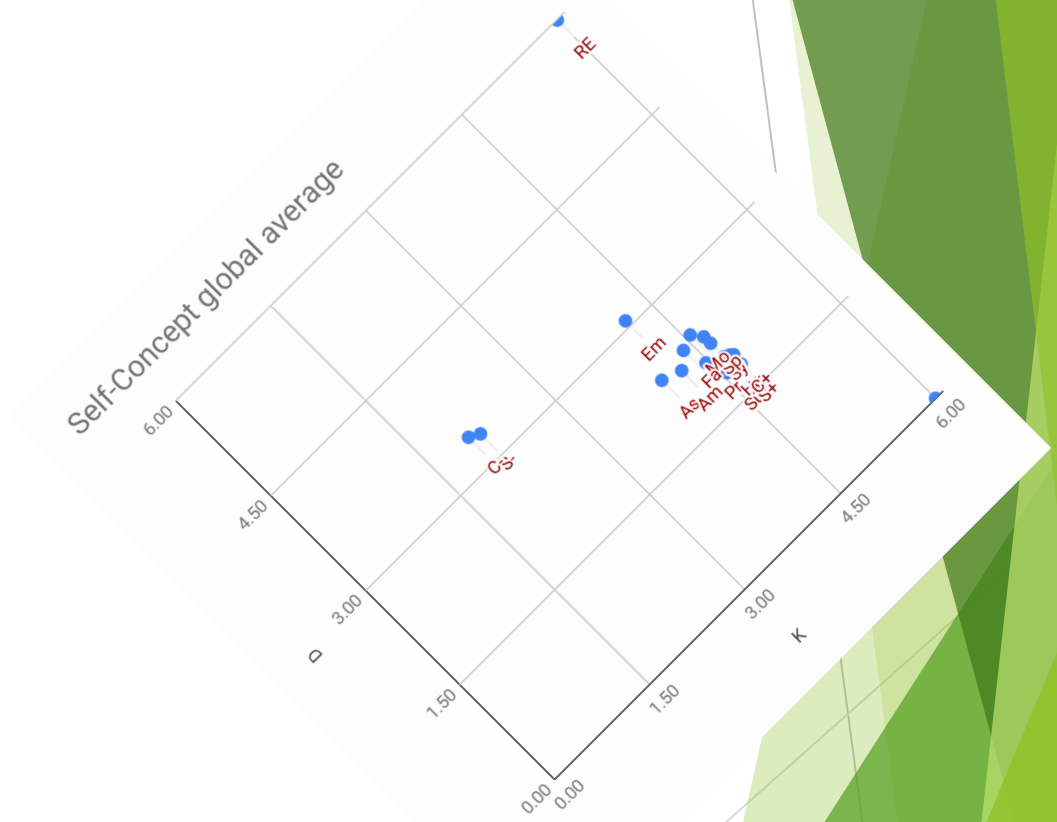
| DAY | Label | PN (x) | FB (y) | Color | UD Size Calculation | > | U-D |
|----------|-------|--------|--------|-------|---------------------|---|------|
| Finland | FI | 12.2 | -7.2 | 1 | 1.3 | | 0.5 |
| France | FR | 3.8 | -4.8 | 2 | 1.7 | | 4.7 |
| Germany | DE | 10.9 | -6.9 | 3 | 1.3 | | 1.2 |
| Hungary | HU | 12.1 | -4.3 | 4 | 1.6 | | 3.8 |
| Poland | PL | 7.6 | -7.9 | 5 | 1.4 | | 2.1 |
| Portugal | PT | 6.0 | -5.1 | 6 | 1.2 | | -0.4 |

Results - Identity

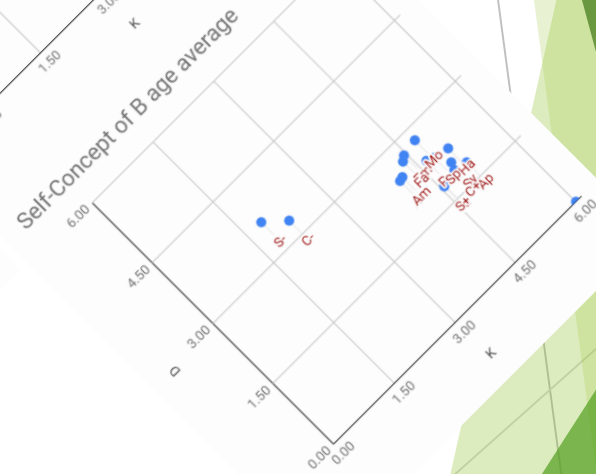
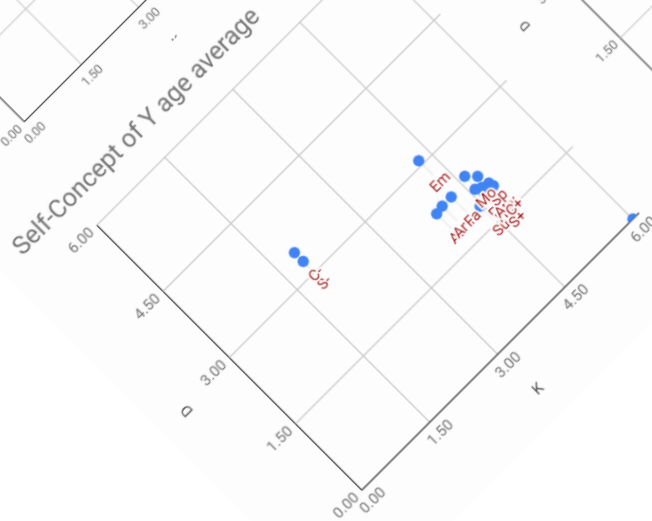
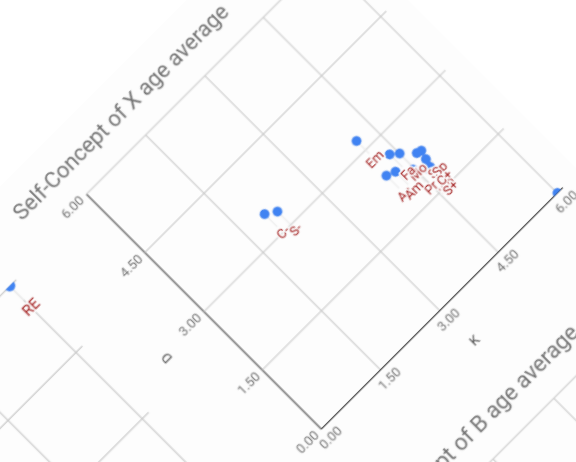
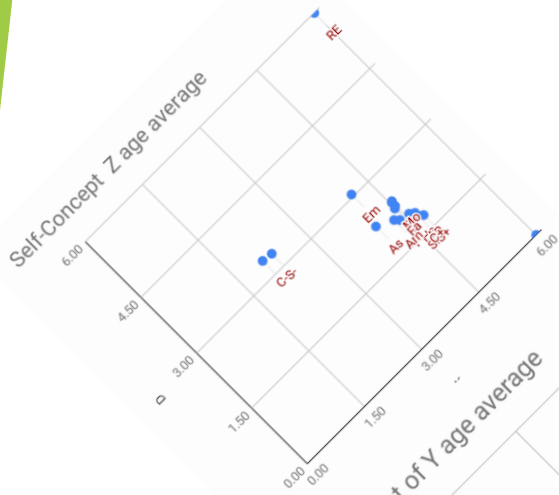
- There is a European identity
- We share some values which we have not yet attained but would like to achieve
- The „values“ chosen in this survey (happyness, success, assertiveness, proactiveness, sympathy, ambition, appreciation) seem to be attractive ideals for everyone
- There do not seem to be significant differences between the age groups

ALL Countries's rhombus

| Type | |
|---------------------------|-------|
| | label |
| Emotional Person | Em |
| Successful Person | Su |
| Sympathetic Person | Sy |
| Proactive Person | Pr |
| Happy Person | Ha |
| Highly Appreciated Person | Ap |
| Assertive Person | As |
| Supportive Person | Sp |
| Ambitious Person | Am |
| (+) Rated Superior | S+ |
| (-) Rated Superior | S- |
| (+) rated colleague | C+ |
| (-) rated colleague | C- |
| My mother | Mo |
| My father | Fa |
| reel | RE |
| ideal | ID |

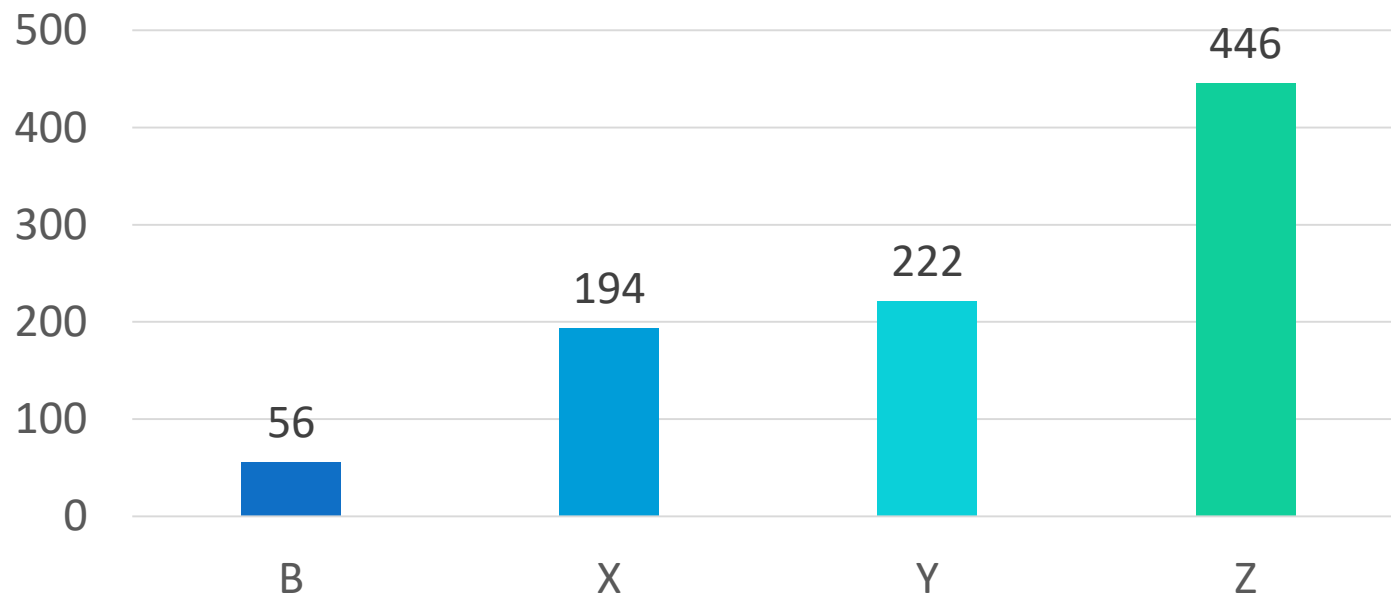


ALL Countries rho r bus

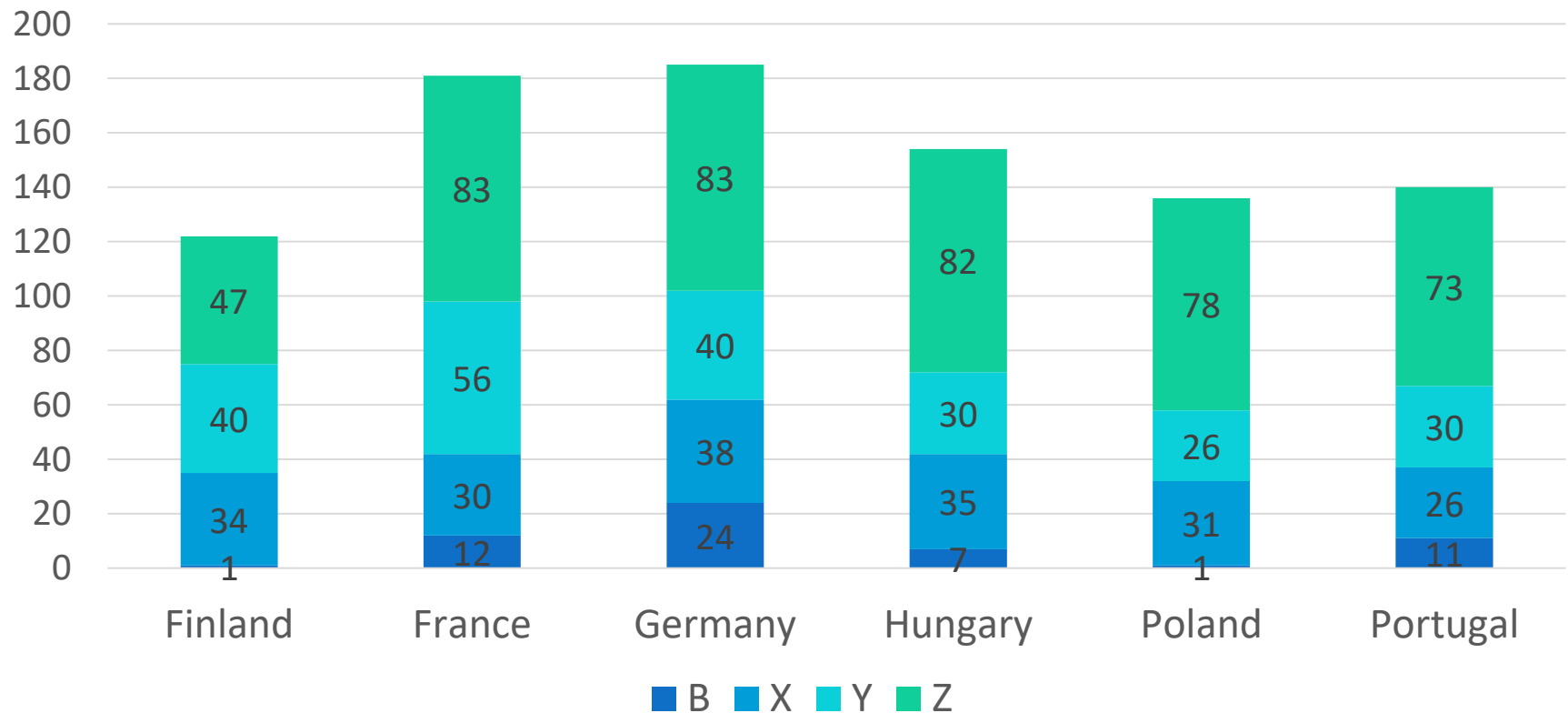


Data analysis self-concepts: statistics

Number of self-concept questionnaires
per generations



Number of self-concept questionnaires per generations and per countries



Data analysis self-concepts: Statistics

criticised

| | Finland | France | Germany | Hungary | Poland | Portugal | Standard deviation | Mean | Relative st.dev |
|-----|---------|--------|---------|---------|--------|----------|--------------------|---------------|-----------------|
| U-D | -10 | -5 | -9 | -9 | -10 | -8 | 1,71 | -8,50 | -20% |
| P-N | -12 | -12 | -13 | -14 | -12 | -13 | 0,75 | -12,67 | -6% |
| F-B | -8 | -9 | -8 | -9 | -9 | -7 | 0,75 | -8,33 | -9% |

Data analysis self-concepts: Statistics

avoided

| | Finland | France | Germany | Hungary | Poland | Portugal | Standard deviation | Mean | Relative st.dev |
|-----|---------|--------|---------|---------|--------|----------|--------------------|---------------|-----------------|
| U-D | -8 | -5 | -6 | -9 | -7 | -5 | 1,49 | -6,67 | -22% |
| P-N | -14 | -16 | -16 | -14 | -14 | -16 | 1,00 | -15,00 | -7% |
| F-B | -8 | -9 | -10 | -11 | -8 | -9 | 1,07 | -9,17 | -12% |

Data analysis self-concepts: Statistics

appreciated

| | Finland | France | Germany | Hungary | Poland | Portugal | Standard deviation | Mean | Relative st.dev |
|-----|---------|--------|---------|---------|--------|----------|--------------------|------------|-----------------|
| U-D | 2 | 3 | 2 | 4 | 3 | 2 | 0,75 | 2,7 | 28% |
| P-N | 13 | 17 | 16 | 16 | 14 | 16 | 1,37 | 15 | 9% |
| F-B | 3 | 1 | 0 | 3 | 4 | 3 | 1,37 | 2,3 | 59% |

Data analysis self-concepts: Statistics

admired

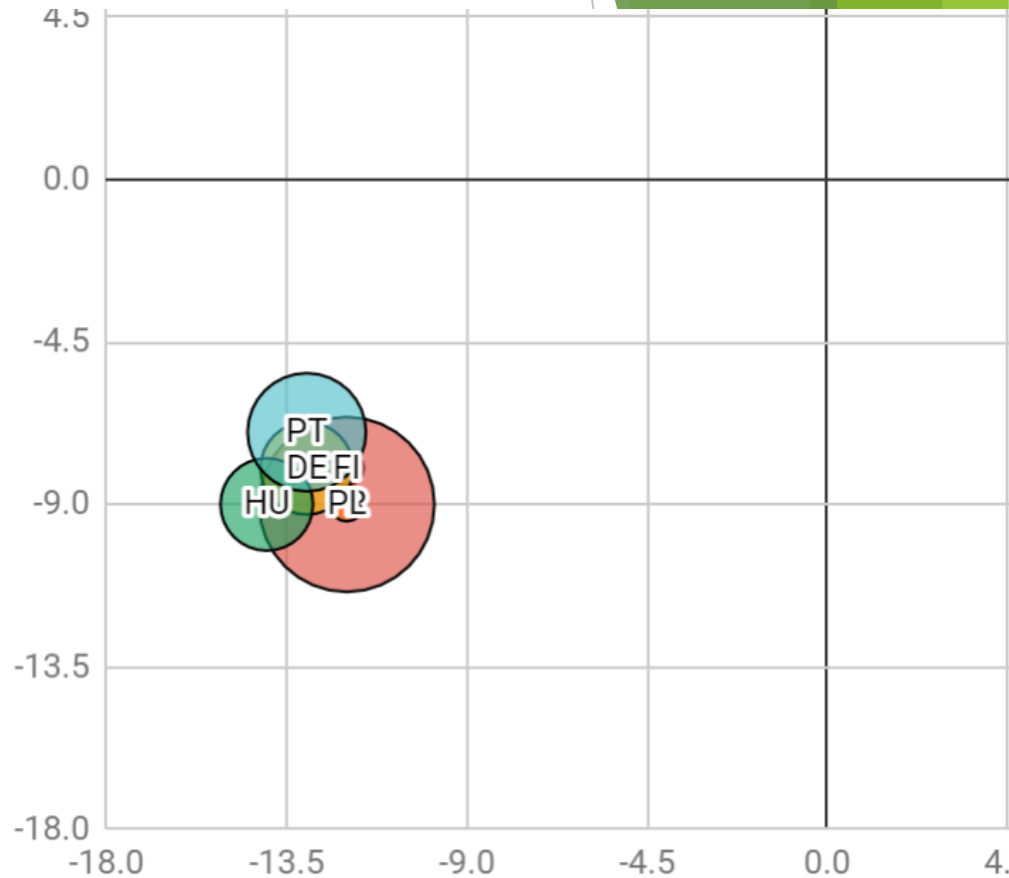
| | Finland | France | Germany | Hungary | Poland | Portugal | Standard deviation | Mean | Relative st.dev |
|-----|---------|--------|---------|---------|--------|----------|--------------------|--------------|-----------------|
| U-D | 3 | 0 | 3 | 1 | 0 | 0 | 1,34 | 1,17 | 115% |
| P-N | 12 | 12 | 8 | 13 | 13 | 15 | 2,11 | 12,17 | 17% |
| F-B | 4 | 1 | 4 | 3 | 3 | 3 | 1,00 | 3,00 | 33% |

Results - Identity

- We share an identity that is mildly friendly, mildly emotional, not particularly goal-oriented, rather passive
- We share the ideal of being even more friends with each other, a little bit goal-oriented , and still mildly influential
- We avoid what we criticize → we avoid conflict
- We don't take much responsibility and do not want to do so
- Vacuum?

Selfconcept database : symlog diagram files/country

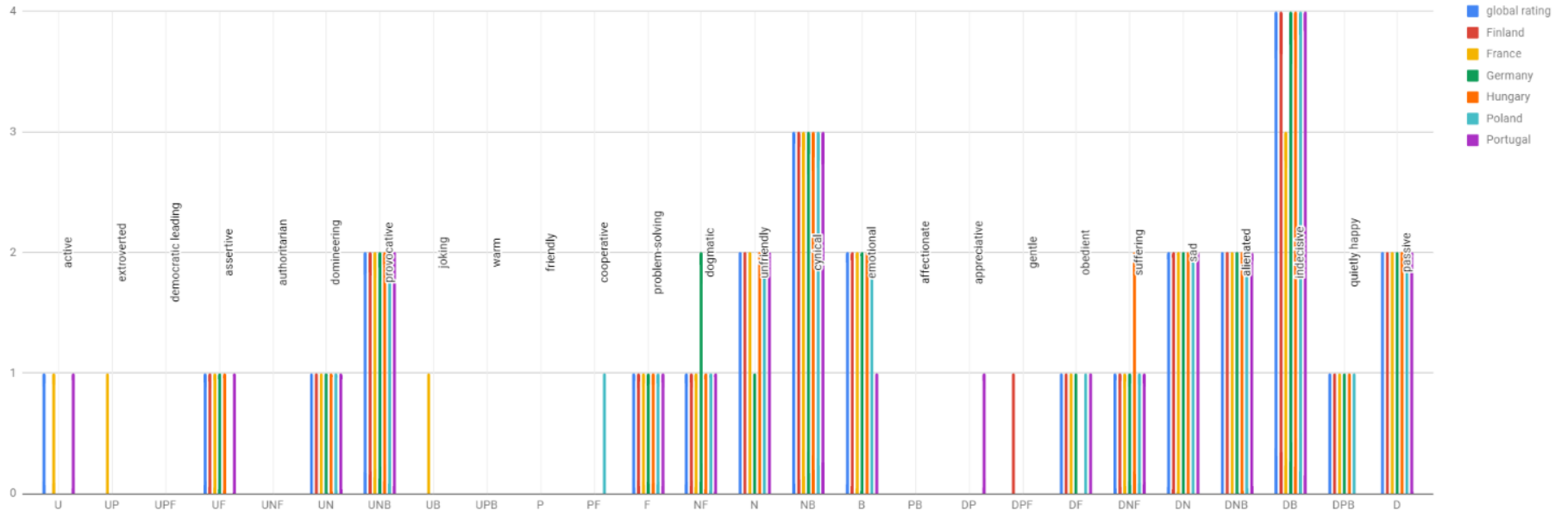
| Criticized | Label | PN (x) | FB (y) | Color | UD Size Calculation | >> | U-D |
|------------|-------|--------|--------|-------|---------------------|----|-----|
| Finland | FI | -12 | -8 | | 0.59 | | -10 |
| France | FR | -12 | -9 | | 0.85 | | -5 |
| Germany | DE | -13 | -8 | | 0.64 | | -9 |
| Hungary | HU | -14 | -9 | | 0.64 | | -9 |
| Poland | PL | -12 | -9 | | 0.59 | | -10 |
| Portugal | PT | -13 | -7 | | 0.69 | | -8 |



<https://docs.google.com/spreadsheets/d/1jIF3FT2fb0gp9yaVOq5LeflJEaAj9fsx-KsHvjb-BXs/edit?usp=sharing>

● FI ● FR ● DE ● HU ● PL ● PT

criticized

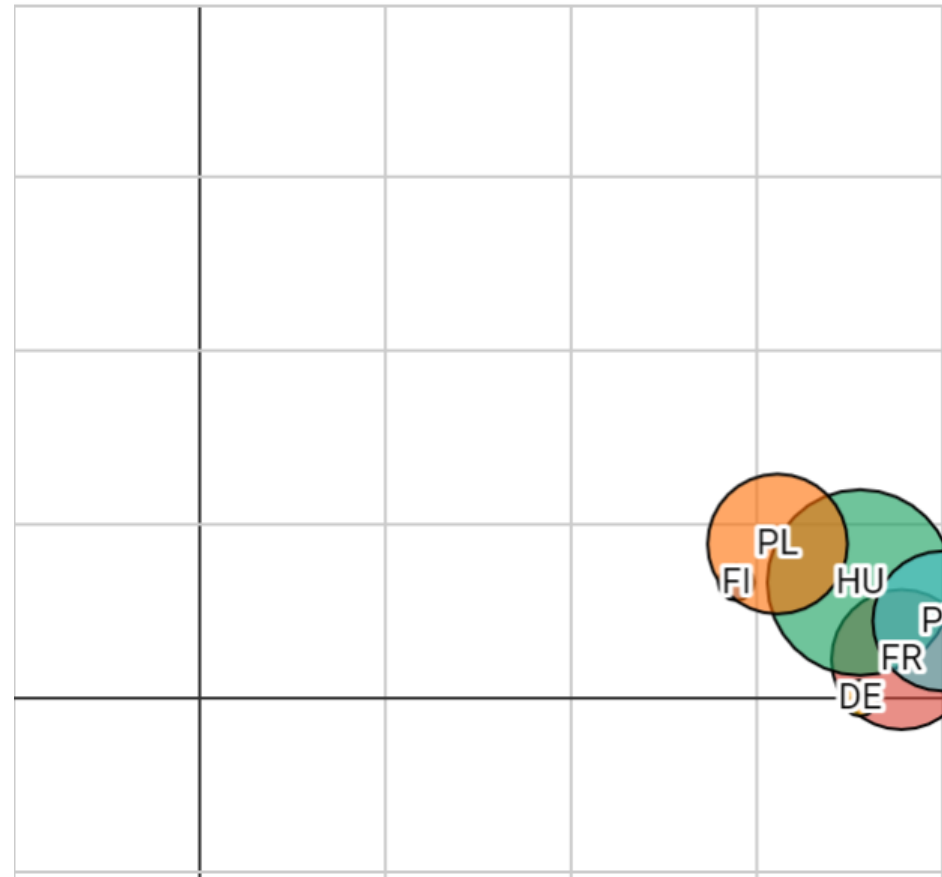


Mostly criticized

1. indecisive about 30%
2. cynical about 15%
3. passive about 10%

Selfconcept database : symlog diagram files/country

| Appreciated | Label | PN (x) | FB (y) | Color | UD Size Calculation | >> >> | U-D |
|-------------|-------|-----------|-----------|-------|---------------------------|----------|-----|
| Finland | FI | 13 | 3 | | 1.42 | | 2 |
| France | FR | 17 | 1 | | 1.52 | | 3 |
| Germany | DE | 16 | 0 | | 1.42 | | 2 |
| Hungary | HU | 16 | 3 | | 1.64 | | 4 |
| Poland | PL | 14 | 4 | | 1.52 | | 3 |
| Portugal | PT | 18 | 2 | | 1.52 | | 3 |

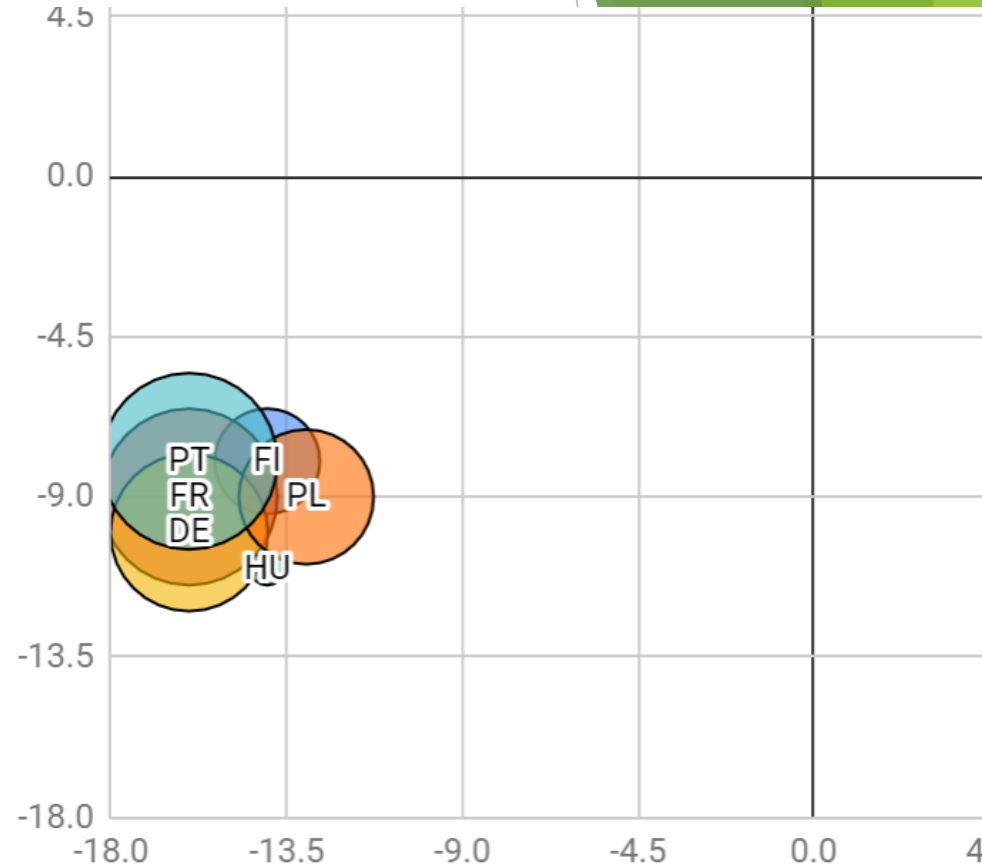


<https://docs.google.com/spreadsheets/d/1jIF3FT2fb0gp9yaVOq5LeflJEaAj9fsx-KsHvjb-BXs/edit?usp=sharing>

● FI ● FR ● DE ● HU ● PL ● PT

Selfconcept database : symlog diagram files/country

| Avoided | Label | PN (x) | FB (y) | Color | UD Size Calculation | >> >> | U-D |
|----------|-------|--------|--------|-------|---------------------|----------|-----|
| Finland | FI | -14 | -8 | | 0.69 | | -8 |
| France | FR | -16 | -9 | | 0.85 | | -5 |
| Germany | DE | -16 | -10 | | 0.79 | | -6 |
| Hungary | HU | -14 | -11 | | 0.64 | | -9 |
| Poland | PL | -13 | -9 | | 0.74 | | -7 |
| Portugal | PT | -16 | -8 | | 0.85 | | -5 |

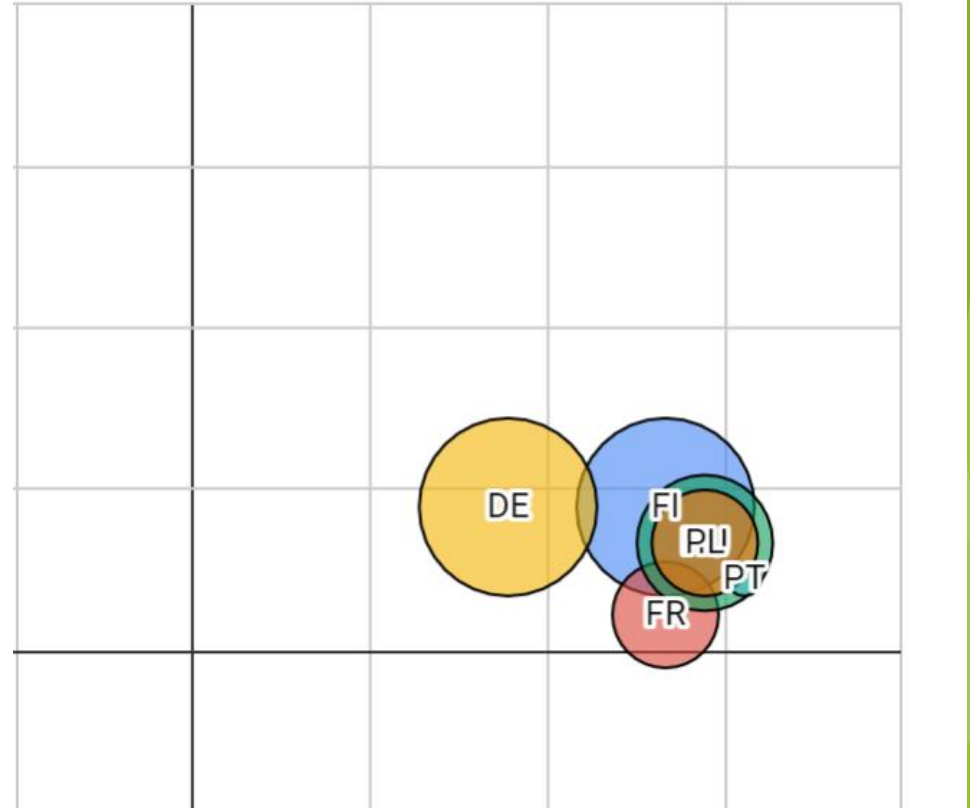


<https://docs.google.com/spreadsheets/d/1jIF3FT2fb0gp9yaVOq5LeflJEaAj9fsx-KsHvjb-BXs/edit?usp=sharing>

● FI ● FR ● DE ● HU ● PL ● PT

Selfconcept database : symlog diagram files/country

| Admired | Label | PN (x) | FB (y) | Color | UD Size Calculation | >>>> | U-D |
|----------|-------|--------|--------|-------|---------------------|------|-----|
| Finland | FI | 12 | 4 | | 1.52 | | 3 |
| France | FR | 12 | 1 | | 1.23 | | 0 |
| Germany | DE | 8 | 4 | | 1.52 | | 3 |
| Hungary | HU | 13 | 3 | | 1.32 | | 1 |
| Poland | PL | 13 | 3 | | 1.23 | | 0 |
| Portugal | PT | 14 | 2 | | 1.14 | | -1 |

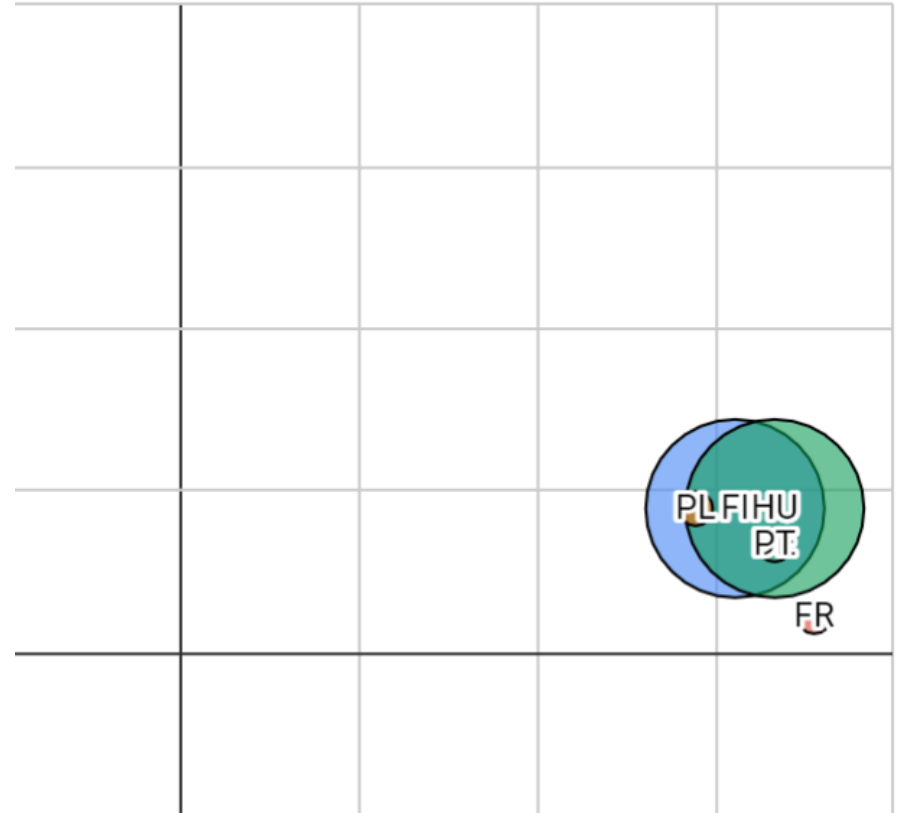


<https://docs.google.com/spreadsheets/d/1jIF3FT2fb0gp9yaVOq5LeflJEaAj9fsx-KsHvjb-BXs/edit?usp=sharing>

● FI ● FR ● DE ● HU ● PL ● PT

Selfconcept database : symlog diagram files/country

| Ideal | Label | PN (x) | FB (y) | Color | UD Size Calculation | >>>> | U-D |
|----------|-------|--------|--------|-------|---------------------|------|-----|
| Finland | FI | 14 | 4 | | 1.42 | | 2 |
| France | FR | 16 | 1 | | 1.32 | | 1 |
| Germany | DE | 15 | 3 | | 1.32 | | 1 |
| Hungary | HU | 15 | 4 | | 1.42 | | 2 |
| Poland | PL | 13 | 4 | | 1.32 | | 1 |
| Portugal | PT | 15 | 3 | | 1.32 | | 1 |

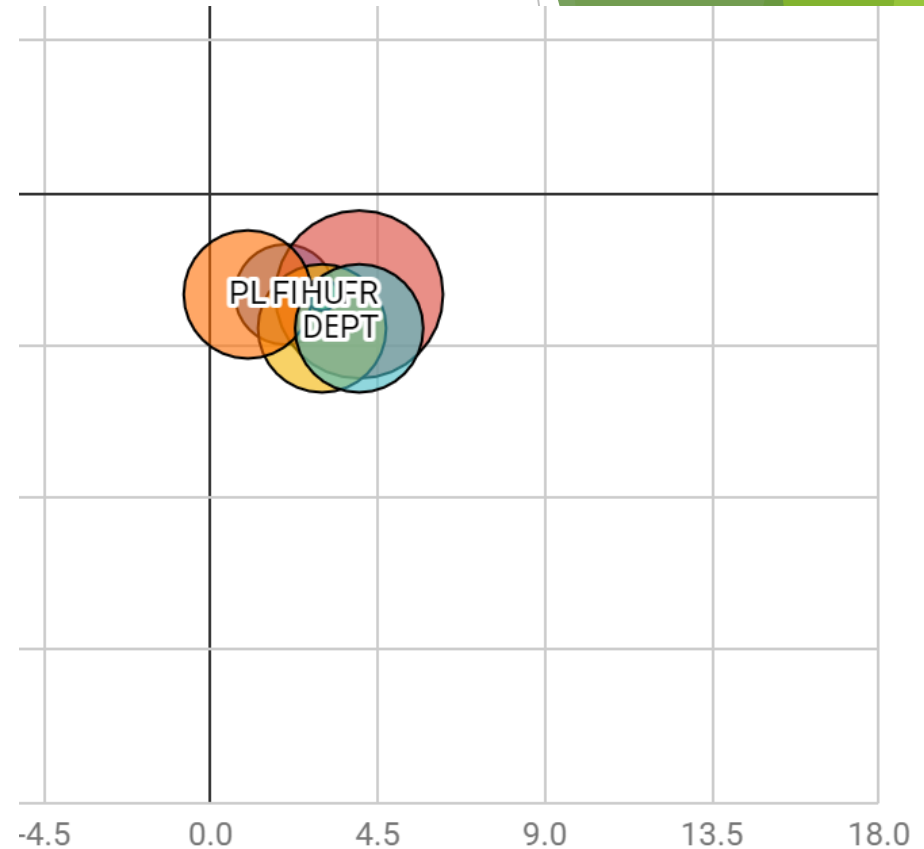


<https://docs.google.com/spreadsheets/d/1jIF3FT2fb0gp9yaVOq5LeflJEaAj9fsx-KsHvjb-BXs/edit?usp=sharing>

● FI ● FR ● DE ● HU ● PL ● PT

Selfconcept database : symlog diagram files/country

| Reel | Label | PN (x) | FB (y) | Color | UD Size Calculation | >>>> | U-D |
|----------|-------|--------|--------|-------|---------------------|------|-----|
| Finland | FI | 2 | -3 | | 0.92 | | -4 |
| France | FR | 4 | -3 | | 1.14 | | -1 |
| Germany | DE | 3 | -4 | | 0.99 | | -3 |
| Hungary | HU | 3 | -3 | | 0.85 | | -5 |
| Poland | PL | 1 | -3 | | 0.99 | | -3 |
| Portugal | PT | 4 | -4 | | 0.99 | | -3 |



<https://docs.google.com/spreadsheets/d/1jIF3FT2fb0gp9yaVOq5LeflJEaAj9fsx-KsHvjb-BXs/edit?usp=sharing>

● FI ● FR ● DE ● HU ● PL ● PT

Thoughts on transfer to management

Three classes of behaviour - mostly criticized behaviour

- Indecisiveness
- Passive behaviour
- Cynical behaviour

Thoughts on transfer to management

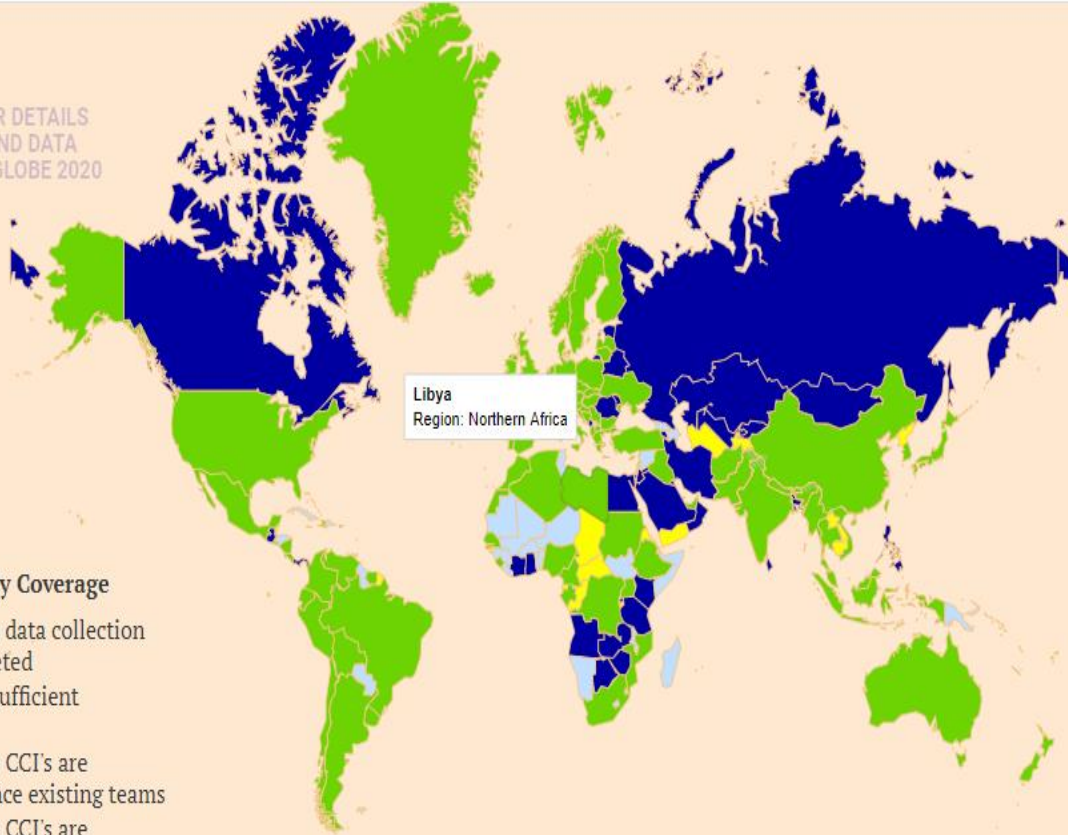
Three classes of behaviour - mostly criticized behaviour

| | FR | FI | GE | HU | PL | PT |
|------------|-----|-----|-----|-----|-----|-----|
| cynical | 119 | 77 | 165 | 115 | 111 | 68 |
| indecisive | 221 | 173 | 231 | 211 | 187 | 133 |
| passive | 99 | 55 | 88 | 72 | 60 | 44 |

Hosted by:



CLICK ON ANY COUNTRY FOR DETAILS ABOUT CCI's, LANGUAGES, AND DATA COLLECTION PROGRESS IN GLOBE 2020



GLOBE 2020 Study Coverage

- Countries where data collection has been completed
- Countries with sufficient CCI's in place
- Countries where CCI's are needed to enhance existing teams
- Countries where CCI's are needed



GLOBE 2020 Progress



Confirmed Survey Responses
38,000+

| | |
|------------------|--------|
| Countries | 167 |
| CCIs | 544 |
| Survey Languages | 59 |
| World GDP | 99.55% |
| World Population | 97.63% |

[Click for list of countries and statuses](#)

The GLOBE project

(Global Leadership &
Organisational Behaviour
Effectiveness)

Aim

Investigate how cultural values are related to

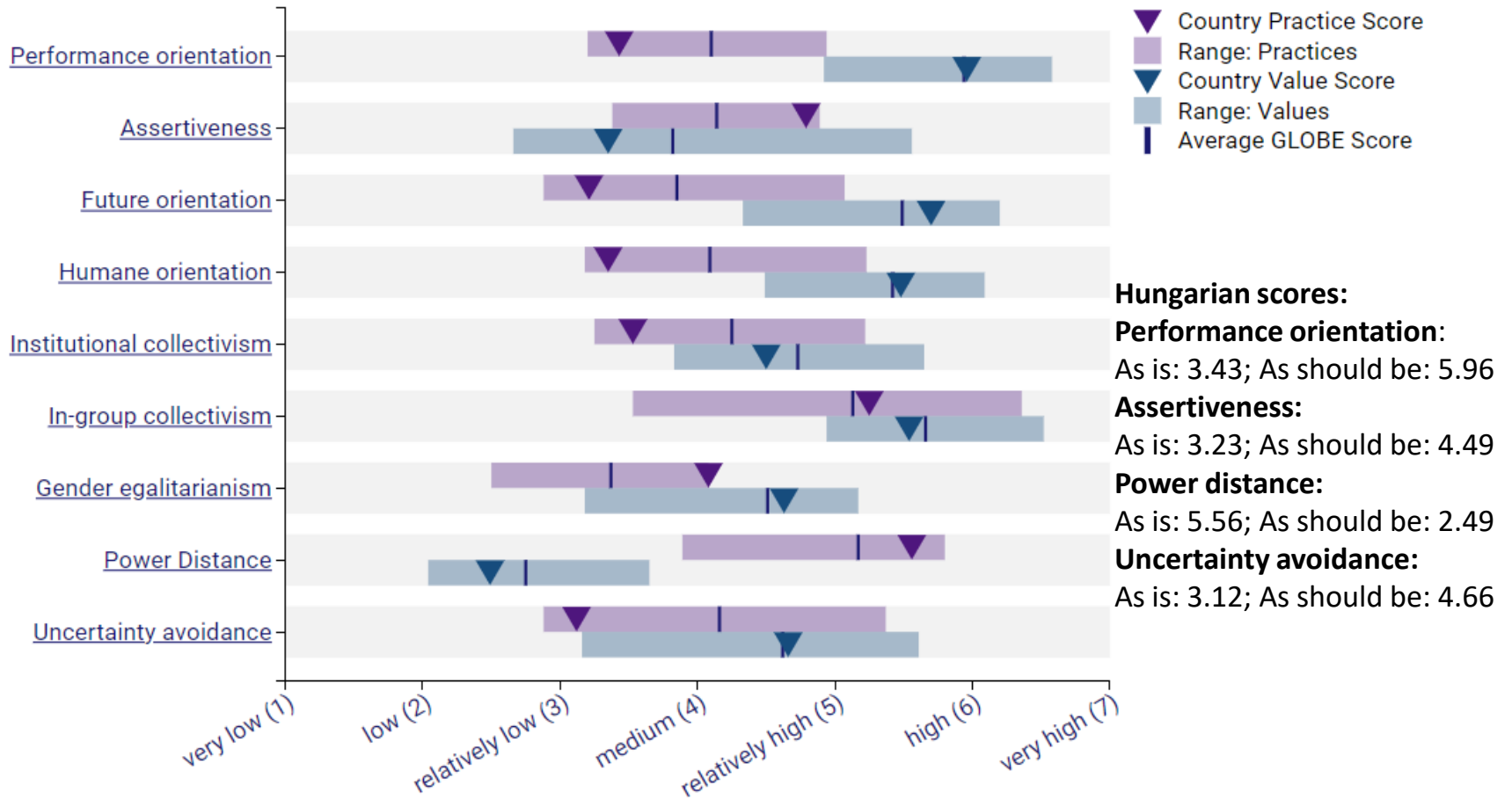
- organisational practices
- conceptions of leadership
- economic competitiveness of societies
- human conditions of people

Globe project – cultural dimensions

- Power Distance
- Performance Orientation
- Uncertainty Avoidance
- Humane Orientation
- Institutional Collectivism
- In-Group Collectivism
- Assertiveness
- Gender Egalitarianism
- Future Orientation

Investigated for each of the nine cultural dimensions:
Practices: as is; Values: as should be

Cultural values and practices in Hungary – The Globe Project



Selfconcept database : symlog diagram files/country

an example :

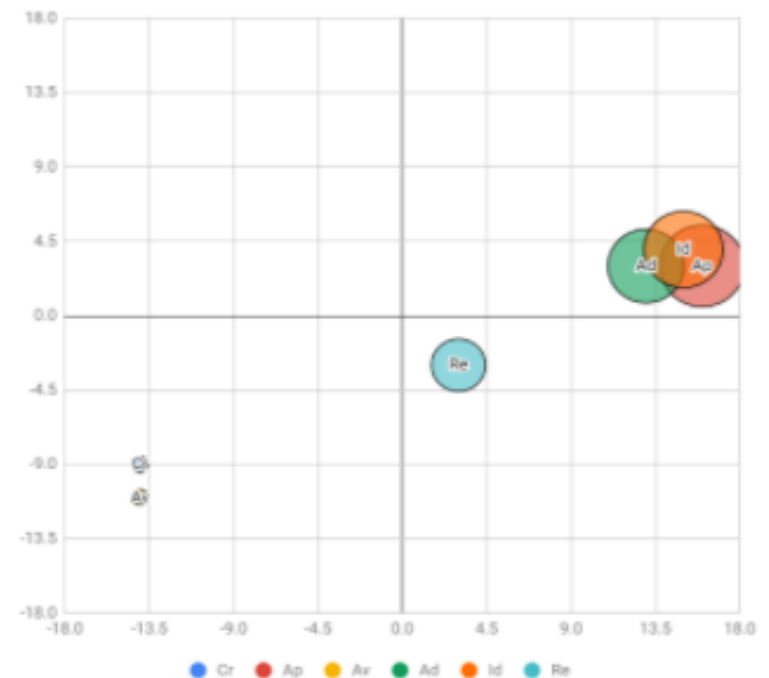
3 first % of behaviours for Criticized

UPDATE

| | | | |
|----|-----------|-----|-----|
| NB | cynical | 115 | 14% |
| DB | indcisive | 211 | 25% |
| D | passive | 72 | 8% |

| Hungary | Label | PN (x) | FB (y) | Color | UD Size Calculation | >>>> | U-D |
|-------------|-------|--------|--------|-------|---------------------|------|-----|
| Criticized | Cr | -14 | -9 | 1 | 0.64 | | -9 |
| Appreciated | Ap | 16 | 3 | 3 | 1.64 | | 4 |
| Avoided | Av | -14 | -11 | 5 | 0.64 | | -9 |
| Admired | Ad | 13 | 3 | 7 | 1.32 | | 1 |
| Ideal | Id | 15 | 4 | 2 | 1.42 | | 2 |
| Real | Re | 3 | -3 | 5 | 0.85 | | -5 |

Hungary



Critical remarks

- Data have been collected in bigger cities: Homogeneity might be caused by urban common styles
- Now data to be compared with from the US, Australia, New Zealand: European or common phenomena?
- Not enough data from the generation of baby boomers
- Not enough observation data
- Object persons might not have been selected appropriately, students might have made mistakes

Critical remarks: However

- Existing research is partly based on data collected in the 60ies and 70ies of last century
- Other research is as well based on priviledged groups ...
- ... mainly male persons of a certain age, e.g. Globe-studies on male middle aged managers
- Maybe it's time to change the paradigm?

Future

Further research e.g. on

- Differences and similarities between groups of age
- Vertical studies: changes with growing ages
- Gender-based differences and similarities
- Broadening the scope of data:
 - other European countries
 - other continents
 - other regions in the participating countries
 - linguistic research on loss or change of information by translating self-concept data into English

Tu sum it up

- Yes, there is a European identity based on the data explored
- It is not particularly expressive, but mildly friendly, mildly emotional and basically passive
- It might leave a vacuum for more decisive tendencies
- Particular national identities could not be observed
- Behaviour tends to be quite similar

References

- Andersson M., The social imaginary of first generation Europeans. *Social Identities*, Vol. 16 nr 1, pp. 3-21, 2010.
- Bailey J. S. and Burch M. R., *Research Methods in Applied Behavior Analysis*. Routledge, New York 2017.
- Bales R. F. and Cohen S. P., *Systematic Multiple Level Observation of Groups SYMLOG*. A system for the multiple level observation of groups. Free Press, New York 1979.
- Bales R. F., *Interaction Process Analysis*. Addison-Wesley, Cambridge 1950, MA.
- Bales R. F., *Personality and Interpersonal Behavior*. Holt Rinehart & Winston, New York 1970.
- Cooley C. H., *Human Nature and the Social Order*, Scribner's, p.183-184, New York 1902. Retrieved from <http://www.psychologyconcepts.com/looking-glass-self/> (accessed: 16 February 2021).
- Epstein S., The Self-Concept revisited. *American Psychologist*, vol. 28, p. 404–415, 1973.
- Gingrich, A., *Conceptualizing Identities*. [in:] *Grammars of Identity/Alterity. A Structural Approach*, G. Bauman, A. Gingrich red., Oxford University Press, 2004.
- Habermas J., O wewnętrznym powiązaniu między państwem prawa a demokracją. [On the Internal Relation between the Rule of Law and Democracy]. *Przegląd filozoficzny*, 4, 1995.
- Habermas J., *Obywatelstwo państwowe a tożsamość narodowa*. [Citizenship and National Identity]. [in:] *Faktyczność i obowiązywanie*, Warszawa: PWN, 2005.
- Habermas J., *Uwzględniając Innego*. *Studia z teorii politycznej*. [The Inclusion of the Other: Studies in Political Theory] Warszawa: PWN, 2009.
- Hofstede G., *Interkulturelle Zusammenarbeit*, Springer, Wiesbaden 1993.
- Hooper M., The Structure and Measurement of Social Identity, *Public Opinion Quarterly* 40, no 2, p. 154-64, 1976.
- Kelly G. A., *The Psychology of Personal Constructs*. Norton, New York 1955.
- Lewin K. and Cartwright D., *Field theory in social science*. Harper, New York 1958.
- Lewin K., *Frontiers in Group Dynamics* 1947. Retrieved from <https://doi.org/10.1177/001872674700100103>.
- Lewin K., *Group Decision and Social Change*. Holt, Rinehart and Winston, New York 1958.
- Lewin K., *Principles of Topological Psychology*. New York: McGraw-Hill, 1936.
- Lübke H., *Abschied vom Superstaat*, Berlin 1994.
- Luck L., Jackson D. & Usher K., STAMP: Components of Observable Behaviour that indicate Potential for Patient Violence in Emergency Departments. *Journal of Advanced Nursing*, 2007. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/17543010> (accessed: 30 December 2019).
- Luft J., Ingham H., *The Johari Window, a Graphic Model of Interpersonal Awareness*. University of California, Los Angeles 1955.
- Mead G. H., *Mind, Self, and Society*. University of Chicago Press, Chicago 1934.

References

- Mummenendy H. D., Psychologie des „Selbst“. Hogrefe, Göttingen 2006.
- Nario-Redmond M. R., Biernat M., Eidelman S. & Debra J Palenske, The Social and Personal Identities Scale. Published online: 21 Jun 2011 in "Self and Identity", vol. 3, p. 143–175, 2004. Retrieved from https://www.researchgate.net/publication/254224983_The_Social_and_Personal_Identities_Scale_A_Measure_of_the_Differential_Importance_Ascribed_to_Social_and_Personal_Self-Categorizations (accessed: 30 December 2019).
- Nunamaker J. F. Jr., Applegate L. M., Facilitating Group Creativity. "Journal of Management Information Systems", vol. 3, p. 5–19, 1987.
- Orlik P., Das Selbstkonzept als Bezugssystem sozialer Kognitionen. "Zeitschrift für Sozialpsychologie", vol. 10, p. 167–182, 1979.
- Orlik P., Sprachspiele und Lebensformen. Pabst, Lengerich, 2006.
- Pavlov I. P., Conditioned Reflexes. "Nature", vol. 121, p. 662–664, 1927.
- Postmes T., Haslam, S. A. & Jans L., A single-item measure of social Identification, 2012. Retrieved from <https://doi.org/10.1086/268284> (accessed: 29 December 2019). Published: 01 January 1976.
- Schmitt C., Political Theology. Four Chapters on the Concept of Sovereignty University of Chicago Press, 2005.
- Schmitt C., The Leviathan in the State Theory of Thomas Hobbes. Meaning and Failure of a Political Symbol. University of Chicago Press, 2008.
- Skinner B. F., Verbal Behavior. Copley Publishing Group, Acton, MA 1958.
- Tajfel H., Experiments in Intergroup Discrimination. "Scientific American", vol. 223, p. 96–102, 1970.
- Watson J. B., Behaviorism. University of Chicago Press, Chicago 1930.
- Wittgenstein L., Tractatus logico-philosophicus, 5.6. Suhrkamp, Frankfurt 1984.
- Wren K., Cultural racism: Something rotten in the state of Denmark? Social & Cultural Geography, Vol. 2, nr 2, pp. 141-163, 2001.
- Yin R., Etilé F., Measuring Identity Orientations for Understanding Preferences: A French Validation of the Aspects-of-Identity Questionnaire, 2019. Retrieved from <https://ideas.repec.org/e/pet5.html> (accessed: 29 December 2019).